INDIAN SPRINGS SCHOOL

Academics Guide

(Updated 12 Mar 2025)

CONTENTS

1 GENERAL

1.1 ADMINISTRATION AND STAFF

Head of School, *Scott Schamberger*
Assistant Head of School for Academic Affairs, *Jonathan Gray PhD*
Dean of Faculty, *Weslie Wald*
Dean of Students, *Curtis Phillips*
Associate Dean of Students, *Clay Colvin*
Assistant Dean of Students, *Alonia Fulgham*
Director of College Advising, *Amelia Johnson*
Registrar, *Jourdan Cunningham*
Academic Center Coordinator, *Christine Copeland*

1.2 DEPARTMENTS

Arts, *Clay Colvin, Chair*
Computer Science & Engineering, *William Belser '80, Chair*
English, *James Griffin, Chair*
History, *Dan Clinkman PhD, Chair*
Languages, *Buck Crowe, Chair*
Mathematics, *Chris Mullinax, Chair*
Physical Education, *Brad Skiff, Chair*
Science, *Tessa Magnuson, Chair*

1.3 COMMITTEES WITH ACADEMIC RESPONSIBILITIES

Academics Committee, *Jonathan Gray and Weslie Wald, Chairs*

Clay Colvin
William Belser
James Griffin
Dan Clinkman
Buck Crowe
Chris Mullinax
Brad Skiff
Tessa Magnuson
Amelia Johnson
Jourdan Cunningham
Christine Copeland
Commissioners of Education

Student Support Team

Curtis Phillips
Jonathan Gray
Rebecca Mahayag
Amy Wammack
Mike Rowlett
John Fahey

Capstone Review Committee

Jonathan Gray
Weslie Wald

1.4 FACULTY

D'Anthony Allen, English

Neil Barrett, English

Jean Bassene, Languages

William Belser, Computer Science & Engineering

John Brunzell, Mathematics

Catherine Cashio, Mathematics

Athena Chang, Languages

Renee Chow PhD, English

Dan Clinkman PhD, History

Clay Colvin, Arts

Patrick Cook PhD, History

Bob Cooper PhD, History

Buck Crowe, Languages

Jourdan Cunningham, Arts

Emanual Ellinas, Arts

Alonia Fulgham, History

Jonathan Gray PhD, Mathematics

James Griffin, English

Leslie Hurt, Science

Hye Sook Jung PhD, Arts

Tessa Magnuson, Science

George Mange, Languages

Pedro Mayor, Languages

Madison Miller, Arts

Paul Morris, Mathematics

Chris Mullinax, Mathematics

Victoria Ott PhD, History

Dane Peterson, Arts

Curtis Phillips, Science

Justin Pino, Physical Education

Matthew Rhoades, Science

Jeffrey Sides PhD, Science

Brad Skiff, Physical Education

Chris Tetzlaff, Science

Stephanie Thomas, Mathematics

Greg Van Horn, Physical Education

Lauren Wainwright JD, History

Weslie Wald, Languages

Hunter Wolfe, History

Cal Woodruff, English

Lee Wright PhD, Arts

1.5 GRADUATION REQUIREMENTS

Department	Credits	Comments
Arts	1 credit	0.5 credits in Art History, Jazz History, or Music History 0.5 credits in Arts
English	4 credits	At least one credit per year in grades 9-11
History	3 credits	1 credit of World History 1 credit of AP World History or AP European History 1 credit of AP United States History
Languages	3 credits	Must be in same language
Mathematics	3 credits	Must include 1 credit at Algebra II level or higher
Physical Education	3 credits	0.5 credits WellFit and 0.5 credits 9th grade PE 1.0 credit in each of 10th grade PE and 11th grade PE
Science	3 credits	Must complete 1 credit in each of Biology, Chemistry, and Physics
Any	3 credits	

1.6 COURSE ENROLLMENT REQUIREMENTS

Students are required to enroll in seven, six, and five (Grades 8, 9-11, and 12, resp.) courses per semester to maintain school requirements.[1] At least four core subjects[2] must be represented each semester; an MSON course or Independent Study cannot be used to reach the minimum course enrollment for a semester and will necessarily be the seventh (11th grade) or sixth (12th grade) course. Any deviation from the indicated enrollments must be approved by the Assistant Head of School for Academic Affairs.

To enroll in seven or more courses in grades 9-12, an Academic Overload form must be submitted to the Academics Committee for approval. Similarly, if a student wishes to enroll in two or more graduation-required courses in a subject, the corresponding form must be submitted to the Academics Committee for approval.

Grade 8

Students in 8th grade are required to enroll in

1. Art 8
2. English 8
3. 8th Grade Social Studies
4. A Chinese, French, Latin, or Spanish course
5. A mathematics course
6. PE 8
7. Science 8

1 10th and 11th Grade PE are not used in enrollment counts.
2 English, History, Languages, Mathematics, Science

Grade 9

Students in 9th grade are required to enroll in

1. English 9
2. World History: To 1200
3. A Chinese, French, Latin, or Spanish course[3]
4. A mathematics course
5. WellFit and PE 9
6. Biology

Grade 10

Students in 10th grade are required to enroll in

1. Critical Reading & Analytical Writing
2. AP World History
3. A Chinese, French, Latin, or Spanish course
4. A mathematics course
5. Art History, Jazz History, or Music History
6. Chemistry
7. 10th Grade PE

An additional semester elective must be chosen to complement Art History, Jazz History, or Music History thereby bringing the total course enrollments to six per semester (not including PE). This mentioned additional semester elective is often chosen to be in the Arts so that the graduation requirement is met in grade 10.

Grade 11

Students in 11th grade are required to enroll in

1. AP English Language or Two English Electives
2. AP United States History
3. A Chinese, French, Latin, or Spanish course
4. A mathematics course
5. 11th Grade PE

Additional courses must be chosen to bring the total course enrollments to six courses per semester (not including PE).

Grade 12

Students in 12th grade are required to enroll in AP English Language or Two English Electives. Additional courses must be chosen to bring the total course enrollments to five courses and at least four core subjects (English, History, Languages, Mathematics, Science) are represented each semester. Note: Only those parent(s)/guardian(s) who request their student(s) hold six or more courses per academic term need to seek permission. The latter is gained through the annual permissions forms distributed at (re-)enrollment. If a change to this preference is desired, please fill out the appropriate form in the appendices.

3 A student for whom English is not their first language is exempt from this requirement in grade 9 and thereafter.

1.7 GRADING SCALE AND GPA

A student's grade point average (GPA) is calculated at the end of each year to reflect our cumulative grading model. Year and cumulative GPAs are recorded on the transcript each year. Independent Studies, MSON courses, 9th Grade PE, 10th Grade PE, and 11th Grade PE are not included in GPA calculations.[4]

Starting in the Class of 2024, the GPA calculation was changed to an unweighted 4.0 system wherein the quality points earned are jointly proportional to the numerical grade earned in the course and the grade point credits for the course. E.g., if a student earns a grade of 87 in a 1.0 course, then the quality points earned are $0.87 \cdot 4.0 \cdot 1.0 = 3.48$. A more comprehensive example follows:

Course	Grade	Quality Points Possible	Quality Points Earned
English 9	91	1.0	$0.91 = 0.91 \cdot 1.0$
World History: To 1500	86	1.0	$0.86 = 0.86 \cdot 1.0$
Latin II	94	1.0	$0.94 = 0.94 \cdot 1.0$
Adv Geometry	82	1.0	$0.82 = 0.82 \cdot 1.0$
WellFit	90	0.5	$0.45 = 0.90 \cdot 0.5$
PE 9	100	0.0	$0.00 = 1.00 \cdot 0.0$
Biology	78	1.0	$0.78 = 0.78 \cdot 1.0$
Sum Total		5.5	4.76

The GPA earned for this year would then be $(4.76/5.5) \cdot 4.0 = 3.46$. In general, let $p_1, p_2, \ldots, p_k$ be the quality points possible for the respective courses wherein a particular student earned grades $g_1, g_2, \ldots, g_k$. The GPA corresponding to these k courses can be calculated by[5]

$$GPA = 4.0 \times \frac{\sum_{i=1}^{k} g_i \cdot q_i}{\sum_{i=1}^{k} q_i}$$

Note: While not reflected on transcripts, faculty may use the following grade translation table between numerical and letter grades:

$$\underbrace{97}_{A+}\ \underbrace{93}_{A}\ \underbrace{90}_{A-}\ \underbrace{87}_{B+}\ \underbrace{83}_{B}\ \underbrace{80}_{B-}\ \underbrace{77}_{C+}\ \underbrace{73}_{C}\ \underbrace{70}_{C-}\ \underbrace{67}_{D+}\ \underbrace{63}_{D}\ \underbrace{60}_{D-}\ \underbrace{0}_{F}$$

1.8 ACADEMIC POLICIES

1. *Drop/Add*

   Part of *Learning through Living* is experiencing courses and testing one's academic boundaries. To assist students with this, while not providing so much freedom as to be contraindicated, a student may add a course within five academic days of its start and drop a course within ten academic days of its start. Drops within the ten day drop period will not be reflected on the transcript.

4 For calculation purposes, these courses have 0.0 quality points possible.

5 Equivalently, one can take the dot product of the Q and G vectors, divide the latter result by Q in ℓ_1 norm, and then multiply by 4.

2. *Course Withdrawal*

   If a student wishes to drop a course past the drop period, a course withdrawal may be performed provided the student is able to maintain the required minimum enrollment. If the withdrawal occurs before the first grading period, then the student's transcript will show a "W" in the grade column and "0.0" in the credits column. If the withdrawal occurs after the first grading period and before the last week of classes, then the student's transcript will show a "WP" or "WF" in the grade column and "0.0" in the credits column. The assessment of a "WP" (Withdrawal Pass) or "WF" (Withdrawal Fail) will be provided by the instructor. While the withdrawal is reflected on the transcript, the assignment of a "W," "WP," or "WF" is not included in the calculation of a student's GPA. Note: It may be necessary to report a course withdrawal if it is performed while the student is in the college admissions process.

3. *External Coursework Reflected in GPA*

   GPAs recorded on the transcript include coursework completed at Indian Springs only. Because grading scales and course requirements vary from school to school, we do not print courses taken at other schools on our transcript nor do we include them in the GPA. When the student applies to college, any transcripts from other schools recording grades from 9th grade and above are sent alongside the Indian Springs transcript and must be provided to the College Advising office in advance of applications being sent.

4. *External Coursework, In General*

   The school acknowledges that students may enroll in courses outside of the school (online courses, test preparation services, dual enrollment programs, concurrent enrollment programs, etc.). While the school cannot and will not prevent or discourage enrollment is these programs, it is helpful for the school to be aware of such enrollments. Any student enrolled in an external program should notify their advisor and the Assistant Head of School for Academic Affairs. See also Item 3.

5. *Academic Overload*

   Students in grades 9-12 who wish to enroll in seven or more courses in a semester must complete the appropriate form. Students must obtain the signature of their parent. The Assistant Head of School for Academic Affairs will evaluate performance of the student during the first quarter of the school year. Students who are struggling in their overload class will be asked to remove a course at that time.

6. *Departmental Overload*

   Students who wish to enroll in more than one course in a department during a semester must complete the appropriate form. Students must obtain the signature of their parent and most recent teacher in the subject area. The form is then provided to the Academics Committee for review. The Assistant Head of School for Academic Affairs will review performance of the student during the first quarter of the school year. Students who are struggling in one or both classes will be asked to remove a course at that time.

7. *AP Policies*

   The school deadline for choosing to take an AP exam for a course in which they are enrolled is the last day of Fall classes. This deadline is after the CollegeBoard's deadline. The CollegeBoard does not charge a fee if a student registers for an AP

exam and cancels prior to their published date (typically mid-November). If a student cancels after that date, the CollegeBoard applies an "unused/canceled exam fee" per unused/canceled exam.

If a student wishes to take an AP exam for a course in which they are not enrolled:

a) Complete the required form (see appendix) and submit it to the Assistant Head of School for Academic Affairs by the second Friday in September.

b) The form will be reviewed and an approval will be considered based upon academic standing, exam preparation, exam load, scheduling constraints, and faculty interviews. The decision will be communicated by email.

c) If approved, you must contact the AP Coordinator by the last day of classes in September to confirm your intent to take the exam. The standard cost per AP exam will be billed home once confirmed.

In general, students are excused from their classes on any day they have AP testing. In particular,

- If a student takes a morning AP exam, then they are excused from their classes that come after that exam.
- If a student takes a afternoon AP exam, then they are excused from their classes that precede that exam.

This policy does not take precedence over scheduled assessments and obligations a teacher may have. Any missed content is the responsibility of the student.

2 | ARTS

2.1 PORTRAIT OF A GRADUATE

An Indian Springs School graduate, having completed the course of study in Arts, will . . .

- Demonstrate a command of content specific to their media of study.
- Demonstrate an appreciation for the acquisition of new content, knowledge, skills, and understanding, and be able to apply a methodical approach to acquire such.
- Demonstrate an understanding of various efficient practice/rehearsal techniques.
- Demonstrate practical studio safety, time-management, and self-discipline skills.
- Understand the process of audition, rehearsal, and performance.
- See the value in a positive studio and rehearsal environment, and understand how to make positive contributions
- Understand, demonstrate, and appreciate the skill of communication in all forums.
- Realize the value of the arts in the formation and communication of ideas.
- Understand the need for collaboration and mutual respect in ensemble projects.
- Recognize the value of empathy in collaborative and performative activities.
- Value perseverance and follow-through in individual and group activities.
- Develop appreciation of positive leadership skills in their particular artistic medium.
- Acquire an inner compulsion to express themselves in a creative, not imitative, form.
- Develop a healthy appreciation of self, peer, and professional critiques and reviews.
- Value/respect their own perspective and aesthetic and learn to value/respect the perspective and aesthetic of others.
- Understand and possess visual/musical/drama literacy, allowing them to effectively navigate the contemporary experience.
- Think critically about theatrical, visual, and aural information when it is presented and will be conscious of their theatric, visual, and aural culture output.
- Self reflect/empathize/identify with or draw personal contrast with historical voices, styles and periods.
- Develop an intellectual understanding of art concepts and a vocabulary to describe, analyze, compare, and judge works of art in various media and traditions.
- Become critically-thinking, motivated, disciplined, passionate, ethical, respectful, empathetic and courageous young artists prepared for a global society.

2.2 COURSE DESCRIPTIONS

2.2.1 Current Courses

Acting I Peterson

Fall Semester - 0.5 Credits

Open to all students in grades 9-12, whether novice actors or seasoned performers, this course introduces the fundamentals of acting: concentration, relaxation, observation, ensemble work, and the basics of compelling storytelling. Topics discussed in this course include memorizing lines, understanding a character's psychology, breaking down a script into beats and tactics, and examining how physicality influences a performance. The semester culminates in a showcase performance.

AP Studio Art Colvin

Fall Semester - 0.5 Credits

Students in the AP Visual Art courses work on their line of inquiry either within the College Board requirements or in a more personalized structure. The course encourages research, experimentation, and revision. Each student presents their work either on campus or in regional and state competitions. They continue to increase their levels of understanding and skills. Each student should be comfortable signing in, working in, and sharing their work via Adobe platforms or Google platforms. Prerequisite: Instructor Approval. **Note**: Instructor Approval Only

Directing and Stage Management Peterson

Fall Semester - 0.5 Credits

With over 40 years of tradition, this course is a senior elective that explores the theories and practices of directing and managing a theatrical production. Through readings, discussions, and rehearsals, students will choose a One-Act Play to perform on the Badham Theater stage. Skills such as communication, problem-solving, storytelling, and collaboration will be developed throughout the semester. Enrolled students are expected to take part in the fall theater production. While prior theater experience is beneficial, it is not mandatory. **Note**: Instructor Approval Only

Introduction to Black & White Photography Miller

Fall Semester - 0.5 Credits

Learn and practice the technical and aesthetic possibilities of analog (film) photography. Capture, develop, and print beautiful black-and-white images in the dark room. All equipment and materials are provided. Students exhibit their work prior to the end of the term. **Note**: Digital Photography is a prerequisite.

