

UMS-Wright Preparatory School



Upper School Course Guide 2010-2011

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UMS-WRIGHT MISSION STATEMENT

For the UMS-Wright Family to educate all students to their highest potential in mind, body, and spirit “and to produce in each student character of the highest possible order.”

INTRODUCTION

Our Founder, Dr. Julius T. Wright instituted our tradition of excellence in 1893. Today, we strive to maintain the high principles and ideals established by Dr. Wright. We take our mission very seriously. UMS-Wright Preparatory School provides a variety of opportunities for our students to excel to their greatest potential in “mind, body, and spirit.”

This guide provides essential information on our academic program. Included are short explanations of each course offered in the Upper School, graduation requirements, examples of typical course schedules, and information regarding the registration process. For more specific information regarding the school program, students are urged to consult the Student-Parent Handbook or contact the Academic Dean.

GENERAL INFORMATION

Course Selection and Registration

Students will be provided a course selection sheet for the forthcoming academic year early in the second semester (January or early February). During this time students are strongly encouraged to discuss their course selections with parents, teachers, counselors, and if necessary, the Academic Dean. Students should carefully consider their personal interests, current and future time commitments, as well as their college choices and career goals. Students will be provided a deadline to return their registration forms. Failure to return those forms by the posted date may result in the student’s forfeiture of course selection rights, and a schedule may be chosen for him/her.

Schedule Changes

Requests for schedule changes must be made prior to 3:00 PM on the fifth day of school. Schedules will only be changed after this date, when in the opinion of the teacher, department head, and the Academic Dean, the student is clearly misplaced and a more appropriate placement is needed. In no circumstance will a student be allowed to begin an AP or Honors level class after the seventh day of school.

Scheduling Conflicts

UMS-Wright offers a great variety of courses and activities for its students to pursue. Because of the varied nature of student interests, sometimes scheduling conflicts will occur. Every effort will be made to place each student in the courses that he or she requests. However, sometimes this is not possible. It is very important that students clearly indicate acceptable alternatives on the course selection sheet.

Advanced Placement Courses

UMS-Wright currently offers 15 AP courses. These courses are taught at a greatly accelerated level and should be viewed as equivalent to a college level course - relative to the demands of the course in both time and assignments. Students who choose to attempt an AP course at UMS-Wright should be mindful of the additional requirements involved. Student grades, standardized test scores, writing skills, and work ethic in previous classes will all be utilized in evaluating applicants for AP courses. Students will be allowed to apply for entry into an AP class via the course selection process. In April, teachers of pre-requisite courses will submit to the Academic Dean a list of those students recommended for AP classes for the next year. Typically, a student is expected to submit a score of 88 or above from a prerequisite course, illustrate ability via standardized tests, and exhibit an interest and enthusiasm for learning. Additionally, student attendance and commitment to course details (such as turning in work in a timely fashion) will be considered. Students not appearing on the recommendation lists will be informed and given the opportunity to appeal. This will be done through the use of the AP Recommendation Appeal Form. In most cases, students will be informed of the disposition of their appeal prior to the beginning of summer vacation.

Honors Courses

Several honors level courses are provided by UMS-Wright. The procedure to be followed is essentially the same as that for AP courses.

Course Failures

Students failing core academic courses (mathematics, English, history/social science, science, foreign language) will be required to repeat the course in an accredited summer school prior to the beginning of the next academic year. UMS-Wright awards credit based upon the yearly average (average of the first and second semester grades). Any course that is failed must be completed in its entirety (course work equivalent to the content for both semesters). Once all summer school requirements are completed, a grade of 70 will be noted on the student's transcript and credit will be granted (assuming the student passes the summer school course). The original grade from the failed class will remain on the transcript as well. Students failing three or more courses for the year will be dismissed from UMS-Wright.

