



INDIAN SPRINGS SCHOOL

Academics Guide
2023-2024 Edition

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1 | GENERAL

1.1 ADMINISTRATION

Head of School, *Scott Schamberger*

Assistant Head of School for Academic Affairs, *Jonathan Gray PhD*

Dean of Faculty, *Weslie Wald*

Dean of Students, *Hunter Wolfe*

Director of College Advising, *Amelia Johnson*

1.2 DEPARTMENTS

Arts, *Clay Colvin, Chair*

Computer Science & Engineering, *William Belser '80, Chair*

English, *James Griffin, Chair*

History, *Kelly Jacobs, Chair*

Languages, *William Blackerby '05, Chair*

Mathematics, *Chris Mullinax, Chair*

Physical Education, *Greg Van Horn, 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

Kelly Jacobs

William Blackerby

Chris Mullinax

Brad Skiff

Tessa Magnuson

Amelia Johnson

Jourdan Cunningham

Commissioners of Education

Student External Engagement Committee, *Chris Tetzlaff and Hazal Mohammed, Chairs*

Amelia Johnson

William Blackerby

Cal Woodruff

Hye-Sook Jung

Chris Tetzlaff

Jan Fortson

Hazal Mohammed

William Belser

Student Support Team

Hunter Wolfe

Amy Wammack

Jonathan Gray

Mike Rowlett

Anne Burruss

John Fahey

Capstone Review Committee

Hunter Wolfe

Jonathan Gray

Weslie Wald

1.4 FACULTY

D'Anthony Allen, English

Neil Barrett, English

Jean Bassene, Languages

William Belser, Computer Science & Engineering

William Blackerby, Languages

John Brunzell, Mathematics

Athena Chang, Languages

Renee Chow PhD, English

Dan Clinkman PhD, History

Clay Colvin, Arts

Bob Cooper PhD, History

Colin Davis PhD, History

Emanual Ellinas, Arts

Jim Flaniken, Mathematics

Jonathan Gray PhD, Mathematics

James Griffin, English

Jonathan Horn PhD, Languages

Leslie Hurt, Science

Kelly Jacobs, History

Hye Sook Jung PhD, Arts

Mac Lacasse PhD, Mathematics

Tessa Magnuson, Science

George Mange, Languages

Pedro Mayor, Languages

Hazal Mohammed, Science

Chris Mullinax, Mathematics

Rebecca Neel, Mathematics

Dane Peterson, Arts

Justin Pino, Physical Education

Michael Sheehan, Arts

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: To 1500 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

In general, students are required to enroll in seven, six, and five (Grades 8, 9-11, and 12, resp.) courses per semester.¹ At least four core subjects² 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 courses in a core 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
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 or Music History
6. Chemistry
7. 10th Grade PE

An additional semester elective must be chosen to complement Art History or Music History thereby bringing the total course enrollments to six per semester (not including PE).

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.

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, 10th Grade PE, and 11th Grade PE are not included in GPA calculations.³

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, \dots, p_k be the quality points possible for the respective courses wherein a particular student earned grades g_1, g_2, \dots, g_k . The GPA corresponding to these k courses can be calculated by⁴

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

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

97	93	90	87	83	80	77	73	70	67	63	60	0
A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	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.

³ For calculation purposes, these courses have 0.0 quality points possible.

⁴ 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. *External Coursework Reflected in GPA*

GPA's recorded on the transcript include only coursework completed at Indian Springs. 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.

3. *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 and advisor. The form is then provided to the Academics Committee for review. 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.

4. *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, advisor, and department chair. 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.

5. *AP Exam Requirements*

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 and submit it to the Assistant Head of School for Academic Affairs by the second Friday in September. The form should be submitted by email.
- 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.

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

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?

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.

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.

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. All sophomores must take this course, Jazz History, or Music History.

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.

Advanced Methods in Sculpture

Colvin

Spring Semester - 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.