Introduction to Music Theory Jung

Fall Semester - 0.5 Credits

This course introduces students to the basics of music theory. Students develop an understanding of the fundamentals of music by listening, performing, creating, and analyzing music. Topics covered include music terminology, notation skills, four-part harmonization, basic composition, music analysis, and basic ear training.

Music History Wright

Fall Semester - 0.5 Credits

This course examines musical style. After students develop basic skills in analysis, they apply these skills to a survey of music history. A few of the major composers, genres, forms and style characteristics are examined for each historical period. Students develop a perspective that is aural

as well as verbal. All sophomores must take either this course or Tenth-Grade Art History.

Advanced Contemporary Music Ensemble Ellinas

Fall and Spring Semesters - 0.5 Credits

Through a process-oriented collaboration, students will explore aspects of music, voice, sound editing, and performance. The course creates a collaborative environment where students can use and build their communication skills, as well as develop their individual musical skills and understandings. Participants will perform their songs in "the contemp concert" near the end of the semester. Along with these performances, assessments will include journaling self-reflections in response to research and experiences listening and reading. Auditions/Instructor permissions required. To be held as an Evening Class.

Advanced Methods in Photography Miller

Fall and Spring Semesters - 0.5 Credits

The Advanced Photography course reinforces the techniques students have learned in previous experiences with photography. This course encourages more personal experimentation within the medium. **Note**: Digital and Black & White Photography are prerequisites.

Art 8 Various

Fall and Spring Semesters - 0.5 Credits

The 8th grade art wheel allows each student to work with the arts faculty to explore the ways the arts can impact their general experience at Springs and beyond. Students are led through projects that help them become better creative and critical thinking through questions like: What is the difference between Hearing and Listening? How does music impact your experience? How can concepts like measurement and precision help us design and communicate/express ideas? How can we use drawing to record and communicate? How can digital tools help express ideas? How is photography a way to appreciate memory? How is photography a model for appreciating technical crafts and the care that goes into the process of making a photograph? How is singing a way to express oneself individually or as a community? How does your community connect through song? (Or shared stories?) How do writers and stage designers literally set the stage to tell stories? How is communication an important part of a community? How can we be better communicators and storytellers? (Fall: Allen, Colvin, Cunningham, and Jung; Spring: Allen, Miller, Peterson, and Wright)

Art History Cunningham

Fall and Spring Semesters - 0.5 Credits

Art History is one of the broadest and deepest disciplines in the humanities. In the 10th grade semester survey course students will examine the visual arts from the Paleolithic era to the present. The course will employ a variety of critical, theoretical and methodological perspectives and approaches. The main goal is to equip students with visual literacy to allow them to effectively navigate the contemporary experience.

Classical Music Ensemble Jung

Fall and Spring Semesters - 0.5 Credits

students undertake the study and performance of selected classical works for ensembles of two or more musicians. The course consists of at least one weekly coaching session with the instructor, two required practice sessions, and one weekly musicianship class. Students enrolled in the course are required to study a minimum of four musical works and are expected to perform in at least three concerts.

Contemporary Music Ensemble Ellinas

Fall and Spring Semesters - 0.5 Credits

Through a process-oriented collaboration, students will explore aspects of music, voice, and performance. The course creates a collaborative environment where students can use and build their communication skills, as well as develop their individual musical skills and understandings. Participants will perform their songs in "the contemp concert" near the end of the semester. Along with these performances, assessments will include journaling self-reflections in response to research and experiences listening.

Digital Photography Miller

Fall and Spring Semesters - 0.5 Credits

Students in this class learn how to create their own photography from beginning to end. Instruction includes the secrets of capturing quality digital images, Lightroom, and Photoshop. Students exhibit their work prior to the end of the term. The school loans a DSLR camera for this class.

Drawing and Design Colvin

Fall and Spring Semesters - 0.5 Credits

In this course, students explore the elements of art and principles of design as well as various approaches to drawing and painting. They discover how to create space and form through mark making, value, perspective, and color.

Intro to Contemporary Music Ensemble Ellinas

Fall and Spring Semesters - 0.5 Credits

Through a process-oriented collaboration, students will explore aspects of music, voice, and performance. The course creates a collaborative environment where students can use and build their communication skills, as well as develop their individual musical skills and understandings. Participants will perform their songs in the contemp concert near the end of the semester. Along with these performances, assessments will include journaling self-reflections in response to research and experiences listening.

Jazz History Mayor

Fall and Spring Semesters - 0.5 Credits

This one-semester elective includes a definition of jazz and a survey of the most significant styles and performers. Some jazz performances are analyzed in detail. This course provides students who have limited musical experience with the opportunity to develop analytical skills that enhance their appreciation of all music, jazz and otherwise. All sophomores must take either this course, Art History, or Music History.

Sculpture Colvin

Fall and Spring Semesters - 0.5 Credits

In this course, students explore the elements of art and principles of 3D design as well as various techniques of working in ceramics.

Theatrical Design & Stagecraft Peterson

Fall and Spring Semesters - 0.5 Credits

This course is available to students in grades 9-12. Students will learn the fundamentals of set construction, props, and lighting for theatrical productions. This includes the proper use of power and hand tools, scenic painting techniques, and the methods for hanging and focusing stage lighting, among other requirements specific to the production. In addition to hands-on work in the scene shop, students will combine practical skills with research through a theatrical design project

at the end of the semester.

Acting II Peterson

Spring Semester - 0.5 Credits

Open to students in grades 9-12, Acting II builds on the acting concepts of concentration, relaxation, observation, ensemble, and the fundamentals of compelling storytelling explored in the Acting I course. Students will survey various scripts, from Classics to Contemporary, Drama to Comedy, and employ text analysis, heightened language, embodiment, and voice and diction while working on monologue and scene study. The semester culminates in a showcase performance.
Note: Acting I or Instructor Approval Required

Advanced Methods in Drawing Colvin

Spring Semester - 0.5 Credits

This class builds on the skills and concepts introduced in the beginning level class. Students gain an understanding of the qualities of a wider range of media, choosing the appropriate material for the desired form of expression. Initially, the goal is to strengthen representational skills. Later projects demand greater expressiveness or inventiveness. Students gain an artistic vocabulary and experience in analyzing works of art, by both master artists and each other.

AP Music Theory Jung

Spring Semester - 0.5 Credits

This class prepares students for the AP Music Theory exam by developing their ability to recognize, understand, and describe the basic materials and processes that are heard or presented in a score. Students develop their aural, sight-singing, written, compositional, and analytical skills through listening, performance, and analytical exercises. Topics covered include notation, keys, modes, intervals, chords, Roman numeral analysis, four-part chorale writing, musical analysis, and melodic, harmonic, and rhythmic dictation. This class is not designed for beginner-level musicians, but rather for students who are interested in the analytical aspects of music. Successful completion of the Introduction to Music Theory course is a prerequisite.

Class Voice Wright

Spring Semester - 0.5 Credits

This course is an exploration of the physiology and acoustics of the human singing voice in a group setting. Vocal techniques will be presented as a healthy foundation for singing in both classical and popular styles. The course will include both lecture and student performance, with topics covering the basic anatomy of the voice and an introduction to the science of sound. Along with the topics covered, students will be responsible for musical repertoire, both solo and group, which will be presented in a recital at the conclusion of the course.

Introduction to Practical Music Jung/Wright

Spring Semester - 0.5 Credits

This course is an introductory exploration of music, designed to build fundamental knowledge and skills for students interested in music with little or no prior music training. Students will learn to read music, including understanding pitches, rhythms, and essential musical terminology. Additionally, they will have the opportunity to develop basic keyboard skills and grasp introductory music theory concepts.

Printmaking Cunningham

Spring Semester - 0.5 Credits

This course will teach various printmaking techniques including stamping, gelli prints, silk screening, block printing and more. Through hands-on activities and projects, students will learn how to create unique prints, write artist statements, and participate in constructive critiques.

Yearbook Design and Layout Miller
Spring Semester - 0.5 Credits

The Yearbook Design class builds skills within a number of digital platforms, as well as gaining a deeper understanding of the elements of art and principles of design. The students directly design and create the yearbook for the school. Through this activity they explore questions like: How is photography a way to appreciate memory? How is photography a model for appreciating technical crafts and the care that goes into the process of making a photograph? How does your community connect through images?

2.2.2 Past Courses

Adobe Photoshop I (0.5 Credits)

This course will cover all basic and some advanced techniques in Adobe Photoshop. Students will produce a number of images through a series of projects incorporating their original photography.

Advanced Acting (0.5 Credits)

Advanced Art Portfolio (0.5 Credits)

Advanced Ear Training and Harmony Application (1 Credit)

Advanced Methods in Sculpture (0.5 Credits)

This class continues exploring both functional and non-functional three-dimensional design. Students are asked to find various means of organizing and interpreting form, making creative thinking as important as technique. There is greater individual choice of materials within the format of projects involving elements and principles of design.

Advanced Performance Ensemble (0.5 Credits)

This course is based on the notion that ensemble performance is an artistic and aesthetic experience that emphasizes the whole (we), rather than the self (me). Through a process-oriented collaboration, we will explore aspects of drama, music, voice, movement, and improvisational skills. Participants will create various performance demonstrations and a final new/original work. Along with these performances, assessments will include self-reflections, critical reading and responses, and a portfolio of in-progress and completed work. Prerequisite: Instructor approval.

Choral Conducting & Literature (0.5 Credits)

This course introduces basic conducting techniques in a choral setting. Students will demonstrate growth and be assessed in conducting gesture, musicianship, and score study, as well as present on important musical styles throughout the history of choral music. Both Music History and Music Theory are recommended before taking this course.

Creating Visual Rhetoric (0.5 Credits)

Experimental Music (0.5 Credits)

Exploring Abstraction (0.5 Credits)

Feminist Art (0.5 Credits)

Illustration (0.5 Credits)

The Illustration course has been described by students as "a book club that is also a drawing club." It encourages students to engage with text in a new way, and become deeper readers. Texts used are intentionally varied, but there is focus on Ray Bradbury's "The Illustrated Man" and Italo Calvino's series of stories "Marcovaldo" and "Invisible Cities." Good Reads website says of Marcovaldo: "Marcovaldo is an unskilled worker in a drab industrial city in northern Italy. He is an irrepressible dreamer and an inveterate schemer. Much to the puzzlement of his wife, his children, his boss, and his neighbors, he chases his dreams - but the results are never the ones he had expected."

Musical Ensemble Performance (0.5 Credits)

Musical Theater (0.5 Credits)

Playing Shakespeare (0.5 Credits)

Playwriting (0.5 Credits)

Recording Arts (0.5 Credits)

Recording Arts (0.5 Credits)

Woodworking (0.5 Credits)

3 COMPUTER SCIENCE & ENGINEERING

3.1 PORTRAIT OF A GRADUATE

An Indian Springs School graduate, having completed the course of study in Computer Science & Engineering, will ...

- Learn that solutions to problems, either engineering or programming, are best solved by following a process. While the exact steps can vary from model to model, there is a commonality among all of the procedures.
  - Engineering problems are best solved with an iterative design cycle that moves through research, decomposition, modeling, implementation, measuring and testing, communicating results, and back to research.
  - Programming problems are best solved with Computational Thinking that decomposes problems, recognizes patterns, abstracts the rules for those patterns, and then produces algorithms.
- Know how to learn. A graduate will understand the skills and steps needed to learn, discover, and master new information on their own.
- Be able to seek knowledgeable assistance correctly. A graduate will understand how, when, and where to get assistance from knowledgeable people.
- Be able to communicate and teach what they know. A graduate will understand how to easily transfer knowledge and skills.
- Know the four pillars of Object Oriented Programming (OOP); Abstraction, Encapsulation, Inheritance, Polymorphism.
- Know fundamental programming concepts outside of OOP, such as
  - Data types and data collections; how to access them and what their limitations are.
  - How to make decisions with relational, logical, and control operators.
  - Big O: a representation of the time and space complexity of algorithms as they scale.
  - Recursion
  - Top Down Design / Bottom Up Implementation
- Understand how a team efficiently approaches learning about and mastering a topic or area of expertise. A graduate will understand how to manage time and resources for a project.
- Learn the basic fundamentals of Artificial Intelligence / Neural Networks / Machine Learning
- Be able to document their work. A graduate will understand the skills and steps needed to create and maintain Engineering, Technical, and Code Repository documentation.

- Be proficient at managing code in a team software repository and presenting code in a public code repository
- Be proficient enough with Linux to be more than exceeding comfortable using it in a college environment. A graduate will be conversant enough to accomplish basic programming, data management, and data analysis.

3.2 COURSE DESCRIPTIONS

3.2.1 Current Courses

Intro to Engineering - Electronics Belser
Fall Semester - 0.5 Credits

A semester-long multidisciplinary class where students will learn the basics of electronics and circuitry. We will start with the basics concepts and simple designs and work our way to designing more complicated systems. We will create circuits that link sensors and other input devices to microcontrollers, that require some computer programming, to drive output devices such as LEDs and motors. By the end of the course, the goal is to be able to design and create a multi input and multi output system, usually an object avoidance vehicle

Linux Belser
Fall Semester - 0.5 Credits

Because the majority of server systems are Linux-based and universities have many of their math, statistical, deep learning, biological, genetic, and physical simulation systems housed on Linux/Unix servers, it is advantageous for students to have exposure and familiarity with these systems. This semester course will use the raspberry pi to introduce students to all aspects of a linux system so that they are comfortable using this server operating system.

Intro to Computer Programming Belser
Fall and Spring Semesters - 0.5 Credits

This semester-long course will introduce students to the Java programming language, the NetBeans IDE, and the fundamental concepts in all computer programming languages. There are not any prerequisites for this class as it is an introduction from the very basics. We will make our way from a Hello world. program all the way to writing our own Tic Tac Toe game.

Big Data, Machine Learning, and AI Belser
Spring Semester - 0.5 Credits

This course starts with a basic introduction to the concepts and skills needed to manipulate and present data in an educational STEM environment. Using a programming environment known as notebooks, we will use the python programming language along with python data manipulation and presentation modules to build quick reports in Markdown and convert them to a presentable PDF report. It is fine for some of the students to have not used python before or only have a cursory understanding of the language, because we will start from the very beginning. These data skills are required before proceeding with tackling deep learning and artificial intelligence concepts and algorithms. Once mastered, the remainder of the course will be trying to see how far we can progress through the basic algorithms in deep learning and artificial intelligence.

AP Computer Science A Belser
Year - 1 Credit

After the Introduction to Computer Programming course, students can take this course to prepare to take the College Board Advanced Placement Computer Science A exam. We will go from creating simple games to understanding the intricacies of Object Oriented Programming and design strategies, problem solving methodologies, data structures, and algorithm design. **Note**: Intro to Computer Programming is a prerequisite

3.2.2 Past Courses

Advanced Topics in Computer Science (0.5 Credits)

This is a seminar/lab style class where we will be working to understand how to use Artificial Intelligence (AI) and Large Language Models (LLMs) to augment and accelerate the learning process. We will start at the beginning and understand how words can be numeric vectors and how Generative Predictive Transformers (GPT) work and how mechanisms such as Attention are used in these LLMs. We will examine software and hardware used in these environments and we will create AI workflow and agents. We will further study how these systems can be improved with Retrieval Augmented Generation (RAG) and Knowledge Augmented Generation (KAG) infrastructure that can be used to improve the process of getting specific answers and sources from a known corpus of documents. As a result of the understanding you gain from this course, you will be a better and more knowledgeable user of these technologies and be better able to apply them to your pursuit of knowledge.