UMS-WRIGHT PREPARATORY SCHOOL GRADUATION REQUIREMENTS

| (1/2 credit = 1 semester) | Minimum Credit Required |
|--|--------------------------------|
| English | 4 |
| (9 th) College Prep (CP) English, Honors World Literature | |
| (10 th) CP World Literature, Honors British Literature | |
| (11 th) CP American Literature, AP Language and American Literature | |
| (12 th) CP British Literature, CP Senior Literature AP Literature and Composition | |
| Mathematics | 4 |
| (9 th) Algebra I, Honors Geometry | |
| (10 th) Geometry, Honors Algebra II | |
| (11 th) Algebra II, Honors Precalculus | |
| (11-12) Algebra III | |
| (12 th) Precalculus, Honors Calculus, AP Calculus AB | |
| Science | 4 |
| (9 th) Biology, Honors Biology | |
| (10 th) Physics, Honors Physics | |
| (11 th) Chemistry, Honors Chemistry | |
| (12 th) Environmental Science (1/2 credit), Marine Science (1/2 credit) Anatomy and Physiology, AP Biology, AP Chemistry, AP Physics B, AP Physics C | |
| <i>Note – Juniors may take AP Biology or AP Physics B as electives in addition to the required Chemistry class</i> | |
| History/Social Science | 4 |
| (9 th) World History I, Honors World History I | |
| (10 th) World History II, AP European History | |
| (11 th) Modern American History, AP U.S. History | |
| (12 th) AP U.S. Government and Politics (1/2 credit), American Government and Politics (1/2 credit) Economics (1/2 Credit), AP Human Geography | |
| Foreign Language | 2 |
| <i>Note – Two years of the same language required in consecutive years, routinely in grades 9 and 10</i> | |
| Spanish I, Spanish I Accelerated, Spanish II, Spanish II Acc., Spanish III, Spanish III Honors, Spanish IV, Spanish IV Honors, AP Spanish Language, French I, French I Acc, French II, French II Acc, French III Honors, French IV, AP French Language, Japanese Acc I, II, III | |
| Computer Applications | ½ |
| <i>Note – This requirement is for students in the Class of 2011</i> | |
| Consumer Economics | ½ |
| <i>Note – Beginning with the Class of 2012</i> | |
| Speech | ½ |
| Visual and Performing Arts | 1 |
| P.E./Athletic Training | 1 |
| Electives (1 elective required for the Classes of 2011-2012) | 2 |
| TOTAL: (22 units required for the Classes of 2011-2012) | 23 |

ENGLISH DEPARTMENT

PHILOSOPHY: The English department emphasizes the need for highly developed language skills. The department aims to develop within students an understanding and appreciation of fiction, nonfiction, drama, and poetry to help them become knowledgeable, discriminating readers. Students also learn to write clear, correct, and forceful prose.

GENERAL INFORMATION

UMS-Wright students are required to complete four full years of English. Advanced Placement Language and Composition is offered in eleventh grade and AP Literature and Composition is offered in twelfth. Students may apply for these classes via the registration process. An eligibility list will be submitted by the prerequisite teachers (Honors British Literature for rising juniors and AP Language and Composition for rising seniors). Current grades, writing skills, maturity, and motivation, as well as standardized test scores (PSAT) will be considered. Generally, students applying for AP English classes should have maintained an 88 or higher average in the prerequisite course.

AP and Pre-AP (Honors) courses are designed for students who have demonstrated strong aptitude in reading and writing and shown a high degree of interest and motivation in their previous English studies. Because of the course sequencing, freshmen Pre-AP students should continue in Pre-AP for their sophomore year and AP for their junior and senior years. It is extremely important that students and their parents recognize that the requirements for all four of these classes are rigorous, and students must possess a certain level of maturity and academic interest to succeed.

COURSE DESCRIPTIONS

College-Prep English (9th) The central purpose of this course is to develop the ability of each student to comprehend literature and to compose structurally, grammatically, rhetorically, and critically sound essays based on the literature read in the course. Studies include an examination of short stories, poetry, and drama. A survey of classical mythology is included. Writing assignments are integrated into each unit of study with emphasis on refining formula writing (content, organization, mechanics). Students gain facility in independent research with a special emphasis on literary criticism of selected works. A research project focuses on short story selections. Vocabulary is also an important component of the course. Works studied include *Julius Caesar*, *A Separate Peace*, Edith Hamilton's *Mythology*, *And Then There Were None*, *Fahrenheit 451*, and *Of Mice and Men*.