AP Studio Art

Colvin

Spring 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.

Digital Photography

TBD

Fall and Spring Semesters - 0.5 Credits

Students in this class learn how to create their own Digital photography from beginning to end. Instruction includes the capturing of quality images, image editing, and printing.

Introduction to Black & White Photography

TBD

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 images on film, development, and custom printing. Field trips are included. Students exhibit their work prior to the end of the term. A 35mm SLR camera with manual settings is required.

Advanced Methods in Photography

TBD

Fall and Spring Semesters - 0.5 Credits

The Advanced Photography course reinforces the value of the knowledge and techniques students have learned in previous experiences with photography. This course encourages more conceptual approaches to prompts.

Adobe Photoshop I

TBD

Fall and Spring Semesters - 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.

Yearbook Design and Layout

TBD

Spring Semester - 0.5 Credits

The Year Book Design class builds skills within a number of digital platforms, as well as gaining deeper understanding of the elements of art and principles of design. The students directly design and create the year book 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? (Or shared stories?)

Acting I

Peterson

Spring Semester - 0.5 Credits

Open to all students grade 9-12, whether novice actor or veteran performer, this course introduces the basics of acting: concentration, relaxation, observation, and characterization. Students

learn juggling and pantomime techniques and use daily improvisations and theater games to build characterization skills and create original material for performance. At the end of the semester, they perform short scenes and monologues, both scripted and original. Additionally, students attend and critique local theater performances.

Advanced Performance Ensemble

Peterson/Wright

Spring Semester - 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.

Directing and Stage Management

Peterson

Fall Semester - 0.5 Credits

A 40+ years Springs 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 produce on the Badhame Theater stage. Communication, problem-solving, storytelling, and collaboration are just some of the skills developed over the semester. While previous experience in theatre is helpful, it is not required.

Theatrical Design & Stagecraft

Peterson

Fall and Spring Semesters - 0.5 Credits

In this course, students learn the basics of set construction and scenery and lighting design. They build, paint, light a set and serve as stage crew for one major Indian Springs theater production during the semester. In addition, students set up and run lights, sound, and media for Town Meetings and other school functions on a rotating basis.

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.

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.

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.

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.

Music History

Jung

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, Jazz History, or Art History.

Choral Conducting & Literature

Wright

Spring Semester - 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.

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.

Classical Music Ensemble

Jung

Fall and Spring Semesters - 0.5 Credits

In this yearlong course, 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. Students may choose to take this course for credit.

2.2.2 Past Courses

Advanced Art Portfolio - 0.5 Credits

Acting II - 0.5 Credits

Playwriting - 0.5 Credits

Musical Theater - 0.5 Credits

Advanced Acting - 0.5 Credits

Musical Ensemble Performance - 0.5 Credits

Intro to Contemporary Music Ensemble - 0.5 Credits

Experimental Music - 0.5 Credits

Recording Arts - 0.5 Credits

Creating Visual Rhetoric - 0.5 Credits

Advanced Ear Training and Harmony Application - 1 Credit

Feminist Art - 0.5 Credits

Playing Shakespeare - 0.5 Credits

Woodworking - 0.5 Credits

Recording Arts - 0.5 Credits

Exploring Abstraction - 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 Computer Programming

Belser

Fall and Spring Semesters - 0.5 Credits

This semester-long course will introduce students to the Java programming language, the Net-Beans 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.

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.

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.

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 have used the python programming language and data manipulation and presentation modules to build a quick report in Markdown and convert it to a PDF presentable report. It is OK for some of the students to have not python before or only have a cursory understanding of the language. 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.