Intro to Engineering - 3D Design (0.5 Credits)

A semester-long multidisciplinary class where students practice the iterative nature of design to learn how to build dynamic systems with computer aided design (CAD) and produce final products with computer aided manufacturing (CAM) and 3D printers. Students will progress from simple static objects to a fairly complex dynamic design as their final project, all the while polishing skills in Fusion 360, Adobe Illustrator, and systems that drive the CAM devices.

Python Programming (0.5 Credits)

Web Design (0.5 Credits)

In this class we will learn how to code web pages using content, style, and interactive programming to build pages by hand. After students have some level of mastery of the basics, we will use a web development environment that is available on the internet to make pages and manage our content. We will work through topics such as HTML, CSS, JavaScript, and PHP. We will use the WordPress content management system (CMS) to build our own web log (blog).

4 ENGLISH

4.1 PORTRAIT OF A GRADUATE

An Indian Springs School graduate, having completed the course of study in English, will . . .

- Understand and interpret visual texts (cartoons, sculpture, etc.).
- Craft a visual response to texts that demonstrates understanding of the texts' rhetorical purpose.
- Demonstrate guided mastery of database use.
- Demonstrate mastery of close reading of texts.
- Demonstrate mastery of parts of speech and how they are used.
- Understand and adjust arguments for a variety of audiences.
- Master reference text usage (Dictionaries, Encyclopedias, Journals, etc.).
- Demonstrate mastery of various modes of writing.
- Exhibit understanding of textual context including, but not limited to culture, history of composition, history of the book/genre/form, biography of the author.
- Master MLA citation form.
- Be competent in assessing appropriateness of secondary sources.
- Understand that reading, writing and thinking are concurrent processes.
- Be able to "read" situations, as well as poems or short stories, and be able to "confirm" the "text" (discuss its purpose, tone, significance, argument, etc.) and "complicate" the "text" (question the authors assumptions and linguistic/ rhetorical choices).
- Communicate well to a variety of audiences.
- Be independent, lifelong readers.
- Be able to make a cogent, cohesive argument based on textual evidence.
- Be able to research independently.
- Be able to edit one's own and others' writing.
- Recognize logical fallacies.
- Have used personal essays as a vehicle for self-reflection.
- Analyze and be able to criticize the authors "purpose" with appropriate objectivity.
- Write with subtlety and finesse.
- Understand plagiarism and intellectual dishonesty.

4.2 COURSE DESCRIPTIONS

4.2.1 Current Courses

Advanced Poetry II Allen

Fall Semester - 0.5 Credits

This is a writing and performance driven poetry class for grades 10-12 as an elective (Fall only 2025). Students will explore writing, performing, and recording poetry as a powerful communicative outlet to unlock individual potential in establishing the writers voice. Performance master, John Paul Taylor, is also featured in a few master classes. Lastly, there is an opportunity to correspond with other poets globally and become published through an anthology of youth poetry!

African-American Life and Lit Since 1968 Allen

Fall Semester - 0.5 Credits

This is a writing/discussion intensive course where we will engage upon an advanced study of critical theories of African-American literature through various contexts, including but not limited to the cultural criticism of 20th-century Civil Rights movements through the post-modern protest movements of the 21st century. Students will delve into a detailed study of African-American literature and its relationships to American culture and history, with an emphasis on fiction and poetry since 1955. Much of this course features literature that focuses on major events, movements, and people in relation to the racial issues of the time period. African American authors focused on the black experience, and gave voice to protest against segregation and the reality of racial injustices. This literature centers on the conditional aspect of equality and the factors of race, gender, and ethnicity in eliminating racism and the accompanying social inequity. Many of these speakers and their writing do not fit the typical identity that students equate with the literature in the classroom. Some of the Black writers we will study are novelists, poets, and playwrights, but they are also journalists, lyricists/song writers, athletes and essayists. These writers and their work are prevalent and instrumental in modern American society

Comparative Literature: Victorian Times Woodruff

Spring Semester - 0.5 Credits

A combination of survey and in-depth study of particular authors, this course will provide an introduction to 19th century British and French literature, art, and culture. We will consider the ways in which art forms in particular do and do not transcend formal, national, linguistic, spatial, and temporal boundaries. We and the Victorians will haunt ourselves and each other. All texts will be presented in English, though we will at times examine French ones in the original. French-speaking students will have opportunities to read, write, and speak French. We will approach texts primarily from formalist (i.e. close reading) and intertextual perspectives informed by history, biography, and social concerns (e.g. race, gender, class, etc.).

Film Rhetoric Griffin

Fall Semester - 0.5 Credits

In this class, we begin by examining the elements of film form: mise-en-sceene, cinematography, editing, sound, narrative structure, and performance. Once introduced to these concepts, we examine together diverse films to hone our skills at analyzing how these elements build meanings. We will then practice applying these terms as we use them to describe and interpret films in both class discussion and written assignments. **Note**: Evening Class, Time TBD.

Shakespearean Comedies & Tragedies Barrett

Fall Semester - 0.5 Credits

We will survey some of William Shakespeare's most popular plays in the effort to gain a familiarity with his writing, evaluate their cultural significance, and study their use of language. Despite the worship of Shakespeare as a singular individual genius among many academics and the influence that his plays continue to have on popular culture, my argument is that Shakespeare's value to us is found primarily in his role as a poet. Shakespeare's command of the English language can be analyzed, understood, and replicated. We will do our best not only to appreciate these plays as cultural artifacts but to also imitate the techniques that made Shakespeare successful in our own writing practice.

The Art of the Personal Narrative Chow

Fall Semester - 0.5 Credits

The Art of the Personal Narrative elective focuses on crafting personal narratives in myriad forms: personal statements, college application essays, memoirs, lyrics, and poetry. The class explores the nature of personal writing and its attendant concepts of truth, memory, voice, and personas by reading the works of essayists and memoirists. Writers learn to express themselves retrospectively and introspectively by using creative-writing techniques like "show, not tell," metaphorical and montage forms, and multiple perspectives, with the aim of adding insight and enhancing their voices and personas on the page. Writers spend a substantial amount of time writing and revising in class.

Modern & Contemporary Black Playwrights Allen

Fall Semester - 0.5 Credits

In this engaging English elective, students will explore the powerful dramatic style and cultural impact of August Wilson, one of the most influential playwrights of the 20th century. Through an in-depth study of Wilsons Pittsburgh Cycle, students will analyze his use of language, historical context, and themes of identity, race, and community. The course will also examine how Wilsons legacy influences contemporary Black playwrights, including Tyler Perrys commercially successful blend of comedy, drama, and faith-based storytelling, and Birminghams own Brandon Roby, who brings a fresh voice to Southern Black narratives. Students will compare these artists approaches to storytelling, character development, and representation of African American life on stage and screen.

Creative Writing Workshop Barrett

Spring Semester - 0.5 Credits

This is an opportunity for creative writers to hone their skills and develop a practice of writing, peer-review, editing and revising. By examining successful short stories and poems, students will be expected to write throughout the semester and evaluate the work of their peers. Tips on craft will be shared along the way and students will investigate literary journals for opportunities to publish their work. Each student should end the semester with a writing portfolio.

Literary Theory and Analysis Chow

Spring Semester - 0.5 Credits

Literary Theory and Analysis covers a range of literary theories from Formalism and the cultural theories of Historicism, Feminism, Postcolonialism, and Marxism, to Psychoanalysis and Deconstruction. Literary Theories will be applied to readings of Mary Shelley's Frankenstein, Dabydeen's ekphrasis poem, "Turner," and Haruki Murakami's short stories.

Major Authors: Harlem Renaissance Allen

Spring Semester - 0.5 Credits

This is a writing/discussion intensive course for students where we will engage upon an advanced study of critical theories of African-American literature through various contexts, including but not limited to the cultural criticism of 20th-century. We will begin with turn of the century background readings, ending at the conclusion of the American modern protest movement of the 1930-40s. Students will delve into a detailed study of African-American literature and its relationships to American culture and history, with an emphasis on fiction and poetry since 1900. Such writers as Chesnutt, Dunbar, DuBois, Hughes, and Hurston will be explored at length. There may or may not be a surprise visit or two from Mr. Cal Woodruff.

Major Authors: Hemingway & Fitzgerald Woodruff
Fall Semester - 0.5 Credits

Unlike a broad survey, this course will consider selected authors in depth. Specifically, we will study two of the most accomplished, complex, masterful, influential US fiction authors of the 20th century: Ernest Hemingway and F. Scott Fitzgerald. We will approach texts primarily from a formalist perspective (i.e. close reading) informed by history, biography, and social concerns (e.g. race, gender, class, etc.)

Strength, Struggle, and Staying the Course Allen
Spring Semester - 0.5 Credits

Fellows in the program will get from the experience what they give, and the faculty have high expectations. Trips to Selma, Montgomery, 16th Street Baptist Church, Woodlawn, The Rural Studio, and Civil Rights Institute, and other interesting places, will allow students to walk in history. The experience will culminate in a final shared project, which will be the product of group collaboration, self-reflections, group processing, and space for creative expression.

The Graphic Novel Allen
Spring Semester - 0.5 Credits

By examining the ways in which each work assaults the status quo of an inhumane, often brutal society, we will develop the trajectory of the tradition of the Graphic Novel in literature and discover the means and methods of many writers from several different cultures and national literatures. We will connect these ideas to contemporary artistic expressions and developments within the media using film, graphic novels, music, poetry, and even viral campaigns.

Weird Fiction Griffin
Spring Semester - 0.5 Credits

Defining "Weird Fiction" is notoriously tricky: it is partially horror, partially adventure, partially fantasy, partially science fiction, but certainly 100% *strange. The genre is now most often associated with H. P. Lovecraft's Cthulhu stories, but its roots can be traced back to earlier works by Edgar Allan Poe, Ambrose Bierce and other nineteenth and early twentieth-century writers whose work depicted things outside the normal realm. In this class we'll survey the genre from Poe and Bierce to Lovecraft, Kafka, and Blackwood, with a detour into Freud and his study of the "uncanny," and then take up some writers of the "New Weird" like Thomas Ligotti, Stephen King, Jeff Vandermeer and Laird Barrron.*

AP English Language and Composition Woodruff
Year - 1 Credit

AP English Language & Composition covers the knowledge and skills of a college-level writing and rhetoric course (i.e. "freshman comp"). Students will enhance their critical thinking, reading, writing, listening, and speaking abilities. Writing will take center stage as students learn to identify, compare, critique, and produce arguments. Students will engage writing and research as

process. The majority of readings will be non-fiction. Topics will often relate to ethics, politics, social issues, and/or language(s). The course likewise serves as an introduction to norms of communication and conduct in American post-secondary and professional settings. Students will thus learn and demonstrate dispositions conducive to success in those arenas.

Critical Reading & Analytical Writing Griffin
Year - 1 Credit

This yearlong course emphasizes critical reading and writing skills through the study of canonical and contemporary texts from around the globe. We will read novels, short stories, drama, creative nonfiction, and poetry written during the Renaissance to the present day, with particular emphasis on works produced during the twentieth and twenty-first centuries. We will study these texts as cultural records, which illuminate and offer commentary on the contexts from which they come. Additionally, this course emphasizes writing the literary analysis essay; making defensible, well-wrought arguments about a text in lucid, edited prose. Students will also write and edit personal essays in order to search out their voices as writers and values as humans. Frequent informal writing will also take place in class. Finally, students will engage in a structured review of grammar, mechanics, and usage.

English 8 Chow
Year - 1 Credit

English 8 builds a strong language arts foundation in reading, literary analysis, critical thinking, and writing, and it aims to enable students to recognize how language underlies all forms of communication and fields of study so as to nurture an appreciation of language. Literature is also a means of creative expression and an avenue for young individuals to be introspective, find their voices through story-telling, and take creative risks. 8th graders will read a variety of texts to hone their reading and analytical skills and engage in discourse. The holistic approach to the class looks to foster critical thinkers, insightful analysts, imaginative risk-takers, fluent writers, and persuasive communicators who can develop and express their views in persuasive, impactful ways. Texts studied in the class include Harper Lee's To Kill a Mockingbird, Ray Bradbury's Fahrenheit 451, William Shakespeare's Macbeth, the short stories of Edgar Allan Poe, international poetry, and more.

English 9 Barrett
Year - 1 Credit

English 9 covers the fundamentals of writing and reading: writing claims, forming arguments, organizing paragraphs, syntax, and figurative language. Students will be expected to discuss and analyze major texts: The Teeth of the Comb by Osama Alomar, Daniel Quinns Ishmael, Dantes Inferno, Homers The Odyssey, Shakespeares Romeo and Juliet, and The Inquisitors Tale by Adam Gidwitz. A central question that guides the curriculum is, "How does mythology continue to shape our lives today?"

4.2.2 Past Courses

AP Literature and Composition (1 Credit)

Crime Fiction (0.5 Credits)

Crime Fiction is a survey of the ever-popular genre of short stories and novels that cover everything from cozy whodunits to transgressive journeys into the psyches of the truly deranged. Along the way we will be reading from a number of essays, short stories and novels (and perhaps supplementing with an episode or film here and there) as we put on our deerstalker hats, pull out

our meerschaum pipes and try to get to the bottom of the mystery of what it is about crime that continues to fascinate us.

Epic Poetry (0.5 Credits)

Literary Genres: The Comedy (0.5 Credits)

Major Authors: Salinger & O'Connor (0.5 Credits)

Unlike a broad survey, this course will consider selected authors in depth. Specifically, we will study two of the most accomplished, complex, masterful, influential US fiction authors of the 20th century: J.D. Salinger and Flannery OConnor. We will approach texts primarily from a formalist perspective (i.e. "close reading") informed by history, biography, and social concerns (e.g. race, gender, class, etc.).

Modern African-American Voices (0.5 Credits)

This is a writing/discussion intensive course for students 10-12 where we will engage upon an advanced study of critical theories of African-American literature through various contexts, including but not limited to the cultural criticism of 20th-century, ending at the conclusion of the American modern protest movement of the 1960s. Students will delve into a detailed study of African-American literature and its relationships to American culture and history, with an emphasis on fiction and poetry from 1780-1955. Such writers as Chesnutt, Dunbar, DuBois, Hughes, and Hurston will be explored at length.

Monsters, Devils, and Madmen (0.5 Credits)

Monsters, Devils, and Madmen function as important literary tropes throughout literature. They stand in for our own fears as well as our own hubris. By examining how 'evil' functions in works of classical literature throughout time, students will be asked to reevaluate how they imagine monsters in contemporary art. Major texts include The Tragical History of Dr. Faustus by Christopher Marlow, Paradise Lost by John Milton, Dante's Inferno, Notes from the Underground by Fyodor Dostoevsky, and more.

Outlaws, Outcasts, and Castaways (0.5 Credits)

Romanticism (0.5 Credits)

Romanticism is an ideological inheritance from the rise of industrialism. The class will explore the philosophical principles of Romanticism while reading major Romantic texts: Hyperobjects by Timothy Morton, A Very Short Introduction to Romanticism by Michael Ferber, and the poetry of the British Romantics. While appreciating the aesthetic contributions of Romantic art, students will also be asked to challenge dangerous Romantic presuppositions.

5 HISTORY

5.1 PORTRAIT OF A GRADUATE

An Indian Springs School graduate, having completed the course of study in History, will . . .