Pre-AP/Honors World Literature (9th) The primary goal of this course is to enhance students' abilities to analyze and evaluate selected world literature texts and to sharpen their writing skills. The archetypal theme of the heroic quest, as well as other archetypes, are examined throughout the course. Students are encouraged to respond analytically to the texts and to recognize the effects of the cultural milieu of a work as well as draw

comparisons among works created in different times within very different cultural norms. During the Holocaust unit, we read survivor accounts and analyze documentaries and films about the period, ending the unit with several creative written assignments. Independent research is required related to a chosen work we have read. Familiarity with the writing formula is a prerequisite of the course. Vocabulary study is also an important component of the course. Major works typically include *Alas, Babylon, 1984, Twelfth Night, Oedipus, Antigone, Night, Inferno, As I Lay Dying*, and *Salvaged Pages*.

College-Prep World Literature (10th) The primary purpose of this course is to enhance student's abilities to comprehend world literature and communicate that understanding in writing. The topic of the qualities of leadership and the heroic quest are important motifs running through the literary selections and writing assignments in the course. Students are encouraged to respond creatively to texts and to recognize the effects of the cultural milieu of a work as well as draw comparisons among works created in different times within very different cultural norms. The course includes a study of the Holocaust. Independent research is required and familiarity with the writing formula is a prerequisite of the course. Vocabulary study is also an important component of the course. Major works include *Touching Spirit Bear, Night, Inferno, All Quiet on the Western Front, Oedipus, Othello, Animal Farm, All But My Life*, and *The Iliad*.

Pre-AP/Honors British Literature (10th) This course provides a chronological survey of significant works of British literature with an emphasis on close reading, critical interpretation, and analysis. Stressing the dominant characteristics of each historical literary period, there is an examination of the development of a variety of genres. The major emphasis in composition study is on essay structure and style. Knowledge of grammar and its uses will be demonstrated and evaluated primarily through writing samples. Familiarity with the writing formula is a prerequisite of the course. Students are expected to write frequently and complete independent research. The vocabulary component will stress words and skills commonly assessed on standardized and/or college admission tests. Major works typically include *Dracula, Lord of the Flies, Frankenstein, Othello, Macbeth, Picture of Dorian Gray, Great Expectations, Dr. Jekyll and Mr. Hyde, Brave New World*, and *Pride and Prejudice*.

College-Prep American Literature (11th) This course introduces students to the most enduring works of American literature, putting them in their historic contexts and tracing the emerging American identity through them. Frequent compositions are required, and students must complete independent research. Familiarity with the writing formula is a prerequisite for the course. The vocabulary component will stress words and skills commonly assessed on standardized and/or college admission tests. Major works typically include *The Adventures of Huckleberry Finn, The Scarlet Letter, The Crucible, The Great Gatsby*, and *The Glass Menagerie, The Catcher in the Rye*, and short stories by Hemingway, Faulkner, and other American writers.

AP Language and Composition (11th) This rigorous and challenging course is taught on a college level, designed to develop the student's writing and language analysis skills. This class will help hone critical thinking skills, enrich work in other disciplines, and

guide students toward a deeper understanding of the world through the study of language. AP Language differs from other high school English courses because of its focus on rhetoric. The course requires nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques. The course also requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres. Students will explore language: how it works; how it affects us, and how we use it. The curriculum is designed to satisfy the main objective in the College Board's *AP English Course Description*, which states that the course should "enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers." Knowledge of the writing formula is a prerequisite for the course. Major works typically include *Amusing Ourselves to Death*, *The Scarlet Letter*, *The Adventures of Huckleberry Finn*, *The Great Gatsby*, *The Catcher in the Rye*, *Their Eyes Were Watching God*, and selected stories of Hemingway.