3.2.2 Past Courses

Web Design - 0.5 Credits

Python Programming - 0.5 Credits

Intro to Engineering - 3D Design - 0.5 Credits

Advanced Topics in Computer Science - 0.5 Credits

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 his or her 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

English 8

Chow

Year - 1 Credit

English 8 provides a strong foundation for further English courses at Indian Springs. Building on and reviewing basic grammar skills, students continue honing their sentence, paragraph and essay writing craft. Students read, analyze, speak and write about various types of literature, further developing their abilities to think and write effectively. Close reading, thorough examinations of diction, characterization, and tone plus spirited group discussions help students discover larger meanings, personal connections and an author's purpose in literary works from Ancient to Modern. Students also learn to identify major themes and recurring symbols important throughout literary /human history. Public Speaking/Oral Communication skills are also emphasized throughout the year through informal talks, formal speeches, and memorized Shakespearean monologues.

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 Quinn's *Ishmael*, Dante's *Inferno*, Edith Hamilton's *Greek Mythology*, Shakespeare's *Romeo and Juliet*, and Orson Scott Card's *Ender's Game*. A central question that guides the curriculum is, "How does mythology continue to shape our lives today?"*

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. Additionally, students will 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.

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.

Advanced Poetry II

Allen

Fall Semester - 0.5 Credits

This is a writing and performance driven poetry class for grades 10-12. Students will explore writing, performing, and teaching 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 young students in order to teach poetry (pedagogy) and inspire others to write. Thus, potentially contributing to hosting several public exhibitions of youth poetry!

Major Authors: Salinger & O'Connor

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: J.D. Salinger and Flannery O'Connor. 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.).

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.).

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.

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*, Dabydeens ekphrasis poem, "Turner," and Haruki Murakami's short stories.*

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.

Crime Fiction

Griffin

Fall Semester - 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.

Strength, Struggle, & 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.

Monsters, Devils, and Madmen

Barrett

Fall Semester - 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.

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.

Film Rhetoric

Griffin

Fall Semester - 0.5 Credits

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

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.

African-American Life and Literature 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.

4.2.2 Past Courses

AP Literature and Composition - 1 Credit

Outlaws, Outcasts, and Castaways - 0.5 Credits

Epic Poetry - 0.5 Credits

Literary Genres: The Comedy - 0.5 Credits

Romanticism - 0.5 Credits

Shakespearean Comedies & Tragedies - 0.5 Credits

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 one's 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 people's interpretations of events and ideas

5.2 COURSE DESCRIPTIONS

5.2.1 Current Courses

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

Jacobs

Year - 1 Credit

This course explores major events in the development of world history from the Paleolithic world through the start of Medieval. 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.

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.

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.

Elective Offering

Ott

Fall and Springs Semesters - 0.5 Credits

TBD: Possibly U.S. Women's History

Cooper Seminar

Cooper

Fall and Spring Semesters - 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. For Fall, Cooper Seminar will be "World War I" and the Spring will be "World War II."

American Government

Wainwright

Fall Semester - 0.5 Credits

This course provides an introduction to the philosophical foundations of the Constitution and its main themes: popular sovereignty, separation of powers, federalism, civil rights/liberties; an overview of 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, social movements, and the media.

Constitutional Law & Civil Rights

Wainwright

Fall and Spring Semesters - 0.5 Credits

This course provides an introduction to Constitutional Law and the legal doctrines that lawyers and judges use to analyze the Constitution's protection of civil rights, with a particular focus on equality, as determined by the Equal Protection Clause (focusing particularly on race and gender discrimination, as well as affirmative action in employment and college admissions); privacy rights protected under the Due Process Clause (including reproductive autonomy, marriage, and sexual orientation/sexual activity); and voting rights, from the Voting Rights Act of 1965 to modern voter suppression tactics. Course will meet after school.

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 twenty case studies on key episodes in American history, each ending at a pivotal moment in U.S. history and raising questions that faced key decision makers at the time. Students are put in the role of those deci-

sion 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 solving which 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? Active participation in class is essential to the method, and the grading reflects its importance.

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.