- Be prepared for a future of lifelong learning and active, responsible global citizenship.
  - Recognize that individuals are agents of historical change and that an individual today can be an engaged and informed citizen who affects change in the world.
  - Understand the differences between major forms of political, economic, and social organization across times and places
  - Theorize and practice the fundamentals of individual and group self-governance
  - Have developed strategies to maximize their own learning strengths, including digital and civic literacy necessary to navigate the modern world of information and mis/disinformation
- Possess an historical perspective of who they are, why the world is the way it is, and how the past systemically influences the present.
- Grasp the interconnectedness of geography, politics, economics, social conditions, and ideas; the role of power in each; and the impact of each on the human experience.
  - Think critically, including:
  - Assimilate and synthesize large amounts of information,
  - Evaluate the credibility and limitations of evidence and arguments
  - Construct and defend theories of the human condition, such as political theory, social theory, and theory of mind
  - Analyze and interpret historical documents
  - Problem solving.
- Think historically about relationships/connections (comparison, causation, contextual) in the human experience.
  - Think chronologically and explain continuity and change.
  - Be able to draw comparisons between time periods and regions in order to identify transcending themes.
  - Be able to analyze cause and effect, including multiple causation, and to challenge arguments of inevitability.
  - Be able to compare and contrast competing historical narratives and evaluate major debates among historians.

- Communicate effectively, including reading comprehension, writing, speaking, and listening.
  - Be able to create and support contestable thesis statements
  - Be able to structure and support logical argument.
  - Be able to interpret and deconstruct the arguments of others
- Be able to conduct effective research.
  - Be comfortable with independent learning.
  - Be able to formulate historical questions.
  - Be able to obtain and evaluate data (both primary and secondary sources), consider gaps in what we know, and use data to support an argument.
  - Understand the difference between ones own original thought and someone else's.
  - Be competent with MLA and Chicago styles.
- Be sensitive to bias and understand that the present influences our understanding and interpretation of the past.
  - Be able to distinguish between different forms of bias and understand how points of view shape peoples interpretations of events and ideas

5.2 COURSE DESCRIPTIONS

5.2.1 Current Courses

Advanced Mock Trial Wainwright
Fall Semester - 0.5 Credits

In Mock Trial, students will role-play witnesses and lawyers in simulations of both civil and criminal actions relating to contemporary legal topics. The goal of this class is to increase confidence in public speaking and critical thinking, as well as knowledge of legal processes and civic engagement. Class time is devoted to learning the techniques used to conduct trials, including opening statements, direct examinations, cross examinations, closing arguments, the rules of evidence and objections, and courtroom procedures. Students in the class are required to compete at state-sponsored mock trial competitions during the semester to test our skills against other schools. Most of our in-class practice will be focused on the case assigned for those competitions. Students interested in Advanced Mock Trial must request Mock Trial. Advanced Mock Trial will be added to the schedule in August. **Note**: Class size limited to 12 students. Prerequisite: Completion of the introductory Mock Trial class.

American Government Wainwright
Fall Semester - 0.5 Credits

The goal of this course is to help students understand the role of government in a democracy, providing a wide-ranging understanding of American constitutionalism, the structure of American government, and contemporary politics in the United States. Students will study the philosophical foundations of the Constitution and its main themes – popular sovereignty, separation of powers, federalism, and the protection of civil liberties and civil rights; the nature, structure, and functions of government institutions and how they operate in a system of limited powers; and the basics of American politics, including discussion of political parties, voting rights, the electoral process, interest groups, public opinion, and the media. Current events will be incorporated regularly and

used as lenses into the issues being studied. **Note**: Completion of APUSH or Instructor Permission Required

Colonialism & Post-Colonialism Cook
Fall Semester - 0.5 Credits

In the late 19th and early 20th centuries, much of the world's people lived within a few major empires. These empires were ruled by Europeans, but most of the people living there were not European. The relationship between these colonies and their colonizers continues to shape our world today: there is a reason why almost half of the world's countries have English or French as an official language. This seminar class seeks to explore what life was like both for the colonizers and the colonized and how the legacies of colonialism shape the world we live in today. We will primarily focus on the former British colonies of India and Pakistan and on former French and Belgian colonies in Africa. We will examine these colonies through a variety of media, including art, fiction, film, and poetry as well as conventional historical texts. Assessment includes seminar participation, presentations, and essays, leading up to a final unit where we will examine the colonial legacies evident in the Rwandan Genocide in the 1990s. **Note**: Successful completion of AP World History required.

Death and Dying Cooper
Fall Semester - 0.5 Credits

This class will explore how death has been confronted over the course of the centuries. We will examine the subject through various lenses, including history, psychology, sociology, anthropology, and religion. The class will be organized as a seminar with discussion built around three books: Elizabeth Kubler-Ross's On Death and Dying, Thomas Laqueur's The Work of the Dead, and Jessica Mitford's The American Way of Death Revisited. Assessments will be based on four major papers that may be rewritten as often as the student deems necessary.

Hamilton's America Ott
Fall Semester - 0.5 Credits

Since the premier of Lin-Manuel Miranda's Broadway play Hamilton, the life and legacy of Alexander Hamilton and his generation has garnered substantial attention. Certainly, the story is captivating and, at times, scandalous. Yet who really was Hamilton? Who were the people who filled his life? Did other groups/cultures experience America from his perspective? We will search for answers to these questions and more throughout this semester. The course begins with an examination of the colonial period focusing on Hamilton's early life and continues through the American Revolution, Federalist era, and concludes with the infamous duel in 1804. We will explore the people, events, and places that Hamilton experienced during his lifetime, with emphasis on the issues of race, class, gender, and ethnic diversity that shaped his generation. The course is primarily a discussion-based course requiring a series of short papers, in-class exercises, and a final project culminating in our own Hamilton "zine."

International Relations Clinkman
Fall Semester - 0.5 Credits

International relations (IR) is an interdisciplinary and exciting field that brings together political science, economics, and cultural studies. In this class, we will engage with formal IR theory before embarking on specific studies in the areas of national security, political economy, and international integration. Students will be provided the opportunity to engage with IR both through written work and enacting simulations of IR scenarios. **Note**: Successful completion of AP World History required.

Latin American History Fulgham

Fall Semester - 0.5 Credits

This course provides a survey course-level exploration of Latin America's rich and complex history, beginning with colonialism and extending to contemporary times. Students will delve into significant historical events and cultural influences that have played a pivotal role in forging the region's distinct identity. This journey through time highlights the unique characteristics that differentiate the region from its North American counterpart, revealing the diverse tapestry of cultures, societies, and historical milestones that define Latin America today.

Mock Trial Wainwright

Fall Semester - 0.5 Credits

In Mock Trial, students will role-play witnesses and lawyers in simulations of both civil and criminal actions relating to contemporary legal topics. The goal of this class is to increase confidence in public speaking and critical thinking, as well as knowledge of legal processes and civic engagement. Class time is devoted to learning the techniques used to conduct trials, including opening statements, direct examinations, cross examinations, closing arguments, the rules of evidence and objections, and courtroom procedures. Students in the class are required to compete at state-sponsored mock trial competitions during the semester to test our skills against other schools. Most of our in-class practice will be focused on the case assigned for those competitions. Students interested in Advanced Mock Trial must request Mock Trial. Advanced Mock Trial will be added to the schedule in August. **Note**: Class size limited to 12 students.

Economics Fulgham

Fall and Spring Semesters - 0.5 Credits

In this course, students will be introduced to the fundamental principles of economics, exploring both microeconomics and macroeconomics, including key concepts such as supply and demand, market structures, factors of production, international trade, and more. The course aims to enhance students' understanding of economic concepts and their real-world applications through lectures, discussions, and practical examples, providing insight into how economic factors influence decision-making at the individual, business, and governmental levels. Emphasizing the significance of economic literacy in today's globalized world, students will also engage in a semester-long personal finance project to apply their knowledge practically and improve their financial literacy.

A History of Sports Cooper

Spring Semester - 0.5 Credits

This class will examine the history of sports, emphasizing its cultural, economic, sociological, and political roles. Our approach will be both historical and global as we study how the role of sports changed over time and differed from culture to culture. The class will be organized as a seminar with discussion built around three books: Wray Vamplew's Games People Played: A Global History of Sport, David Zirin's People's History of Sports in the United States: 250 Years of Politics, Protest, People, and Play, and Robert Washington and David Karen's, Sport, Power, and Society: Institutions and Practices: A Reader. Assessments will be based on four major papers that may be rewritten as often as the student deems necessary.

Comparative Religions Fulgham

Spring Semester - 0.5 Credits

In this course, we will embark on an exploration of the world's major religions, delving into the rich traditions and beliefs of Buddhism, Hinduism, Islam, Judaism, and Christianity. Our journey will take us through the historical roots of each faith, uncovering their origins and the narratives that have shaped their development over time. We will examine the sacred texts, significant figures, and pivotal events that define these religions. Additionally, we will analyze how these diverse belief

systems influence and interact with culture and society across the globe, shaping moral values, artistic expressions, and community relationships. Join us as we seek to understand the profound impact these religions have on the world and on the lives of millions.

Constitutional Law & Civil Rights Wainwright
Spring Semester - 0.5 Credits

This course introduces students to Constitutional Law and the legal doctrines that judges use to analyze the Constitution's protection of civil rights, with a particular focus on: (1) equality, as determined by the Equal Protection Clause (focusing on race and gender discrimination, as well as "affirmative action" in employment and college admissions); (2) privacy rights protected under the Due Process Clause (including reproductive autonomy, marriage, sexual orientation/sexual autonomy); and (3) voting rights, from the Voting Rights Act of 1965 to modern voter suppression tactics. We trace the evolution of these protections through Supreme Court decisions and case studies analyzing the historical context of canonical opinions. Students will also be introduced to basic techniques of constitutional interpretation. **Note**: Completion of APUSH or Instructor Permission Required; Evening Class, Time TBD

History of American Democracy Wainwright
Spring Semester - 0.5 Credits

Modeled after the Harvard class of the same name, this course uses the "case method," a teaching method developed at Harvard Business School. The syllabus is built around fifteen case studies that focus on significant episodes in American history. Each case study ends at the pivotal moment in the historic episode, raising questions that faced key decision makers at the time. Students are put in the role of those decision makers and are left to wrestle with and resolve those questions, both on their own and in the classroom. One of the virtues of the case method is its ability to encourage the spirit of deliberative problem solvingwhich is, after all, at the heart of democracy. The use of a protagonist in each case study–that is, the individual or group whose role the students are asked to step into–demands that students ask themselves two related questions: "What would this protagonist do?" and "What would I do?" The goal of the course is to encourage students to challenge each other's assumptions about democratic values and practices, and to draw their own conclusions about what "democracy" means in America and the enduring challenges facing it. Active participation in class is essential to the method, and the grading reflects its importance. **Note**: Completion of APUSH or Instructor Permission Required

Interwar Europe: Communism & Fascism Clinkman
Spring Semester - 0.5 Credits

This course examines the politics of Europe between the world wars, with an explicit focus on polarization and competition between communism and fascism in three countries: Fascist Italy, Francoist Spain, and Nazi Germany. Topics will include the origins of communism and fascism in 19th century ideologies, the initial Italian response to communism, the Nazi takeover of Germany, and the Spanish Civil War as a prelude to World War II. **Note**: Successful completion of AP World History required.

The Roman World Cook
Spring Semester - 0.5 Credits

The Roman Empire fascinates. It has inspired Hollywood epics and internet memes. Its political thought also influenced the foundational documents of the United States, and its fall is frequently cited as a warning on the dangers of everything from moral decadence to climate change. This class will cover a thousand years of Rome from its origins until the fall of the Western Empire in 476 CE. In it, we will examine what changed and what stayed the same. We will trace the rise of Rome from an Italian city state to a pan-Mediterranean Empire and its eventual fragmentation into local

states. We will pay special attention to diversity in this multiethnic, multilingual and multicultural empire. We will read first-hand accounts by a variety of characters whose personalities carry through even after two thousand years. These include intensely ambitious political strivers and self-promoters from different class backgrounds, a warlord who fought his way to power starting at the age of just nineteen and then brought unprecedented peace during his long rule, sardonic aristocratic historians, an observant Jew caught between worlds, and a psychologically complicated North African who became the most important thinker in Western Christianity. We will seek insight into their inner worlds within the wider Roman worlds. **Note**: Completion of 9th Grade World History required

Women and the History of Science Hurt/Ott

Spring Semester - 0.5 Credits

There are a wide variety of scientific advances throughout history that directly involve women. This course brings together some of those most notable and, at times, controversial moments in which women stood squarely in the middle of those advances. We will explore individual women scientists and their remarkable work, as well as more general themes in history related to the female experience. Using an interdisciplinary approach, this class draws upon the fields of history and science to explore the various gender theories and discrimination women faced as well as an exploration of how women shaped STEM-related fields. This course involves a series of short papers and science labs culminating in a final poster project on the student's choice of topic.

AP United States History Ott

Year - 1 Credit

This course traces the history of the United States from its colonial origins in the late sixteenth century to the 1980s. Through common readings, discussions, and lectures, students explore the distinctive rhythms (political, economic, and social) of the American historical experience.

AP World History Clinkman

Year - 1 Credit

A study of the major political, economic, and social events and fundamental themes of world history over the last five centuries, as well as the social, cultural, and intellectual movements that precipitated or were inspired by those events. Course discussions will center on the narrative of world history as well as major themes that have arisen over time, constantly reiterating the interconnectedness of different time periods.

Eighth-Grade Social Studies Cooper

Year - 1 Credit

The major goal of the course is to produce lifelong learners who are yearning for learning. The instructor will attempt to instill enthusiasm for learning through class discussion, where the preconceptions of the students are regularly challenged, through interesting and challenging reading assignments, and through writing assignments that demand thoughtful analysis, logical organization, and competent writing skills. Improved communications skills are a key course goal, along with the development of critical thought processes, a knowledge of geography, and an awareness of current global issues.

World History to 1200 Cook

Year - 1 Credit

This course explores major events in the development of world history from the paleolithic world through the start of High Period. The approach is interdisciplinary and thematic, emphasizing political, economic, social, philosophical, scientific, literary, and artistic interrelationships across time

and place. Twenty-first century skills such as problem solving, information literacy, and critical thinking are stressed.

5.2.2 Past Courses

Business Entrepreneurship (0.5 Credits)

This is a follow-up course to Introduction to Economics where students will learn about business entrepreneurship. We will discuss the underlying principles of starting a business, how to avoid common pitfalls, how to pitch ideas more effectively, how to validate your product to the market, how to develop a solid business model, and how to set up for success in a field where failure is common. Students will apply critical-thinking skills to create a business plan to pitch to investors at the end of the semester. The final project will start from a business idea to form a business plan to take that plan and then form a pitch deck to share with "investors" at the end of the semester.

Civil Rights in the 50s and 60s (0.5 Credits)

Civil War and Reconstruction (0.5 Credits)

Cooper Seminar (0.5 Credits)

Each semester Dr. Cooper leads a seminar to investigate some area of the social sciences. Past seminars have included such subjects as Global Issues, U.S. Issues, the French Revolution, the Warrior in History, Reconstruction after the Civil War, the Civil War, Perspectives on Death, Russian history, Tolstoy's Philosophy of History, Intellectual History, Philosophies of Education, Diplomatic History, etc. Classes are structured around class discussion and assessments consist of four major papers that can be rewritten as often as the student deems necessary. The goals of the seminar, apart from encouraging the mastery of the material, are the development of critical thinking and the improvement of communication skills.

Diplomatic History (0.5 Credits)

Early Modern European History (0.5 Credits)

This course builds upon prior coursework in AP World History to go into greater depth on the history of Europe during the early modern period (c.1400-1800). Primary emphasis will be upon the major intellectual movements of this period - the Renaissance, Reformation, Scientific Revolution, and Enlightenment - but students will also engage with the political and social history that contextualized those movements, such as the Wars of Religion and the French Revolution. Students will be assessed via a mix of written work and participation.