College-Prep British Literature (12th) This survey course in British literature introduces seniors to many of the great works of British literature. Students will study the historical periods influencing these works as well as the literary styles of each era. There is a strong emphasis on refining writing skills and vocabulary study. Students complete an independent research project as well as numerous compositions throughout the year. Familiarity with the writing formula is a prerequisite of the course. Major works typically include *Dracula*, *Frankenstein*, *Macbeth*, *Hamlet*, *Wuthering Heights*, *1984*, *Lord of the Flies*, and *The Curious Incident of the Dog in the Night-Time*

Senior Literature (12th) This course is designed for senior students who have already completed a survey course in British literature. The textbook for the course and the major works are the same as in AP Literature and Composition, but assignments vary. The course attempts to encourage a mature understanding of the elements of exposition, fiction, poetry, and drama and to foster the capacity for self-expression. Frequent compositions are required in response to the literature we study as well as less formal writing assignments. Familiarity with the writing formula is a prerequisite of the course. Major works typically include *Old School*, *Hamlet*, *The Turn of the Screw*, *Daisy Miller*, *Heart of Darkness*, *The Secret Sharer*, *Crime and Punishment*, *The Remains of the Day*, *The Metamorphosis*, *A Doll House*, *How to Read Literature Like a Professor*, *A Farewell to Arms*, and *The Curious Incident of the Dog in the Night-Time*.

AP Literature and Composition (12th) This course attempts to foster a mature understanding of the elements of exposition, fiction, poetry, and drama, and to enhance students' capacity for self-expression. Familiarity with the writing formula is a prerequisite of the course. The study of literature emphasizes depth and acuteness in analysis of language, structure, and content and depth in critical understanding. This intensive concentration is complemented by extensive independent work by the students, who are given the responsibility for careful reading of selected books of recognized merit typically including *Old School*, *Hamlet*, *The Metamorphosis*, *The Remains of the Day*,

Crime and Punishment, A Farewell to Arms, A Doll House, The Curious Incident of the Dog in the Night-Time, How to Read Literature Like a Professor, Heart of Darkness, The Secret Sharer and a minimum of five works from an approved list.

English Electives

Creative Writing Elective (grades 10-12) This course is designed for those students who enjoy writing for themselves and would like to know more about composing personal essays, short fiction, and poetry. Students learn structural and stylistic devices using great authors' and poets' works as their models. Writing assignments require work in and out of class. Feedback from class members in weekly peer reviews serve as an essential part of learning how to improve style and content. This course is requisite for those who are interested in the literary editorship of *The Mind's Eye*.

While students need not be accomplished writers to take this course, they must desire to learn how to write creatively.

Journalism: Newspaper (10th – 12th) This course focuses on the production of print media, specifically newspapers. The course centers on writing techniques, interviewing skills, and the use of visual arts in print communication. Students will produce the school newspaper, *Crimson and Grey*. Approval of the newspaper sponsor is a requirement.

Journalism: Yearbook (10th – 12th) This course focuses on the journalistic production of a large scale publication: yearbook. Students take an active role in every stage of production of *The Cadet*, an award winning yearbook. In addition to the classroom commitment, students should plan to dedicate additional time to this activity. Approval of the yearbook sponsor is a requirement.

Journalism: Broadcast Media (9th – 12th) Students will be introduced to the key components of broadcast media. Topics covered in the class include: production, copy writing, on-air delivery, interviewing techniques, and other skills critical to broadcast journalism. Students will be responsible for the production and broadcast of the morning announcements and other events such as assemblies and performances. Enrollment in the course is subject to the approval of the Academic Dean and the course teacher. An application and/or interview is required.

Creative writing and journalism electives are interdisciplinary in nature. These courses may serve as Visual and Performing Arts electives.

MATHEMATICS DEPARTMENT

PHILOSOPHY: The mathematics program is designed to provide each student with the opportunity to develop mathematical talents to the fullest. An understanding of the problems of our technological age requires the knowledge and appreciation of quantitative abstract thinking that is provided by courses in mathematics. Since the emphasis of UMS-Wright is of a college preparatory nature, four years of mathematics are required for graduation.