Moral Philosophy

Clinkman

Spring Semester - 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.*

Introduction to Economics

Wolfe

Fall and Spring Semesters - 0.5 Credits

The focus of this course is on the basic principles concerning production, consumption, and distribution of goods and services in the United States and a comparison to other countries around the world. Students will examine the rights and responsibilities of consumers and businesses. Students will analyze the interaction of supply, demand, and price and study the role of financial institutions in a free enterprise system. Types of business ownership and market structures are discussed, as are basic concepts of consumer economics. The impact of a variety of factors including geography, the federal government, economic ideas from important philosophers and historic documents, societal values, and scientific discoveries and technological innovations on the national economy and economic policy is an integral part of the course. Students will apply critical-thinking skills to create economic models and to evaluate economic-activity patterns. We will also delve into personal finances as it relates to basic economic principles to develop a better understanding of money and how it functions in society.

Business Entrepreneurship

Wolfe

Spring Semester - 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.

Feminist Theory

Jacobs

Fall Semester - 0.5 Credits

Feminist theory is a major branch of sociology that focuses on sex and gender, structural and economic inequalities, and power and oppression. Feminist thought has a history often imagined as waves and a set of labels including liberal, radical, Marxist, intersectional, psychoanalytic, post-modern, and more. These labels serve as the thematic units for this course. Required textbook readings are supplemented with articles, lectures, music, art, case law, and other sources. For each unit, students will complete minor assignments, and for four units, students will be required to complete a major assessment from a menu of options including a traditional essay on a major author, traditional essay topical analysis, spotify playlist with liner notes, analysis of a film/series, or analysis of a major work/project from another class. Other assessments will be considered with prior instructor approval.

Religious Literacy

Jacobs

Spring Semester - 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.

5.2.2 Past Courses

Civil Rights - Slavery through 1950 - 0.5 Credits

Civil Rights in the 50s and 60s - 0.5 Credits

Civil War and Reconstruction - 0.5 Credits

Diplomatic History - 0.5 Credits

Entrepreneurship in Emerging Economies - 0.5 Credits

Ethics and Contemporary Politics - 0.5 Credits

Ethics and the Modern Economy - 0.5 Credits

Global Issues I & II - 0.5 Credits

History of China: 1644 to Present - 0.5 Credits

Intellectual History I & II - 0.5 Credits

Issues in Contemporary History - 0.5 Credits

Latin American History - 0.5 Credits

Modern Conflict Theory - 0.5 Credits

Talking and Listening: One Small Step - 0.5 Credits

The European Enlightenment - 0.5 Credits

The French Revolution - 0.5 Credits

The Great Depression and Film - 0.5 Credits

The Protestant Reformation - 0.5 Credits

The Spanish Civil War - 0.5 Credits

Tolstoy's War and Peace - 0.5 Credits

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 COURSE DESCRIPTIONS

6.2.1 Current Courses

Chinese I

Chang

Year - 1 Credit

The course begins with learning the Basic Four as the foundation of learning Chinese: Pinyin, Tones, strokes, and Radicals. The lessons include Numbers, Greetings, Dates, Times, Phones, Family, Profession, Colors, etc. Learners can understand basic language materials related to common daily settings. Learners can repeat, recite, and reproduce words or sentences with fair accuracy. When students have studied Chinese for one semester or an academic year, with 4-5 class hours

each week, these students have mastered 150 commonly used words and basic grammar patterns. (Novice - Novice/Mid).

Chinese II

Chang

Year - 1 Credit

The course begins with learning the Countries and Languages, School Subjects, Weather, Seasons, Sickness, Meals, House, Community, etc. Learners start to have preliminary knowledge of learning, communication, resource, and interdisciplinary study under guidance. Learners will gain introductory Chinese cultural understanding and acquire primary cross-cultural awareness and an international perspective. When students have studied Chinese for one to two academic years or more, with 4-5 class hours each week, these students have mastered 300 commonly used words and basic grammar patterns. (Novice Mid - Novice High)

Chinese III

Chang

Year - 1 Credit

The course begins with Appearance, Seeing a Doctor, Occupation, Sports, Examinations, School Facilities, asking for Directions, Neighbors, etc. Learners will gain introductory Chinese cultural understanding and acquire primary cross-cultural awareness and an international perspective. When students have studied Chinese for two to three academic years or more, with 4-5 class hours each week, these students have mastered 600 commonly used words and basic grammar patterns. (Novice High - Intermediate Low)

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.