Entrepreneurship in Emerging Economies (0.5 Credits)

Ethics and Contemporary Politics (0.5 Credits)

Ethics and the Modern Economy (0.5 Credits)

Francophone Africa (0.5 Credits)

French Revolution (0.5 Credits)

History of China: 1644 to Present (0.5 Credits)

Liberalism and Conservatism (0.5 Credits)

This class will examine the evolution of these two political ideologies, emphasizing the central beliefs that define these ideologies as well as how they have changed over time. We will also consider similarities as well as differences in these belief systems. The class will be organized as a seminar and discussion will be based on two books: Helena Rosenblatt's The Lost History of Liberalism: From Ancient Rome to the 21st Century, and Russell Kirk's The Conservative Mind from Burke to Eliot. Assessment will be based to four required papers that students will have the option of rewriting as many times as they see fit.

Modern Japan: History & Culture (0.5 Credits)

Japan stands alone in the history of the 19th and 20th centuries as the only non-Western country to industrialize and become a Great Power. This course will revolve around three key questions: why did Japan emerge as the exception during a time of rampant Western imperialism? How did choices during Japan's modernization put it on the long road to Hiroshima and Nagasaki, via Shanghai and Nanjing? And how has Japanese society coped with the legacy of empire in the eight decades since Japan's defeat in 1945? In searching for the answers to these questions, students will access a variety of materials, ranging from conventional histories and primary sources to the anime films of Studio Ghibli and the novels of Haruki Murakami.

Moral Philosophy (0.5 Credits)

Is morality absolute or relative? Is there a greater expectation of perfection or progress? What do we owe to each other? This course will explore frameworks for ethical thinking, using NBC's The Good Place as a study paradigm. Students will work in small groups as well as participate in class discussions responding to the major ideas introduced in The Good Place, with further exploration of key concepts through primary and secondary sources. The course will be assessed through a combination of written work and participation.

Nationalism (0.5 Credits)

This class will examine the origins, evolution, and influence of nationalism. Nationalism is in my view the most powerful ideology in the world today. The class will be organized as a seminar and discussion will e based on three books: Benedict Anderson's Imagined Communities: Reflections on the Origin and Spread of Nationalism, John Hutchinson and Anthony Smith's Nationalism (Oxford Readers), and Jill Lapore's The Case for the Nation. Assessment will be based on four required papers that students will have the option to rewrite as many times as they see fit.

Religious Literacy (0.5 Credits)

In 1966, Time Magazine (for the first time ever) published a cover with no picture only text. It was a solid black background with bright red letters that asked, Is God Dead? In the mid-1960s, the country was reeling with dramatic social change, and part of that shift was a new secularization that got many people wondering if the US was on the path to becoming post-religious. The past few years have made it clear that we are not post-religious, that religion remains a big piece of our national political discussion and a big part of our national identity. Yet Americans on the whole are woefully ignorant about religion. In an effort to separate church and state and in attempts to communicate with those different from us, we somehow got it in our minds that religion (like politics and football) are things we politely don't discuss.

US Women's History (0.5 Credits)

Why should we study women's history? The female experience has played a central role in the development of American life and culture. Moreover, women have demonstrated that they too have a unique story to tell about their history. This course examines the American past through the experiences of women from the pre-colonial era to the late twentieth century. We will pay particular attention to the cultural perceptions of proper womanhood and women's responses to them, effects of changing economic forces, family life, reproductive rights, development of female education, women's reaction to western expansion, civic and political activism, women's participation in war, literary and artistic representations of femininity, and power relations between men and women. While tracing larger trends and identifying common experiences, we must also consider how class, racial, ethnic, and sexual differences created specific experiences for women.

Vietnam: Two Views (0.5 Credits)

World War II (The Global Experience) (0.5 Credits)

World War II (The US Experience) (0.5 Credits)

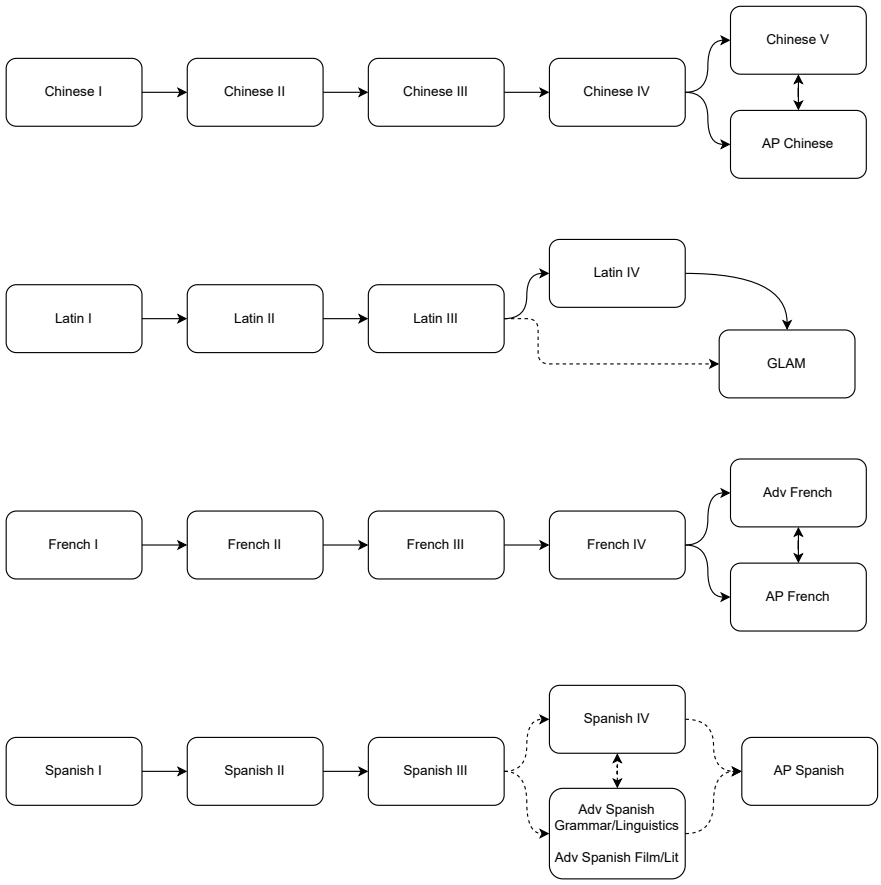
6 LANGUAGES

6.1 PORTRAIT OF A GRADUATE

An Indian Springs School graduate, having completed the course of study in Languages, will . . .

- Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Understand and interpret written and spoken language on a variety of topics.
- Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- Reinforce and further their knowledge of other disciplines through the target language.
- Acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.
- Demonstrate familiarity with the history of the cultures studied and key literary works and authors in those cultures.
- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Demonstrate an understanding of the nature of language through comparisons of the language studied and their own.
- Demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.
- Use the language both within and beyond the school setting.
- Show evidence of becoming a life-long learner by using the language for personal enjoyment and enrichment.

6.2 LANGUAGES PREREQUISITES FLOWCHART



(A dashed line indicates "Instructor Approval Required.")

6.3 COURSE DESCRIPTIONS

6.3.1 Current Courses

Advanced Spanish Grammar and Linguistics Wald

Fall Semester - 0.5 Credits

Advanced Spanish Grammar and Linguistics is designed for students to dive deeper into the research and correct use of the language itself, including its history, evolution, grammar, sounds (phonetics and phonology), structure (morphology and syntax), words (lexicon) and their meaning (semantics and pragmatics). While conducted primarily in English, this research and practice, in addition to students prerequisite exposure to the Spanish language in communicative contexts, aims to equip students with the content knowledge, skills, and confidence necessary to continue to communicate at an intermediate-high level of proficiency or higher in Spanish. **Note**: Teacher Recommendation Required

Adv Spanish Through Film and Literature Wald

Spring Semester - 0.5 Credits

Advanced Spanish through Film and Literature is designed for students to experience and discuss films and readings, communicating at an intermediate-high level of proficiency or higher in Spanish. Students will be exposed to a wide variety of vocabulary and grammatical structures as well as cultural concepts through the films and extensive reading incorporated in the curriculum. The course is conducted exclusively in Spanish. Near the end of this course, students will take the AAPPL, a standardized language exam, to determine current proficiency levels, potentially qualify for a Seal of Biliteracy, and aid in planning a future trajectory in Spanish. **Note**: Teacher Recommendation Required

Conversational Sign Language Skiff
Spring Semester - 0.5 Credits

This elective class is designed to introduce students to the beautiful language of ASL, American Sign Language. ASL is more than just memorizing signs. ASL has its own grammar, culture, history and other unique characteristics. Students will learn basic conversational signs to include the alphabet for finger spelling, numbers, common greetings, days of the week, family members and more. Special guests, movies, and field trips to sign activities in the Birmingham area will help introduce the class into the deaf community.

Advanced French Language and Cultures Bassene
Year - 1 Credit

This course is for students who want a deeper understanding of Francophone idioms and cultures. Students can expect involved exposure to the French speaking world as we learn history and customs through language in global contexts. Students will be expected to study vocabulary and syntax to encourage richer writing, and daily discussion and individual presentations in French. Following this class, you will be prepared to communicate at an intermediate-high level of proficiency or higher in French and enroll in the AP level. **Note**: Completion of Level IV and Teacher Recommendation Required

AP Spanish Language & Culture Mange
Year - 1 Credit

This course is designed to polish the skills that students have acquired throughout their years of study. In addition to independent review and intensive practice, the course emphasizes a thorough knowledge and understanding of grammar; consolidation of a broad range of sophisticated vocabulary and idiomatic expressions; ability to read and understand literary selections in the original; ability to write essays that balance treatment of content with linguistic control; effective aural comprehension and spoken communication; and evolving understanding of the target cultures. Students who complete this course are prepared to take the Advanced Placement Spanish Language examination. **Note**: Minimum AAPPL Score and Teacher Recommendation Required

Chinese I Chang
Year - 1 Credit

This course introduces Chinese language and culture. Students learn to speak and listen to simple conversations, as well as to write and read simplified Chinese characters. They participate in hands-on activities and employ multimedia learning tools, including the IQChinese language-learning system. This class provides a foundation for more advanced Chinese courses.

Chinese II Chang
Year - 1 Credit

The course focuses on vocabulary, idioms, speaking, reading comprehension, and writing. Students learn to recognize approximately 200 characters, enabling them to write an essay with Chi-

nese characters. In addition, students continue to work through the IQChinese language-learning system.

Chinese III Chang

Year - 1 Credit

The course focuses on vocabulary, idioms, speaking, reading comprehension, and writing. Students learn to recognize approximately 200 characters, enabling them to write an essay with Chinese characters. In addition, students continue to work through the IQChinese language-learning system.

Chinese IV Chang

Year - 1 Credit

The course begins with learning the Personalities, Daily Routine, Household Chores, School, Class Schedules, Career, Gourmet, Tourism, etc. Learners can understand the related language materials on social life and produce more correct sentences on familiar topics in description, explanation, or comparison. Learners can compose a simple paragraph or essay by demonstrating confidence and interest in learning the Chinese language. Learners can master specific knowledge of strategies for learning, communication, resource, and interdisciplinary study. Learners can gain introductory Chinese cultural understanding and acquire preliminary cross-cultural awareness and an international perspective. When students have studied Chinese for four academic years or more, with 4-5 class hours each week, these students have mastered 1200 commonly used words and basic grammar patterns. (Intermediate Low - Intermediate High)

Chinese V Chang

Year - 1 Credit

The course begins with Making Friends, Buying Plane Tickets, Shopping, Learning Chinese, Summer Jobs, Food, Accidents, Volunteering, Chinese New Year, etc. Learners can understand a wide range of topics, produce correct sentences, write in paragraphs, create cohesive discourse, and express themselves fluently and spontaneously without much obvious searching for expressions. Learners have mastered the knowledge of learning strategies, resource strategies, and interdisciplinary strategies. Learners can gain extensive Chinese cultural knowledge and acquire preliminary cross-cultural awareness and international perspectives. When students have studied Chinese for five academic years, with 4-5 class hours each week, these students have mastered 2500 commonly used words and basic grammar patterns. (Intermediate High - Advanced)

French I Bassene

Year - 1 Credit

During the first two years, students acquire a basic proficiency in speaking, listening, reading, and writing. An interactive video program rich in cultural content serves as a basis for class discussions which are conducted mostly in French.

French II Bassene

Year - 1 Credit

During the first two years, students acquire a basic proficiency in speaking, listening, reading, and writing. An interactive video program rich in cultural content serves as a basis for class discussions which are conducted mostly in French.

French III Bassene

Year - 1 Credit

Students complete the acquisition of basic communication skills and begin to study literature, which provides them with opportunities for the analysis of content and style through a variety of written and spoken activities. A grammar text supplements the course material as the students refine their control of the linguistic structures of French. Students should expect daily conversation in French inside and outside of the classroom.

French IV Bassene

Year - 1 Credit

In the advanced levels of French, students continue their literary studies and are expected to strengthen their language skills through more in-depth class discussions, oral presentations, compositions, and the regular engagement of the French-speaking world through the use of authentic materials. In these classes, students and teachers engage in informative conversations that range from micro-cultural studies of various Francophone localities to the often problematical and nuanced geo-political realitiespast, present, and future. Students should expect daily conversation in French inside and outside of the classroom.

GLAM: Greek, AP Latin, and the Ancient Mediterranean Crowe

Year - 1 Credit

This modular course is the capstone for study of the Classics at Indian Springs and will provide opportunities for detailed study of the Greek and Latin world through time and space. Constantly renewed and tailored to the interests of current students, topics will always be accompanied by deeper cultural context. Students will choose sandboxes on discrete topics including but not limited to Aegean song culture, ancient or modern Greek language, mythology, philosophy, Roman art, military history, or Athenian theater, that accompany our modules. Students can also pursue AP Latin test prep in intensive tutorials that run the course of the year. **Note**: Teacher Recommendation Necessary for AP

Latin I Crowe

Year - 1 Credit

In this introductory course, students study basic vocabulary and grammar, Greek and Roman history, and the influence of the Latin upon the English language. By the end of the year, students will master indicative verbs and all forms of the Latin noun. Students will take the National Latin Exam and are encouraged to attend the state convention.

Latin II Crowe

Year - 1 Credit

Latin II will continue to develop mastery of Latin grammar; students will be introduced to the subjunctive and Latin-specific syntax like indirect discourse and the sequence of tenses. We will read many post-antique authors as we discover that Latin wasn't just the language of the ancient Romans, but the bedrock of intellectual Europe until World War I. Students will take the National Latin Exam and are encouraged to attend the state convention.

Latin III Crowe

Year - 1 Credit

Latin III revises Latin grammar, introduces author-specific vocabulary, and sees a return to antiquity as we begin to read from Caesar and the Circle of Maecenas. Students will be introduced to poetic forms in both Latin and Greek. Mythological study will accompany our work with Epic Poetry - philosophy accompanies Lyric. We will read selections from Vergil, Horace, Catullus, Caesar, and Homer in translation. Students will take the National Latin Exam and are encouraged to

attend the state convention.

Latin IV Crowe

Year - 1 Credit

This course covers significant passages from Vergil at a pace to encourage mastery. Following an overview of the Latin epic, students will edit and publish their translations of a complete book of the Aeneid. The goal of the class is to provide a deep background on the most important Roman author and serve as a springboard for more serious study of the Classics. Following this course, students will be prepared to test for the Global Seal of Biliteracy and will be ready to take the AP tutorial in GLAM. Students will take the National Latin Exam and are encouraged to attend the state convention.

Spanish I Mayor

Year - 1 Credit

The goal of Spanish 1 is to ensure an understanding and confident use of the most frequent of real, everyday, Spanish words and structures at a novice-high level. To that end, we will focus on the top 100-200 frequently used Spanish words and structures as well as days of the week, months of the year, numbers, seasons and basic weather terms, basic colors, and sequencing and story-telling terms. Furthermore, students will be exposed to a wide variety of vocabulary, grammar, and cultural topics through extensive reading incorporated in the curriculum.