GENERAL INFORMATION

Students have several choices in regard to course sequencing. Highly motivated students may complete Algebra I in eighth grade. Though students are not afforded Upper School credit for this course, it does allow them to follow a more rigorous mathematics sequence.

The following is a list of suggested course sequences.

Sequence A: Algebra I (8th) → Honors Geometry → Honors Algebra II →
Honors Pre-calculus → AP Calculus AB

Sequence B: Algebra I (8th) → Honors Geometry → Honors Algebra II →
Honors Pre-calculus → Honors Calculus

Sequence C: Algebra I (8th) → Honors Geometry → Honors Algebra II →
Algebra III → Pre-calculus

Sequence D: Algebra I → Geometry → Algebra II → Pre-calculus

Sequence E: Algebra I → Geometry → Algebra II → Algebra III

Highly motivated mathematics students may enroll in Honors Geometry and Honors Algebra II simultaneously during their sophomore year in preparation for taking Honors or AP Calculus. However, strong caution is given to students considering this approach. Such students must be approved by teachers of both courses prior to enrollment.

COURSE DESCRIPTIONS

Algebra I Algebra I develops the basic structure of algebra and the real number system. The student is introduced to problem solving techniques and encouraged to use these techniques logically. Solutions of linear equations, inequalities in one and two variables, graphing of functions, products and factors, fractional equations, and quadratic equations are a few of the topics included.

Honors Geometry This course offers an enriched treatment of plane geometry with an extension to geometry of three dimensions. Emphasis is placed on an axiomatic development of plane and solid geometry in an integrated course. Particular attention is paid to the meaning and application of deductive reasoning. The goals of this course are to develop the language of sets and real numbers as it applies to geometry; to develop a knowledge of the methods of proof in geometry with special emphasis on the triangle congruency postulates; to develop a knowledge of angles and triangles, other polygonal regions, circles, and solids; and to develop a knowledge of lines and planes in space.

Geometry This course is a development of the concept of Euclidean geometry of two dimensions. Emphasis is placed on an understanding on the basic properties and relationships of points, lines, angles, triangles, quadrilaterals, and circles. Problem solving situations that integrate arithmetic, algebra, and geometry are stressed. The process of deductive reasoning is studied and applied in geometric problems. An extension from plane geometry to three-dimensional geometry is included.

Honors Algebra II This course begins with a review and extension of the topics in Algebra I. The rapid pace is designed for students who will complete calculus in their senior year. Among the topics studied are linear and quadratic relations and functions, equations and inequalities in one and two variables, conic sections, exponential and logarithmic functions, polynomial functions, sequences and series, complex numbers, progressions, matrices, permutations, combinations, systems of equations, and direct and inverse variation.

Algebra II Algebra II begins with a review and extension of a first course in algebra. Additional topics include linear and quadratic relations and functions, systems of equations and inequalities, conic sections, polynomial functions, direct and inverse variation, rational exponents, exponential and logarithmic functions, sequences, series, complex numbers, and the binomial theorem.

Honors Pre-calculus This course extends the work begun in Algebra I (Honors), Geometry (Honors), and Algebra II (Honors) to include a detailed study of inequalities, polynomials and their graphs, exponential and logarithmic functions, matrices and determinants, infinite series, and analytical geometry. An emphasis is placed on the study of trigonometry. Trigonometric topics include the study of circular functions, applications of circular functions to problem solving, inverse trigonometric functions, trigonometric equations, graphs of trigonometric functions and their inverses, and vectors. The primary purpose of the course is to prepare the student for the study of calculus in their senior year.

Algebra III This math course is designed for the student who needs reinforcement of algebra skills before taking pre-calculus. This course covers the major topics of college algebra, basic trigonometric principles, and includes basic statistics.

Precalculus This course integrates the concepts of algebra and geometry into the structure of analytical geometry. Topics include algebraic functions, rational fractions, exponential and logarithmic functions, the conic sections, and curves of higher degree. A strong emphasis is placed on the study of trigonometry through the study of circular functions. Other trigonometric topics studied include applications of functions, trigonometric identities, trigonometric equations, and graphics of trigonometric functions.