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 realities past, present, and future.

AP French Language & Culture

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 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.

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 language upon the English language.

Latin II

Crowe

Year - 1 Credit

*This course enables students to gain a more extensive vocabulary and study complex grammatical constructions. They also study Greek and Roman mythology and examine excerpts from the writings of Julius Caesar. At the end of the course, the students translate four poems from Ovid's *Metamorphoses* and learn how to scan Latin poetry.*

Latin III

Crowe

Year - 1 Credit

In this course, students study Cicero and Ovid in depth. Students are also introduced to other great Roman writers: Catullus, Horace, Livy, Martial, and Vergil.

Latin IV

Crowe

Year - 1 Credit

This course is survey of Roman authors featuring readings from Caesar, Catullus, Cicero, and Vergil. Students are exposed to a variety of ancient literary genres and study scansion of the dactylic hexameter in depth. In the spring, students take either the Advanced Prose or Advanced Poetry level of the National Latin Exam.

AP Latin

Crowe

Year - 1 Credit

AP Latin is for fourth-year students who will read selections from Virgil's epic The Aeneid and Julius Caesar's De bello Gallico. Students have the option of taking the AP Latin exam in May.

Spanish I

TBD

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

TBD

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

TBD

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

TBD

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 extensive reading incorporated in the curriculum.

AP Spanish Language & Culture

TBD

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.

Adv Spanish Through Film and Literature

Wald

Year - 1 Credit

The goal of Advanced Spanish through Film and Literature is 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.

6.2.2 Past Courses**The Works of Marguerite Duras - 0.5 Credits****Conversational Spanish - 1 Credit****AP Chinese - 1 Credit****AP Spanish Literature & Culture - 1 Credit****Creative Writing in Spanish & English - 1 Credit****20th Century Music and Poetry in Latin and South America - 0.5 Credits****Advanced Spanish Linguistics - 0.5 Credits****French VI - 1 Credit****Intro to Ancient Greek - 1 Credit**

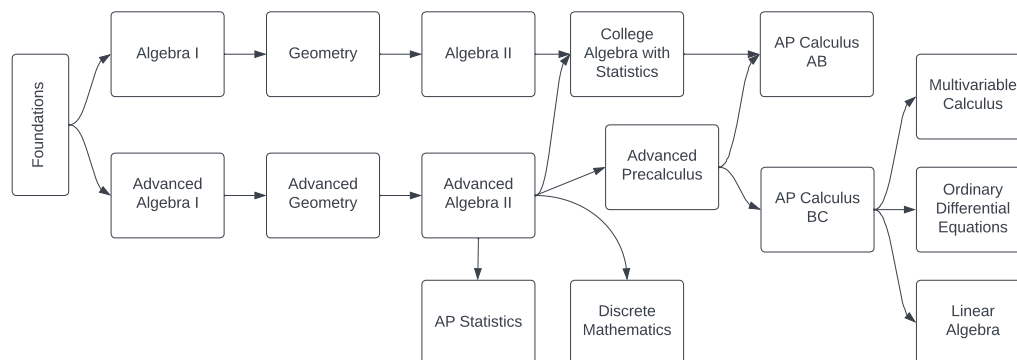
7 | MATHEMATICS

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

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.

Algebra I

TBD

Year - 1 Credit

Algebra 1 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. The pace and depth of this course distinguishes it from Advance Algebra 1.

Advanced Algebra I

TBD

Year - 1 Credit

Advanced Algebra 1 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.