Spanish II Mange

Year - 1 Credit

The goal of Spanish 2 is to ensure an understanding and confident use of the most frequent of real, everyday, Spanish words and structures at an intermediate-low level by reviewing the top 100-200 most frequently used Spanish words and structures and then expanding that list to the top 200-300. Furthermore, students will be exposed to a wide variety of vocabulary, grammar, and cultural topics through extensive reading incorporated in the curriculum.

Spanish III Mayor

Year - 1 Credit

The goal of Spanish 3 is to ensure an understanding and confident use of the most frequent of real, everyday, Spanish words and structures at an intermediate-mid by reviewing the top 200-300 most frequently used Spanish words and structures and then expanding that list to the top 300-400. Furthermore, students will be exposed to a wide variety of vocabulary, grammar, and cultural topics through extensive reading incorporated in the curriculum.

Spanish IV Mange

Year - 1 Credit

The goal of Spanish 4 is to ensure an understanding and confident use of the most frequent of real, everyday, Spanish words and structures at an intermediate-high level by reviewing the top 300-400 most frequently used Spanish words and structures and then expanding that list to the top 400-500. Furthermore, students will be exposed to a wide variety of vocabulary, grammar, and cultural topics through daily conversation, immersion via the exclusive use of Spanish, and extensive reading incorporated in the curriculum. Near the end of this course, students will take the AAPPL, a standardized language exam, to determine current proficiency levels, potentially qualify for a Seal of Biliteracy, and aid in planning a future trajectory in Spanish. **Note**: Teacher Recommendation Required

6.3.2 Past Courses

20th Century Music and Poetry in Latin and South America (0.5 Credits)

Advanced Spanish Linguistics (0.5 Credits)

AP Chinese (1 Credit)

AP French Language & Culture (1 Credit)

In the advanced levels of French, students continue their literary studies and are expected to strengthen their language skills through more in-depth class discussions, oral presentations, compositions, and the regular engagement of the French-speaking world through the use of authentic materials. In these classes, students and teachers engage in informative conversations that range from micro-cultural studies of various Francophone localities to the often problematical and nuanced geo-political realities past, present, and future. Students in Level V may elect to take the AP French Language exam. Students who have completed Level V prior to their senior year can receive instruction at Level VI. Students should expect daily conversation in French inside and outside of the classroom.

AP Latin (1 Credit)

AP Spanish Literature & Culture (1 Credit)

Conversational Spanish (1 Credit)

Creative Writing in Spanish & English (1 Credit)

French VI (1 Credit)

Intro to Ancient Greek (1 Credit)

The Works of Marguerite Duras (0.5 Credits)

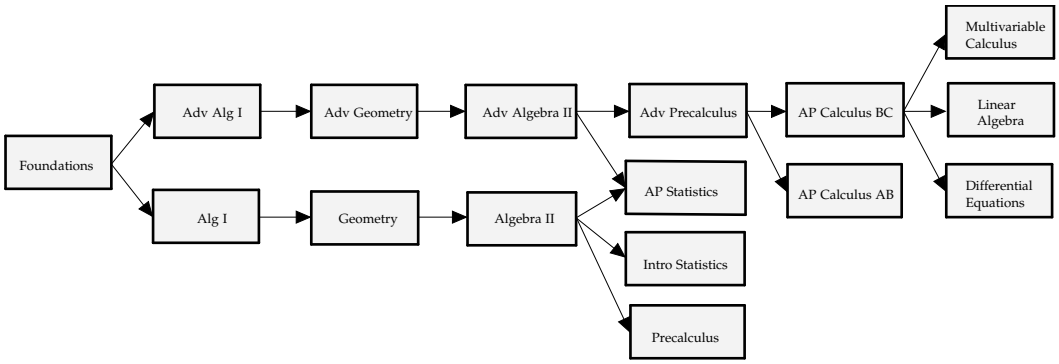
7 MATHEMATICS

7.1 PORTRAIT OF A GRADUATE

An Indian Springs School graduate, having completed the course of study in Mathematics, will ...

- Perform elementary calculations and apply mathematical processes comfortably.
- Understand the whys and hows of mathematics.
- Communicate efficiently, accurately, and clearly in writing and speech.
- Form logical, coherent arguments and judge the validity of others' arguments.
- Apply concepts and techniques from elementary mathematics to the world around them.
- Use prior understandings to inform and strengthen new concepts.
- Understand the importance of initial steps, that failure is a part of learning, and that growth is afforded by persistence.
- Appreciate the ubiquity of mathematics in the world around them.
- Guide personal decisions by specifying assumptions/non-negotiables and then make inferences based on these.
- Apply mathematics to the sciences to form inferences and support the Scientific Method.
- Apply the language of mathematics to the sciences to form inferences and support the Scientific Method.
- Connect the numerical, algebraic, graphical, and verbal perspectives of mathematics.
- Determine the appropriate structure or mathematical model so that one may
  - Apply knowledge and skills to ...
  - Solve known and novel problems and ...
  - Interpret the results or outcomes from the structure or model
- Collaborate and employ team-based approaches to explore concepts and solve problems.
- Use the appropriate technological tool for the problem at hand.
- Use statistics to become an educated citizen of our modern, data-driven world.

7.2 MATH PREREQUISITES FLOWCHART



7.3 COURSE DESCRIPTIONS

7.3.1 Current Courses

Differential Equations TBD
Fall Semester - 0.5 Credits

Introduces ordinary differential equations by means of algebraic, numerical, and graphical analysis (including phase-plane analysis). Examines first order differential equations, second and higher order linear equations, methods for nonhomogeneous second order equations, series solutions, Laplace transforms, linear systems, and linearization of nonlinear systems. Covers various applications throughout the course. Requires a graphing calculator with the TI-84 Plus series recommended. Students in this course will use the skills learned in calculus extensively. **Note**: AP Calculus BC Required; Tentatively planned as an Evening course

Linear Algebra TBD
Fall Semester - 0.5 Credits

A standard treatment of linear algebra as presented to university-level mathematics majors. Course topics will include row-reduction, matrix equations, linear transformations, matrix operations, invertibility, LU-factorization, subspaces of Euclidean space, dimension, rank, determinants (elementary product definition, expansion by minors, and row-reduction), vector spaces, null and column spaces, linear independence, bases, change of basis, eigen-theory, algebraic and geometric multiplicity, diagonalization, inner product, length, orthogonality, orthogonal sets, projections, the Gram-Schmidt process, QR-factorization, and the method least-squares. **Note**: AP Calculus BC or Instructor Approval Required

Introduction to Statistics TBD
Spring Semester - 0.5 Credits

Modern students will encounter a vast amount of data throughout their lifetime. The Introductory Statistics course will introduce students to the basic concepts and tools for collecting, analyzing, and drawing conclusions from data. These concepts will aid students to understand and comprehend all of this data and, hopefully, enable them to make better choices and decisions. There are three themes evident in the content, skills, and assessment in the Introductory Statistics course: exploring data, sampling and experimentation, and probability and simulation. Students will use technology, investigations, problem solving, and writing as they build conceptual under-

standing. This course is a one semester course and will NOT prepare students for the AP Statistics Exam.

Multivariable Calculus TBD
Spring Semester - 0.5 Credits

Multivariable Calculus is a college-level course that follows Advanced Placement Calculus BC. The course emphasizes a thorough study of vectors, surfaces in space, vector-valued functions, functions of several variables, multiple integrations, and vector analysis. Students will become proficient at vector operations including the dot product and cross product and their applications, rectangular coordinates, cylindrical coordinates, and spherical coordinates. Students will learn operations and applications of vector-valued functions including differentiation, integration, velocity, acceleration, tangent vectors, and normal vectors. Realizing that many real-life quantities are functions of two more variables, students will understand the following implementations of functions of several variables: limits, continuity, derivatives, and integration. The goal is to learn, understand, and be able to work with the main ideas of multivariable calculus. **Note**: AP Calculus BC Required

Advanced Algebra I Morris
Year - 1 Credit

Advanced Algebra I is a rigorous course that introduces basic algebraic skills and provides the foundation for all subsequent math courses. It is designed for students who have demonstrated exceptional ability and motivation in mathematics. Students must be highly motivated with a solid understanding pre-algebra topics, be able to think abstractly and be proficient problem solvers. Topics include, but are not limited to, properties of real numbers, relations and functions, linear equations and functions, Absolute value equations and functions, linear inequalities, systems of equations, properties of exponents, quadratic expressions and equations, radical expressions and equations, and rational expressions and equations. All units will contain graphical analysis, relating graphs to their corresponding expression or equation. The pace and depth of this course distinguishes it from Algebra I.

Advanced Algebra II w/ Trigonometry Thomas
Year - 1 Credit

Advanced Algebra II with Trigonometry is designed for students who have demonstrated exceptional ability and motivation in mathematics. It introduces students to advanced functions, with a focus on developing a strong conceptual grasp of the expressions that define them. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Students must be highly motivated with a solid understanding of previous math courses, be able to think abstractly and be proficient problem solvers. There is a rapid progression of topics and students must be able to perform within time limits. To be successful students must complete daily work and be disciplined to read, listen, and think independently. Course topics include, but are not limited to, a complete study of functions (e.g., quadratic, polynomial, rational, radical, exponential, logarithmic, and trigonometric) . The pace and depth of this course distinguishes it from Algebra II.

Advanced Geometry Gray
Year - 1 Credit

Advanced Geometry is a foundational course focused on the geometry of shapes, planes and space. Emphasis is placed on understanding, applying, justifying, and developing geometric properties in two and three dimensions. Students will engage in an in depth study of geometric reasoning, coordinate geometry, parallel and perpendicular lines, triangles, quadrilaterals, properties of polygons and circles, congruence and similarity, constructions, right triangle trigonometry, area, and vol-

ume. Students will apply this learning to solve real-world mathematical problems. The pace and depth of this course distinguishes it from Geometry.

Advanced Precalculus Brunzell
Year - 1 Credit

Advanced Precalculus is designed for the student who has a high interest in math or areas related to math. It builds on and completes the advanced concepts began in Advanced Algebra I, Advanced Geometry and Advanced Algebra II. Topics include, but are not limited to, polynomial and rational functions, complex numbers, determinants, inverse functions, trigonometry, logarithms, and exponentials. It introduces vectors, polar coordinates, parametric equations, matrix theory, partial fractions, limits, and some basic operations of calculus.

Algebra I TBD
Year - 1 Credit

Algebra I is a course that introduces basic algebraic skills and focuses on problem solving techniques. It is designed as an introductory high school math course to provide a foundation for all subsequent math courses. Students must have a solid understanding pre-algebra topics, learn to think abstractly and become proficient problem solvers. Topics include, but are not limited to, properties of real numbers, relations and functions, linear equations and functions, Absolute value equations and functions, linear inequalities, systems of equations, properties of exponents, quadratic expressions and equations, radical expressions and equations, and rational expressions and equations. All units will contain graphical analysis, relating graphs to their corresponding expression or equation.

Algebra II w/ Trigonometry TBD
Year - 1 Credit

Algebra II with Trigonometry is designed for students who have progressed through the typical sequence of mathematics. It introduces students to advanced functions, with a focus on developing a strong conceptual grasp of the expressions that define them. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. To be successful students must complete daily work and be disciplined to read, listen, and think independently. Course topics include, but are not limited to, a complete study of functions (e.g., quadratic, polynomial, rational, radical, exponential, logarithmic, and trigonometric).

AP Calculus AB TBD
Year - 1 Credit

AP Calculus AB focuses on students understanding of calculus concepts and provides experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), the course becomes a cohesive whole, rather than a collection of unrelated topics. The course requires students to use definitions and theorems to build arguments and justify conclusions. The course features a multirepresentational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. This course follows the syllabus of the Advanced Placement Calculus AB exam. It is equivalent to one semester of college Calculus.

AP Calculus BC Mullinax

Year - 1 Credit

AP Calculus BC focuses on students understanding of calculus concepts and provides experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), the course becomes a cohesive whole, rather than a collection of unrelated topics. The course requires students to use definitions and theorems to build arguments and justify conclusions. The course features a multirepresentational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. This course follows the syllabus of the Advanced Placement Calculus BC exam. It is equivalent to two semesters of college Calculus.

AP Statistics Cashio

Year - 1 Credit

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. This course follows the syllabus of the Advanced Placement Statistics Exam. This course is equivalent to an introductory Statistics in college.

Foundations in Algebra and Geometry TBD

Year - 1 Credit

This first-year course prepares students for the challenges ahead in the math curriculum. Students examine and represent numbers in various forms; demonstrate fluency in mathematical language and understanding of concepts, processes, and reasoning; develop independence in learning mathematics; investigate math's scope and nature; and acquire a broad yet solid foundation for both algebra and geometry. They apply their learning to an array of problems.

Geometry TBD

Year - 1 Credit

Geometry is a foundational course focused on the geometry of shapes, planes and space. Emphasis is placed on understanding, applying, justifying, and developing geometric properties in two and three dimensions. Students will engage in an in depth study of geometric reasoning, coordinate geometry, parallel and perpendicular lines, triangles, quadrilaterals, properties of polygons and circles, congruence and similarity, constructions, right triangle trigonometry, area, and volume. Students will apply this learning to solve real-world mathematical problems.

Precalculus TBD

Year - 1 Credit

Precalculus is designed for the student who has an interest in advancing to a first level calculus course. It builds on and completes the advanced concepts that began in Algebra I, Geometry and Algebra II. Topics include, but are not limited to, polynomial and rational functions, complex numbers, determinants, inverse functions, trigonometry, logarithms, and exponentials. It introduces matrix theory, partial fractions, polar coordinates and limits.

7.3.2 Past Courses

College Algebra (1 Credit)

College Algebra and Statistics is a year-long course and is equivalent to an introductory college math course. This course is a functional approach to algebra that incorporates the use of appropriate technology. Emphasis will be placed on the study of functions and inequalities, including their graphs. Functions to be studied are linear, quadratic, piece-wise defined, absolute value, rational, polynomial, radical, exponential, logarithmic, and trigonometric functions. Appropriate applications will be included. In addition, this course will introduce students to the study of Statistics. Topics from Statistics to be covered are, but not limited to, numerical and graphical data analysis, probability, the Normal, Binomial, and Geometric Distributions, and simple linear regression.

Discrete & Combinatorial Math (0.5 Credits)

One could say discrete mathematics is the study of the properties of the integers. In recent times, the importance of the field has been proven because computers work in a discrete manner (bits) and various mathematical structures can be used to represent theoretical models in computer science. In this course we will meander through various topics in discrete mathematics and step outside the standard curriculum to study knot theory (classification, invariants, knot polynomials). The standard curriculum will include set theory (naive, functions, injectivity, surjectivity, enumerating functions), combinatorics (permutations, combinations, complementary counting, symmetry, combinatorial proofs, 12-fold way), sequences (arithmetic/geometric sequences/sums, polynomial fitting, recurrence relations, characteristic root technique, induction), calculus of finite differences (factorial polynomials, fundamental theorem, antidifferences), number theory and group theory (divisibility, modular arithmetic, equations in $\mathbb{Z}/n\mathbb{Z}$, structure of $\mathbb{Z}/n\mathbb{Z}$ for n prime, Chinese remainder theo- rem), graph theory (planarity, coloring, paths, circuits, bipartite graphs, incidence matrices), and apportionment.

8 PHYSICAL EDUCATION

8.1 COURSE DESCRIPTIONS

8.1.1 Current Courses

Well/Fit Pino
Fall Semester - 0.5 Credits

Wellness and Fitness is an introductory course dedicated to promoting a lifestyle which results in total health and wellness. The course is composed of both classroom and gym days consisting of personal assessment, taking notes, and physical activity. Popular topics discussed include cardiovascular and muscular strength exercise, nutrition, and stress management.

Injury Prevention & Weight Training Skiff
Fall and Spring Semesters - 0.5 Credits

This course is designed to introduce the ideas and concepts that surround the prevention of injuries utilizing sound principles of weight training. Students will learn the fundamentals of body assessment, establishing a physical foundation, and how to design a basic weight training/conditioning program specific to their needs. Students will be able to identify general anatomy, weight room safety, correct weight lifting techniques, setting appropriate goals, yoga/stretching, and core work.