Honors Calculus The prerequisite for Calculus is Honors Pre-calculus. The calculus course is an integrated course of analytical geometry and differential and integral calculus. Topics include limits and derivatives, differentiation of algebraic and transcendental functions, and applications of differentiation and integration. Students taking the course will not be prepared for the Advanced Placement Exam.

AP Calculus The Advanced Placement Calculus course is an integrated course of analytical geometry and differential and integral calculus. Topics include limits and derivatives, differentiation of algebraic and transcendental functions, and applications of differentiation, the definite integral as a limit of a sum, antiderivatives, elementary and advanced integration with applications to areas and volumes, and an introduction to partial derivatives. Students should be prepared for the Advanced Placement Exam after successful completion of this course.

NOTE: In the event that the number of students electing Calculus dictate that only one class will be taught, it will be AP Calculus.

Mathematics Electives

Accounting I Students are introduced to established principles, concepts, and procedures of accounting and are provided opportunities to practice the application of this knowledge. Emphasis will be placed on the use of databases such as Excel.

SCIENCE DEPARTMENT

PHILOSOPHY: Our department encourages scientific achievement through a supportive atmosphere that provides students frequent opportunities to conduct science in well-equipped and technologically enhanced environments. It is our mission to continuously establish new standards of excellence in the scientific education of our students. Department objectives include: (1) giving students opportunities to use a variety of tools (including current and new technology) and methods to discover, learn, model, analyze and communicate science related ideas; (2) firmly instilling the principles of the scientific method by using reasoned observations and analysis of collected data to establish scientific principles and knowledge; (3) expressing appreciation for scientists, the achievements of science, and an understanding of the limitations of science; (4) establishing scientific, academic, and personal confidence that will be utilized by students to redefine excellence and success when they step forward from UMS-Wright.

Our core courses (Biology, Chemistry, and Physics) along with electives (AP and Honors options, Environmental Science, Marine Biology, and Anatomy & Physiology) more than adequately provide our students with a strong, diverse, and well-rounded science education. Our science faculty strives to recognize and encourage students to enroll in Honors and Advanced Placement courses at the earliest opportunity. Beyond the classroom and lab setting, our science students have a variety of opportunities to display the UMS-Wright values of honor, competitive spirit, discipline and excellence.

Extracurricular options such as Scholars Bowl, Physics Team, Science Olympiad, and the Environmental Club support student participation in interscholastic science competitions and establish a new appreciation for the pervasive influence of science on society. The Science Department's aim is to prepare students for an increasingly competitive world strongly influenced by developments in science and technology.

Our faculty understand and appreciate the commitment to excellence in character in our students and we applaud all UMS-Wright parents for their continued support. As teachers we commit ourselves to setting realistically high standards as we uniquely and enthusiastically interact with the students in various curricular and extracurricular activities. We are not simply educators of our particular scientific disciplines, we are educators of life!

COURSE DESCRIPTIONS

Biology is freshman introductory course that examines topics that provide a conceptual foundation for upper level high school science courses as well as college freshman biology. Major unit topics include Ecology (nutrient/energy flow, populations/communities, diversity & conservation), Cellular Biology (structure, function, reproduction, energy relationships), Genetics (Mendelian, protein synthesis, human genetics, applied genetics & technology), and Evolution (origin of life, natural selection, primate evolution). An introduction to the living kingdoms and human body systems completes the survey. All topics include an active lab component and emphasis on appropriate scientific methodology.

Honors Biology is a rigorous freshman level study of the physical, chemical and biological principles common to all organisms. Fundamental principles support the study of cell structure and function, basic biochemistry, cell energies, photosynthesis, genetics and the environment. The scientific method, an overview of plant and animal diversity and historical elements are also presented. Laboratory experiences are an integral part of the course. This class is a strong preparation for AP Biology and college level biology courses.

Physics is the fundamental foundation of chemistry, biology and all other disciplines of science. In this course students become aware of how physics principles guide the behavior of our universe. The topics of motion, mechanics, energy, optics, electricity, magnetism, sound, and light are investigated. This class explores the relevance of physics to everyday life. Fundamental physical laws that guide the behavior of nature are learned through demonstrations, laboratory investigations and discussion.