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. The pace and depth of this course distinguishes it from Advanced Geometry.

Advanced Geometry

TBD

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 volume. Students will apply this learning to solve real-world mathematical problems.

Algebra II w/ Trigonometry

TBD

Year - 1 Credit

Algebra II with Trigonometry is designed for students who have progressed 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 function including quadratic functions, polynomial functions, rational functions, radical functions, exponential and logarithmic functions, and trigonometric functions. The pace and depth of this course distinguishes it from Advance Algebra 2.

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 function including quadratic functions, polynomial functions, rational functions, radical functions, exponential and logarithmic functions, and trigonometric functions.

College Algebra with Statistics

TBD

Year - 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.

Advanced Precalculus

TBD

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 1, Advanced Geometry and Advanced Algebra 2. 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.

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 Statistics

Mullinax

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.

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.

Differential Equations

LaCasse

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. AP Calculus BC is a prerequisite.

Discrete & Combinatorial Math

Gray

Spring Semester - 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 (naïve, 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 theorem), graph theory (planarity, coloring, paths, circuits, bipartite graphs, incidence matrices), and apportionment.

Linear Algebra

Gray

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.

Multivariable Calculus

LaCasse

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.

8 | PHYSICAL EDUCATION

8.1 COURSE DESCRIPTIONS

8.1.1 Current Courses

8th Grade PE

Pino/Skiff/Van Horn

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.

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.

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.

Foundation of Sports Medicine and Safety

Skiff

Fall Semester - 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. This is a prerequisite to Sports Medicine I.

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.

Sports Medicine

Skiff

Spring Semester - 0.5 Credits

After establishing the basic understanding of the sports medicine team in Foundations 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.

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.

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

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.

Biology

Sides

Year - 1 Credit

Cells are introduced as the structural and functional units of life, followed by an overview of the various kingdoms with emphasis on patterns in life histories, special adaptations, basic life processes, and sources of variation, with ecological and evolutionary implications. In the spring, students study plant physiology, reproduction, and growth. Additional topics include human anatomy, physiology, and modern genetics.

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, and bonding.

Conceptual Physics

Mohammed

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.

AP Physics 1

Mohammed

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. Prerequisites: Biology, Chemistry, and Algebra II. Pre-Calculus is strongly recommended but can be a corequisite.

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. Prerequisites: Biology and Chemistry

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. Prerequisites: Biology and Chemistry

Anatomy & Physiology I

Hurt

Fall Semester - 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

Hurt

Spring Semester - 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.

AP Chemistry

Tetzlaff

Year - 1 Credit

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

AP Physics C

Mohammed

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; Newton's 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. Prerequisites: Biology, Chemistry,

and Calculus (can be a corequisite)

Botany

Magnuson

Spring Semester - 0.5 Credits

This course is an introductory study of plants. Topics include but are not limited to plant anatomy and physiology, plant diversity and environmental influences on plant growth, and plant technologies with a focus on medicinal plants, agriculture, and biofuels. This is a laboratory and field-study based course.

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.

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, sutopsies, DNA profiling, and forgery. Students will learn how to analyze and then perform the analyses, resulting in a lab-based course. This is a semester-long course. Forensics is NOT a prerequisite for this course.

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.

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.

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.

Biology, Engineering, Environmental Science, and Technology Research Methods

Sides

Fall Semester - 0.5 Credits

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

Adv Topics in Chemistry

Tetzlaff

Spring Semester - 0.5 Credits

This is a student-interest led course that consists of a nine weeks of environmental chemistry and a nine weeks of food chemistry. This is a laboratory and field-study based class.