9th Grade PE Pino
Spring Semester - 0.5 Credits

Students will take what they have learned in Wellness and Fitness and implement that knowledge into their daily activities. The focus will be working towards personal fitness goals through group and individual activities.

10th Grade PE Van Horn
Year - 1 Credit

Students in the 10th and 11th grade are required to find/develop a physical activity to meet their PE requirement of active exercise resulting in a minimum of 2-3 hours per week. Physical activities may include any sport offered at Indian Springs School, other activities offered at Indian Springs School such as intramurals, or an outside-of-school program that involves physical exercise. Any student-designed program must have a supervising instructor, meet two of the three components of fitness (cardiovascular endurance, muscular endurance and flexibility), and meet the approval of the PE department prior to the start of the program.

11th Grade PE Van Horn
Year - 1 Credit

Students in the 10th and 11th grade are required to find/develop a physical activity to meet their PE requirement of active exercise resulting in a minimum of 2-3 hours per week. Physical activities may include any sport offered at Indian Springs School, other activities offered at Indian Springs School such as intramurals, or an outside-of-school program that involves physical exercise. Any student-designed program must have a supervising instructor, meet two of the three components of fitness (cardiovascular endurance, muscular endurance and flexibility), and meet the approval of

the PE department prior to the start of the program.

8th Grade PE Skiff/Pino
Year - 1 Credit

Students in 8th grade PE will have the opportunity to experience physical activity in a fun and safe manner. Putting the body in motion is important to good physical health and can be a great stress release when dealing with the demands of a school day. The goals of the course are to have the students be physically active, to learn new activities and skills, and to build self confidence in the students.

8.1.2 Past Courses

Foundation of Sports Medicine and Safety (0.5 Credits)

This course is designed to introduce the ideas and concepts that surround the growing field of sports medicine. Students will explore the relationship of risk management and injury prevention through those fields that are defined as sports medicine. Students will examine the sports medicine team, sports medicine facilities, policies, procedures, and protocols utilized in patient care. Emphasis will be placed on health promotion, athlete wellness, and injury and disease prevention within athletic groups. Weekly discussions on current injured athletes will be highlighted.

Sports Medicine (0.5 Credits)

This course builds upon what students have learned from Foundation of Sports Medicine and Safety. Students will take a comprehensive look at the upper and lower extremities of the body. Starting with the head and working their way down to the feet, the students will learn the anatomy, evaluation of the most common injuries, and basic rehabilitation of each body part. Interactive labs will be introduced to include taking vitals, preventative taping, rehabilitation practices and the use of therapeutic modalities for the most common sports medicine injuries.

9 SCIENCE

9.1 PORTRAIT OF A GRADUATE

An Indian Springs School graduate, having completed the course of study in Science, will . . .

- Engage in scientific questioning to extend thinking and guide research.
- Utilize experimental design and the scientific process to explore new ideas or solve problems.
- Implement appropriate data collection techniques and analysis to interpret relevant scientific data versus biased data.
- Evaluate scientific evidence to reach a valid conclusion.
- Understand and appreciate the interconnectedness of the sciences.
- Conduct literature reviews in order to incorporate other research into science writings.
- Present research in front of a group of peers and defend research under questioning.
- Apply appropriate mathematical principles and graphical analysis to solve problems and support ideas.
- Utilize statistical tests and methods to accept or fail to accept scientific hypotheses.
- Use the appropriate lab equipment, techniques, and technology when investigating scientific inquiries.
- Use models and representations to communicate scientific phenomena and solve scientific problems.
- Engage in problem solving, inquiry, and design of innovative solutions.
- Integrate prior knowledge with new information in novel and creative ways to strengthen overall understanding.
- Develop curiosity for the natural world with regard to scientific inquiry.
- Apply conceptual understanding and critical thinking to real world problems.
- Promote environmental stewardship.
- Demonstrate the ability to collaborate with peers during scientific explorations.
- Make a scientific claim and provide supportive evidence.
- Connect the microscopic to the macroscopic across scientific disciplines.

9.2 COURSE DESCRIPTIONS

9.2.1 Current Courses

Biology, Engineering, Environmental Science, and Technology (BEEST) Research Methods Sides

Fall Semester - 0.5 Credits

This course is designed to offer students the opportunity to learn about a variety of research methods and tools that can be used in biological science, engineering, and environmental science laboratory and field settings, taking advantage of a variety of amazing technologies. Springs now has a research-quality microscopy lab which can be used to view and produce high-quality photographs of microscopic things ranging from micrometeorites to single-celled organisms collected from our lake. We have equipment for doing laboratory work in molecular biology, bacterial culture, and histology. We have a 300-acre mostly natural campus with a variety of ecosystems and a huge diversity of organisms available for study. We have a 12-acre lake rich with possibilities for learning field biology techniques and undertaking research projects. We have multiple resin and filament 3D printers available for producing everything from equipment parts to scientific models, and a CNC router for precision production of parts from wood and plastic sheets. We will be able to learn techniques related to 3D design and manufacturing, electronics, Arduino, and circuit design. Students will have the chance to be introduced to all of the above and more. They will be able to pursue a research project of their choosing. Such a project could produce work suitable for a science fair or perhaps, with sufficient effort, a scientific publication. This all hands-on class will be driven by student interest, with successful projects depending on student ingenuity and motivation. This is a chance for students to sample a variety of areas of science, engineering, technology, and research. **Note**: 10th grade with permission of the instructor , 11th and 12th grade, B- or above in all previous science classes at Springs

Forensics II Magnuson

Fall Semester - 0.5 Credits

This course is a student-interest led class that covers (but is not limited to) toxicology, arson analysis, autopsies, DNA profiling, and forgery. Students will learn how to analyze and evaluate crimes and apply their learning to solve applicable case studies, resulting in a lab-based course.

Freshwater Ecology Magnuson

Fall Semester - 0.5 Credits

This course is a student-interest led course that will involve laboratory and field studies. Students will learn how to test and analyze water quality, will create and monitor an Ecocolumn consisting of a terrestrial and aquatic ecosystems, develop a plankton net to collect and learn to identify freshwater plankton, and spend a day learning the basics of fly fishing including casting techniques, reading water currents, stream entomology, and handling and releasing fish.

Introduction to Exercise Physiology Hurt/Skiff

Fall Semester - 0.5 Credits

Exercise physiology is the study of how the body functions during exercise. This semester long, lab-based course will give a thorough understanding of the measurement of muscular strength, anaerobic fitness, aerobic fitness, cardiovascular function, respiratory function, flexibility and body composition. **Note**: At least a B in Biology required.

Organic Chemistry Tetzlaff

Fall Semester - 0.5 Credits

This is a student-interest led course that covers introductory organic chemistry. This is a laboratory based class. **Note**: Chemistry is a prerequisite

Sky High Science Rhoades

Fall and Spring Semesters - 0.5 Credits

In Sky High Science, students will dive into hands-on learning by applying principles of physics to exciting engineering projects. This course blends creativity, engineering, and science, encouraging students to design, build, and test inventions from catapults to rockets.
Students will learn key concepts in mechanics, thermodynamics, and energy transfer through real-world experimentation. By constructing their own devices, they will explore topics such as projectile motion, force, Newtons laws of motion, and energy transformation. Each project will offer opportunities for problem-solving, iteration, and safe testing, turning backyards into interactive labs.
Perfect for curious minds, this course fosters an understanding of physics principles while embracing hands-on experimentation, making science practical and fun.

Adv Topics in Chemistry Tetzlaff

Spring Semester - 0.5 Credits

This is a student-interest led course that consists of a nine weeks of green chemistry and a nine weeks of food chemistry. This is a laboratory and field-study based class. **Note**: Chemistry is a prerequisite

Botany Magnuson

Spring Semester - 0.5 Credits

This course is a student-interest led class that covers (but is not limited to) plant anatomy and physiology, plant reproduction, ethnobotany, hydroponic gardening, medical and cullinary herbology, and identification and classification (including what you can eat to survive in the woods!). This a semester-long lab and field-based course. **Note**: Biology and Chemistry are prerequisites

Infectious Disease Magnuson

Spring Semester - 0.5 Credits

This course explores immune system function, pathogens including bacteria and viruses, communicable diseases, and the emergence and current status of HIV. The students will learn sterile technique, culturing, staining, identifying bacteria with microscopy, and analyzing bacterial growth for antibiotic resistance. Students will evaluate case studies and propose solutions/course of treatment to solve. This is a lab-based course. This is a semester-long course. **Note**: Biology and Chemistry are prerequisites.

Introduction to Marine Biology Sides

Spring Semester - 0.5 Credits

This semester-long introductory course in marine biology will provide the student with the base knowledge of life in the Earth's oceans, including how the living and non-living components of marine ecosystems interact, how the physical processes in oceans that affect marine organisms function, and a broad survey of the diversity, structure, and function of marine organisms. **Note**: 9th and 10th with permission of the instructor. 11th and 12th, B- or above in Biology 9 or AP Biology at Springs

Psychology Belser

Spring Semester - 0.5 Credits

In this introductory course, we will be quickly covering many topics in psychology. It is a bold undertaking to try and cover 10 topics that range from Research Ethics and Learning Theory to Social Psychology in just 18 weeks, but we will do all we can to give each topic the attention that it deserves. We will have some guest speakers that are currently involved in studying and practicing psychology so students can get an idea of what a career in psychology looks like.

Women in Science Hurt/Ott

Spring Semester - 0.5 Credits

There are a wide variety of scientific advances throughout history that directly involve women. This course brings together some of those most notable and, at times, controversial moments in which women stood squarely in the middle of those advances. We will explore individual women scientists and their remarkable work, as well as more general themes in history related to the female experience. Using an interdisciplinary approach, this class draws upon the fields of history and science to explore the various gender theories and discrimination women faced as well as an exploration of how women shaped STEM-related fields. This course involves a series of short papers and science labs culminating in a final poster project on the students choice of topic. **Note**: 10th grade or above with teacher recommendation

AP Biology Magnuson

Year - 1 Credit

This course explores four major overarching themes in science: Evolution, Energetics, Information Storage and Transmission, and Systems Interactions. There are eight units that students will learn in order to discover the interrelatedness of the big ideas. Students will develop the following science skills through the course: Explaining Concepts, Analyzing Visual Representations, Determining Scientific Questions and Methods, Representing and Describing Data, Applying Statistical Tests and Data Analysis, and Developing and Justifying Scientific Arguments Using Evidence. This is a laboratory-based course that will allow students to strengthen current skills and explore new laboratory techniques. This course prepares students for the AP Exam and is equivalent to a year-long college Biology course. **Note**: Biology and Chemistry are prerequisites

AP Chemistry Tetzlaff

Year - 1 Credit

This course focuses on advanced studies in thermochemistry, oxidation-reduction reactions, acid-base equilibrium, reaction rates, electrochemistry, and kinetic molecular theory from the experimental and lab development perspectives. Students are prepared to take the AP Chemistry exam. **Note**: Chemistry is a prerequisite

AP Environmental Science Magnuson

Year - 1 Credit

This course is an interdisciplinary study of the interactions of organisms and the environment. The students will apply scientific principles, concepts, and methodologies to analyze and evaluate environmental problems and learn current practices and future areas of research proposed to remedy the problems. This is a laboratory and field study-based course that will allow students to strengthen current skills and explore new laboratory techniques. This course prepares students for the AP Exam and is equivalent to a one-semester Environmental Science course. **Note**: Biology and Chemistry are prerequisites

AP Physics 1 Rhoades

Year - 1 Credit

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands- on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves. **Note**: Biology, Chemistry, and Algebra II are prerequisites but Precalculus is recommended for at least concurrent enrollment.

AP Physics C Rhoades
Year - 1 Credit

AP Physics C is equivalent to two one-semester, calculus-based, college-level physics courses, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newtons laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation as well as electric charge; electric fields; Gauss law; electric potential; capacitance; current and resistance; circuits; magnetic fields; and induction and inductance. Introductory differential and integral calculus is used throughout the course. **Note**: AP Calculus is recommended but can be taken concurrently. Biology and Chemistry are prerequisites.

Biology Sides
Year - 1 Credit

This year-long course in introductory biology will provide the student with the base knowledge for understanding the natural world and equip them to begin any future studies in the biological sciences they may choose to pursue. We will examine ecology, evolution, cellular and molecular biology, the history of life, and the current diversity of life on Earth. The order in which we will cover these topics will be arranged unconventionally in order to allow us to spend as much time as possible outdoors in the incredible natural environment of our campus examining biodiversity up close during the warm months of the year, while we use the cold months to work in the laboratory studying cell and molecular biology. The primary objective of this course is to give each student an understanding of and appreciation for the natural world that surrounds us every day of our lives. It is my hope that, regardless of a student's path in life, they have a solid understanding of the principles of biology when they complete this course. I want to equip them with the knowledge of biology that will allow them to be thoughtful and responsible stewards of the natural world.

Chemistry Hurt
Year - 1 Credit

This year-long course introduces students to the basic concepts related to the study of matter. Students conduct many laboratory experiments to enhance their knowledge of lab safety and techniques, and they write formal lab reports to further their ability to communicate scientific ideas and findings. Students learn the properties of matter, chemical formula and equation writing, stoichiometric calculations, gas laws, bonding, etc.

Conceptual Physics Phillips
Year - 1 Credit

This course introduces students to topics of classical physics such as mechanics, electricity and magnetism, optics, astronomy, and topics of modern physics such as atomic, nuclear, and particle physics, and special relativity. Students develop their problem solving skills using algebra and minimal trigonometry, but greater emphasis is placed on conceptual understanding. Students perform laboratory experiments to enhance understanding of concepts, gain an appreciation for the process of experimental science, and connect what they have learned to modern technology and careers in science. Prerequisites: Biology, Chemistry, and Algebra II. **Note**: Biology, Chemistry, and Geometry

Science 8 Tetzlaff

Year - 1 Credit

This course is a Physical Science course. In the first unit, students will apply scientific methodologies to solve problems and design experiments, learn metric measurement and dimensional analysis, collect and analyze data to reach conclusions, and explain their findings. The second unit is introductory chemistry. The students will explore properties of matter, atomic structure, the periodic table, chemical bonding, and chemical reactions. The third unit is introductory physics. The students will explore motion, forces, work, power, and machines, and energy. This is a laboratory-based science course.

9.2.2 Past Courses

Anatomy & Physiology I (0.5 Credits)

Anatomy and Physiology I is a lab and project based course that introduces students to the wonder of the human body. The course focuses on general anatomy including anatomical terminology, histology (looking at tissues under the microscope to understand the structure, and thus function of the tissue), integumentary system (skin) and skeletal system. Case studies are analyzed and diagnoses are justified with evidence.

Anatomy & Physiology II (0.5 Credits)

Anatomy and Physiology II focuses on the muscular, nervous, cardiovascular, and digestive systems. Dissections of sheep brains, eyes, and hearts, and a final rat dissection are completed in the course. Case studies are analyzed and diagnoses are justified with evidence. **Anthropology** (0.5 Credits)

Aquatic Ecology (0.5 Credits)

Astronomy of the Solar System (0.5 Credits)

Experimental Procedures in Microbiology (1 Credit)

Exploration of the Microscopic World (0.5 Credits)

Forensics (0.5 Credits)

This course is a student-interest led class that covers (but is not limited to) crime scene investigation, evidence collection, fingerprint analysis, hair and fiber analysis, blood and blood spatter analysis, and urinalysis. Students will learn how to analyze and then perform the analyses, resulting in a lab-based course. This is a semester-long course.