9.2.2 Past Courses

Sustainable Development - 0.5 Credits

Geophysics - 0.5 Credits

Astronomy of the Solar System - 0.5 Credits

Experimental Procedures in Microbiology - 1 Credit

Botany - 0.5 Credits

Anthropology - 0.5 Credits

Sustainable Development - 0.5 Credits

Exploration of the Microscopic World - 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 Market 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 Nietzschean 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 student's 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 themselves 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 student's 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 essay² form:

1. Name
2. Mentor name
3. Humanities³ and STEM⁴ 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 area⁵
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 budget⁶
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**

Jan 16	Presentation to Rising Seniors
Feb 23	Capstone Proposals Due
Mar 8	Notice of Approved Capstones
May 3	Capstone Plan Due

Progress Phase

Jun 21	First Progress Check-In
Jul 19	Second Progress Check-In
Aug TBD	Capstone Group Meeting Check-In (All Participants)

Product Phase

Sep 20	Capstone Artifacts Due
Oct 1-4	Presentations

11.1 THE PROGRAM

Springs is excited and proud to be a member of the Malone Schools Online Network (MSON) and is the only member school in the state of Alabama. Per their FAQ¹

The Malone Schools Online Network (MSON) expands academic opportunities for motivated, upper-level students by connecting them with inspiring teachers and peers across the country in real-time online seminars. MSON courses provide challenge beyond the standard curriculum while nurturing students intellectual curiosity, building their independence and time management skills, and fostering relationships across geographical divides. Beyond its classes, MSON draws on its vibrant community to help teachers and school leaders collaborate and innovate in their schools, charting new territory in learning.

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.

The MSON enrollment form can be found in Appendix 12.4.4

¹ Source

12 | APPENDIX

12.1 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 request(s) via email to the Assistant Head of School for Academic Affairs¹ with clear subject lines, e.g.

- Academic Overload Request - Student Name
- Departmental Overload Request - Student Name
- Independent Study Request - Student Name
- 12th Grade Minimum Enrollment Request - Student Name
- MSON Course Request - Student Name

¹ Dr. Gray

12.1.1 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.

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: _____

Grade Level: _____

Parent/Guardian Signature²: _____

Advisor Signature: _____

Academic Committees Decision: Approved Not Approved

12.1.2 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.

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: _____

Grade Level: _____

Parent/Guardian Signature³: _____

Advisor Signature: _____

Department Chair Signature: _____

Academic Committees Decision: Approved Not Approved

12.1.3 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).⁴

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

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

⁴ A class, online course, tutor, independent study; course study guide, etc.

12.1.4 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

12.1.5 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 Internship/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 submit⁵ 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: _____

⁵ In the case of boarding students needing a parent/guardian signature, a scanned, emailed copy from *their* email account will suffice.

12.1.6 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): _____

12.2 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

2023–2024 School Calendar

August 2023						
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 2023						
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 2023						
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 2023						
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 2023						
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 2024						
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 7	Boarding Move-In Starts*
Aug 8	Meet the Teachers
Aug 9	Boarding Move-In Ends
Aug 10	New Student Orientation
Aug 11	First Day of School/Fall Semester Starts
Sep 4	Labor Day
Oct 6-8	Fall Break
Oct 27	Parent-Teacher Conferences
Nov 18-26	Thanksgiving Break
Dec 16-Jan 2	Winter Break
Jan 2	Boarders Return
Jan 3	Classes Resume/Spring Semester Starts
Jan 15	Martin Luther King, Jr. Day
Feb 14-18	Choir Tour
Mar 23-31	Spring Break
May 20	Graduation
May 24	Last Day of Classes

Grading Periods

Qtr 1 Progress	Sept 13
Qtr 1 Report (Comments, All)	Oct 18
Qtr 2 Progress	Nov 15
Qtr 2 Report	Jan 3
Qtr 3 Progress (Comments, Year)	Feb 7
Qtr 3 Report (Comments, Semester)	Mar 13
Qtr 4 Progress	Apr 24
Qtr 4 Report	May 29

February 2024						
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		
March 2024						
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 2024						
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 2024						
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 2024						
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 2024						
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			



School Closed



Report Cards



Faculty Planning (classes do not meet)

*Details to be communicated separately