Geophysics (0.5 Credits)

Molecular Genetics (0.5 Credits)

Nutrition & Metabolism (0.5 Credits)

Physics (1 Credit)

Sustainable Development (0.5 Credits)

Sustainable Development (0.5 Credits)

10 INDIVIDUALIZED LEARNING

10.1 A SAMPLE OF PAST INDEPENDENT STUDIES

American Sign Language
Korean Language & Culture
Game Theory
Cryptological Mathematics
Complex Variables
Mathematics of Finance
Demography
Tensegrity Structures
Statistical Analysis of Tennis
Abstract Algebra I & II
Elementary Number Theory
Stock Markert Analysis
Adv. Chemical Techniques
Corvidology Study
History of Cosmology
A Survey of Modern Physics
Astrology
Canine Behavior & Physiology
Anatomy & Physiology of Domestic Animals
Geology
Nutrition Science
Nigerian Ind. & Yoruba Studies
Investment Strategy
History of Feminist Art
Historical Foundations of US Government
American Political Philosophy: Founders and Origins
The Russian Revolution
The Impact of the Washington Consensus on the Post-2007 World Economies
American Folk Music of the 19th Century
The Spanish Renaissance & the Aftermath of the Reconquest
The Nietzscean Era of Philosophy
Fashion and its Relation to Women's Rights
Modern Adaptations of Greek Mythology
Imperial Japan
Existential Philosophy
Military History
Cultural Economic Theory
Jazz Harmony and Improvisation
A Conductor's Guide to BWV 71
Fashion Design
Exploring Expressionism
Interior Design

Anatomical Art
Animation Illustration
Hand Drawn Animation
Photography of Social Issues
20th Century Music Theory & Practice
Explorative Drawing & Mixed Media
Architectural Drawing
Fundamental Music Theory
Musical Engineering
Exploring the Medium: Acrylic Painting

10.2 THE CAPSTONE PROGRAM

10.2.1 General Description

The Indian Springs School Capstone is a program wherein students may explore an area of interest that extends beyond and augments the Springs classroom experience and Independent Study Program. Students will be active participants in the learning process and will be the protagonist in their learning. A student-chosen faculty mentor will assist the student through the process by offering support, providing guidance, forming community connections, procuring necessary materials, and so on. The experience is split into three phases: Process, Progress, and Product.

A successful Capstone marries the abstract with the practical, knowledge with life. It bridges disciplines by being interdisciplinary and/or transdisciplinary. It extends a students learning and, among its best forms, brings in or gives back to the broader community as part of the learning.

In the Process Phase, 11th grade students are introduced to the program in a class meeting at the start of the spring semester. Interested students use the next month to research potential capstone ideas. A final capstone idea is turned into a proposal, which will be reviewed by the Capstone Review Committee.[1] The results of the review will be provided to the student within two weeks of the proposal submission due date. The student will use the following two months to review their capstone project in a more thorough manner. This review will include a general timeline including tangible outcomes to be provided at three forthcoming check-ins. Also, depending on the nature of the capstone, the student may provide a literature review, perform strategic readings, procure necessary resources, consult with experts, site-plan, secure approval by necessary organizations, and so on. In other words, the plan for how all foreseeable aspects of the capstone will be created and then provided to the Capstone Review Committee for approval. If revisions, clarifications, etc. are needed, the student will have until the end of the spring semester to resubmit their Capstone Plan.

The Progress Phase should take place over the course of the summer between the students 11th and 12th grade years. The student and their mentor will meet regularly for informal check-ins, usually for an hour each week. Two formal check-ins will take place during June and July where the student will grade themself on meeting the goals provided in their Plan. A final, formal check-in will be held as a group in August to share the mutual progress made by all. It is suggested that all capstone students meet over the summer as a learning cohort in addition to the group meeting in August.

For the Product Phase, every Capstone will culminate in a presentation of the artifacts of the students learnings. A written document will be among these artifacts and may take

1 Sra. Wald, Mr. Wolfe, Dr. Gray

the form of a general thesis; an expository paper; a formal analysis, explanatory work, or creation statement as it relates to artistic work, and so on.

As part of their Capstone Proposal, the student indicates a Capstone Defense Committee. The Committee should include the faculty mentor, a member of a Humanities department, and a member of a STEM department. These three members will deliberate on the learnings conveyed from the capstone and assign a final grade.

10.2.2 Capstone Proposal Procedure

Provide or address the following in essay[2] form:

1. Name
2. Mentor name
3. Humanities[3] and STEM[4] Committee members
4. Capstone topic or area
5. Questions you wish to ask and/or learnings you wish to gain
6. Why the capstone topic is meaningful to you
7. Prior experience in proposed capstone area[5]
8. Role your mentor will play in the process
9. Not including your mentor, who will assist you with accountability
10. Materials and/or travel necessary along with a tentative budget[6]
11. Challenges you foresee in completing the capstone
12. Artifacts you expect to produce as evidence of successful completion
13. Expected form of written document
14. General structure of your committee presentation

10.2.3 Capstone Plan Requirements

In whatever form that is most reasonable and organized, provide and/or address the following:

1. A timeline you will follow showing the phases of your capstone and self-identified checkpoints
2. How you will measure your progress at the first and second check-ins
3. Literature review
4. Bibliography in a style appropriate for the discipline
5. Materials and/or travel along with a firm budget
6. Experts you may need to consult and in what capacity those consultations are needed
7. An analysis of any sites/travel that are necessary to carry out the capstone
8. Progress made in securing approval for any permitted/authorized aspects of the capstone

2 This should be a google doc shared with Dr. Gray.
3 Humanities: Arts, English, History, Languages
4 STEM: Computer Science & Engineering, Math, Science
5 "In a capstone course, students synthesize, integrate, and/or apply their previous knowledge, rather than acquire new knowledge or skills. Students demonstrate mastery, not learn new knowledge/skills." [Source]
6 Approval of a Capstone does not imply school funding for the Capstone

10.2.4 Capstone Timeline

Process Phase

	Presentation to Rising Seniors during Course Pitches Meeting
Apr 7	Capstone Proposals Due
Apr 18	Notice of Approved Capstones
May 16	Capstone Plan Due

Progress Phase

Mid June	First Progress Check-In
Mid July	Second Progress Check-In
Early Aug	Capstone Group Meeting Check-In (All Participants)

Product Phase

Fall	Preliminary Capstone Artifacts Due
Spring	Capstone Defenses

11 APPENDIX

11.1 DAILY SCHEDULE

Monday, Tuesday, Thursday, Friday

8:00-8:50	Block
8:55-9:45	Block
9:50-1020	Flex
10:25-11:15	Block
11:15-12:40	M
12:40-1:30	Block
1:35-2:25	Block
2:30-3:20	Block
3:20-4:00	X

Wednesday

8:00-8:45	Faculty
8:55-9:45	Block
9:50-10:40	Block
10:45-11:35	Block
11:35-12:40	M
12:40-1:30	Block
1:35-2:25	Block
2:30-3:20	Block
3:20-4:00	X

11.2 ACTIVITY SCHEDULES

45 Minute Activity Period

8:00-8:50	Block
8:55-9:45	Block
9:50-10:35	Activity
10:40-11:30	Block
11:30-12:40	M
12:40-1:30	Block
1:35-2:25	Block
2:30-3:20	Block
3:20-4:00	X

60 Minute Activity Period

8:00-8:50	Block
8:55-9:45	Block
9:50-10:05	Break
10:10-11:00	Block
11:00-12:15	M
12:15-1:05	Block
1:10-2:00	Block
2:05-2:55	Block
3:00-4:00	Activity

11.3 FORMS

The following forms will allow you to request an academic overload, departmental overload, Independent Study, 12th grade minimum enrollment, or MSON class. You may hand-write or type your responses to the forms. Submit your completed forms *on paper*[1] to the Assistant Head of School for Academic Affairs[2]. Due dates for these forms will be communicated separately; completed forms will not be accepted after the stated due dates.

1 In the case of boarding students needing a parent/guardian signature, a printed copy of a scan of any particular completed form will suffice.

2 Dr. Gray

11.3.1 Academic Overload Form

An academic overload is defined as enrolling in seven or more classes in a semester. Note that your performance will be reviewed at the initial quarter of the overloaded term and periodically throughout the academic year. Students who are struggling may be required to remove any overloads at that time. *It is generally required that the grades in all your core courses must be 90 or greater in the current academic year to qualify for an academic overload in the following year.*

Expected Courses: _____

_____

_____

_____

_____

_____

_____

1. Provide all extracurricular commitments at Springs.

2. Provide all regular commitments you have outside of Springs (music lessons, athletic clubs, etc.) and how much time per week they require.

3. Articulate your rationale for your requested overload(s).

Student Name (PRINT): _____

Current Grade Level: _____

Parent/Guardian Signature: _____

11.3.2 Departmental Overload Form

A departmental overload is defined as taking two or more courses in a department during an academic term. Note that your performance will be reviewed at the initial quarter of the overloaded term and periodically throughout the academic year. Students who are struggling may be required to remove any overloads at that time.

Requested Courses:

_____

_____

_____

_____

_____

Please list all previous courses in the given department, during which grade you took them, and your final course grade (or most recent grade).

	Previous Course	Grade Level	Grade
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____

Student Name (PRINT): _____

Current Grade Level: _____

Parent/Guardian Signature: _____

Most Recent Subject Teacher Signature: _____

11.3.3 AP Exam Request Form

Student Name: _____

Grade Level: _____

Date Requested: _____

AP Exam Request(s): _____

_____

_____

_____

_____

Explain how you will prepare for these additional AP exam(s).[3]

List all AP exam(s) you will take as part of an enrolled AP course at Springs:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

3 A class, online course, tutor, independent study; course study guide, etc.

11.3.4 Independent Study Form

Student Name: _____

Course Name: _____

Faculty Advisor(s): _____

Term: Fall Only

Spring Only

Fall and Spring

Please type your answers to the following question on a separate sheet of paper and include with this form.

1. What are the goals of your proposed course?
2. What are the essential questions you wish to answer in your studies?
3. What texts and/or resources will you need to engage in the course?
4. How will you be assessed for learning and mastery? (Include quantity, length, and frequency.)
5. What is your proposed meeting schedule with your advisor? (Be specific.)

Upon completing the steps above, please read and sign the following:

I agree to faithfully meet all obligations, including scheduled meeting times, assessments, and methods of study, identified above. Failure to do so will result in not receiving credit for the Independent Study.

Student Signature: _____

_____For Internal Use _____

I agree to sponsor the Independent Study described herein.

Advisor Signature: _____

Academic Committees Decision: Approved Not Approved

11.3.5 12th Grade Minimum Enrollment Request Form

It is a right of a 12th grade student to hold a minimum enrollment of five courses rather than the six courses held in grades 9-11.

Having additional free time available to apply for colleges is often cited as a major consideration in holding five rather than six courses in the fall. In a similar way, students may hold a minimum enrollment in the spring to free up time for college visits and minimize make up work from absences. Other students have used the additional time to study, "maintain momentum," participate in an Intership/Work-Study, or pursue an area of interest unrelated to their current courses.

Having additional free time in the day is not for every student, and it is often a conversation between the student and parent(s)/guardian(s) regarding its appropriateness. As such, the purpose of this form is to promote that sort of conversation *before* rather than after a minimum enrollment is held.

To simplify the process, parent(s)/guardian(s) only need to "opt out" of the permission to hold five classes. That is, only those parent(s)/guardian(s) who request their student(s) hold six or more courses per academic term need to complete and submit this form.

By submitting this form, I am notifying the school that I request that the named student hold a minimum of six courses per academic term during their 12th grade year.

Student Name: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

11.3.6 MSON Enrollment Form

Malone School Online Networks Course Policies

Note that MSON online courses meet at a fixed time, typically twice per week. Because they do not fit into our rotating schedule, students will regularly miss their scheduled classes while attending their MSON course.

1. You must be a junior or senior to enroll.
2. The average from your core courses (English, History, Science, Math, Languages) from the Quarter 3 - Report must be at least 90.
3. You must have a good attendance record.
4. The MSON course cannot be taken in place of an identical, or almost identical, course offered by the school, assuming the school course can be made to fit into your schedule.
5. The course must be your 6th class (not counting PE in 11th grade).
6. The course must be taken for credit.
7. You must comply with the advertised add/drop dates, course prerequisites and the attendance and homework policies of the MSON instructor.
8. You are responsible for catching up work that you miss from a Springs course because of your attendance at an MSON course. *This includes notifying your teacher at Springs ahead of every missed class.*
9. Per MSON policy, their courses must be prioritized over all other courses/obligations. This means you may have classes during a school break/holidays, other classes, choir, sports, and so on.

By signing this document, I agree to the policies as stated above.

Student Signature: _____

Student Name: _____

Current Grade Level: _____

Average from Core Courses in Q3R: _____

Requested MSON Course(s): _____

Endorsing Teacher (Signature): _____

11.4 SAMPLE ACADEMIC PATHS

Grade 9
- English 9
- Spanish I
- World History: To 1500
- Algebra I
- Biology
- Intro to Engineering - 3D Design
- WellFit
- 9th Grade PE

Grade 10
- Critical Reading & Analytical Writing
- Spanish II
- AP European History
- Geometry
- Chemistry
- Art History
- 10th Grade PE

Grade 11:
- Literary Analysis
- The Art of the Personal Narrative
- Spanish III
- AP United States History
- Economics
- Algebra II w/ Trigonometry
- Conceptual Physics
- 11th Grade PE
- Injury Prevention & Weight Training

Grade 12
- Shakespearean Comedies & Tragedies
- The Graphic Novel
- American Government
- Religious Literacy
- Precalculus
- AP Environmental Science
- Digital Photography
- Foundation of Sports Medicine & Safety

Grade 9
- English 9
- Spanish IV
- World History: To 1500
- Adv Algebra II
- Biology
- Stagecraft
- WellFit
- 9th Grade PE

Grade 10
- Critical Reading & Analytical Writing
- AP Spanish Language
- AP European History
- Adv Precalculus
- Chemistry
- Music History
- Intro Music Theory
- AP Music Theory
- 10th Grade PE

Grade 11:
- Literary Analysis
- Film Rhetoric
- AP United States History
- Economics
- Calculus
- AP Biology
- AP Environmental Science
- Adv Contemporary Music Ensemble
- Adv Performance Ensemble
- 11th Grade PE

Grade 12
- Art of the Personal Narrative
- Creative Writing Workshop
- AP Statistics
- Conceptual Physics
- Adv Acting
- Adv Contemporary Music Ensemble
- Choral Conducting & Literature
- Directing & Stage Management

INDIAN SPRINGS SCHOOL

Learning through Living

2025–2026 School Calendar

August 2025

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Important Dates

Aug 5	Meet the Teachers
Aug 6	Boarding Move-In
Aug 7	New Student and Boarding Student Orientations
Aug 8	First Day of School/Fall Semester Starts
Sep 1	Labor Day
Oct 10-13	Fall Break
Oct 31	Parent-Teacher Conferences
Nov 22-30	Thanksgiving Break
Dec 20-Jan 6	Winter Break
Jan 6	Boarders Return
Jan 6	Faculty Inservice
Jan 7	Spring Semester Starts
Jan 19	Martin Luther King, Jr. Day
Feb 12-16	Choir Tour
Mar 21-29	Spring Break
May 18	Graduation
May 19-21	Final Exams

Grading Periods

Qtr 1 Progress	Sep 17
Qtr 1 Report (Comments, All)	Oct 15
Qtr 2 Progress	Nov 12
Qtr 2 Report	Dec 23
Qtr 3 Progress (Comments, Year)	Feb 11
Qtr 3 Report (Comments, Semester)	Mar 11
Qtr 4 Progress	Apr 15
Qtr 4 Report	May 27

School Closed | Report Cards | Faculty Planning (classes do not meet) | *See reverse for more important dates

190 Woodward Drive | Indian Springs, AL 35124 | Telephone: 205.988.3350 | Fax: 205.988.3797 | www.indiansprings.org