Honors Physics is a course designed to give students a thorough understanding of the basic concepts of physics in all its aspects, from mechanics to modern physics using algebra and trigonometry but not calculus. The course aims to explain physics in a readable, understandable and interesting manner that is accessible and clear, and to teach students by anticipating their needs and difficulties without oversimplifying. A second objective is to show students how useful physics is in their own lives and future professions by means of interesting applications. In addition, much effort goes into techniques and approaches for problem solving. **Co-Requisite Course: Hon. Algebra II**

Chemistry is a course where the student is exposed to basic topics including descriptive chemistry, atomic structure, history of chemistry, kinetic theory, stoichiometry, gas laws, bonding, reactions and acid/base theory. Also basic laboratory work is used to reinforce classroom topics. The emphasis of this course is the understanding of fundamentals of chemistry and applying these understandings to consumer and civic decisions.

Honors Chemistry provides a strong foundation for those students who may continue their studies on the AP or college level. Strong math skills are integral for learning about atomic theory and structure, kinetics, reactions, descriptive chemistry, stoichiometry, acid/base theory, gas laws and bonding theory. This course also stresses the historical importance of chemistry in industrial and economic development.

AP Physics B is a junior or senior level course designed to give students a thorough understanding of the basic concepts of physics in all its aspects, from mechanics to modern physics using algebra and trigonometry but not calculus. The course aims to explain physics in a readable, understandable and interesting manner that is accessible and clear, and to teach students by anticipating their needs and difficulties without oversimplifying. A second objective is to show students how useful physics is in their own lives and future professions by means of interesting applications. In addition, much effort goes into techniques and approaches for problem solving. The third objective is to prepare students so that they may successfully engage the AP Physics B Exam. All

students should have taken honors physics in the tenth grade as a prerequisite for this course. (*Students may elect to take this course during their 11th or 12th grade year)

AP Physics C is a senior level course designed to give students interested in science or engineering careers an in-depth understanding of the concepts of physics in all its aspects, from mechanics to modern physics using algebra, trigonometry and calculus. Objectives for this course match those of AP Physics B. All students should have taken honors physics and AP physics B as prerequisites for this course. (*Students may only elect to take this course during their 12th grade year.)

AP Chemistry is the equivalent of a college first-year general chemistry course. High School students taking the course must have successfully completed one year of High School Chemistry and a minimum of three years of upper level mathematics. This course offers the student a challenging academic experience, which requires the commitment of time and effort. It also presents a great opportunity for growth in scholarship, laboratory techniques, mathematical calculations, problem-solving skills and critical thinking. The benefits of the course include: improved laboratory skills and technical knowledge, possible college credit and greater understanding of chemical concepts. (*Students may only elect to take this course during their 12th grade year.)

Anatomy and Physiology is a junior and senior level elective course. Anatomy & Physiology is the study of the body's structures and respective functions at the molecular, cellular, tissue, organ, systemic, and organism levels. The student will study anatomical orientation, protection, support, and movement, integration and regulation, transportation, absorption and excretion, and reproduction, growth, and development. Students explore these topics through laboratory investigations, models, diagrams, and/or comparative studies of the anatomy of other organisms. The study of anatomy and physiology prepares students for a variety of pursuits such as health care, sports, and fitness careers, as well as for taking an active part in their own health and wellness. (*Students may elect to take this course during their 11th or 12th grade year)

Marine Science (1 semester) is a junior and senior level course. In Marine Science students will study the life of the world's oceans, with emphasis on the flora and fauna of the Gulf of Mexico. Many class discussions of the characteristics of major marine ecosystems, characteristics of major marine divisions, ecology of various sea zones, the diversity of marine organisms, and the interrelationship between man and the ocean support and strengthen lecture material. This course will help students learn how to scientifically observe and pose questions about the living things and the varied environments of marine systems. Students will be challenged to consider their role on this planet and how their daily activities affect the marine environment and its inhabitants and how the ocean, in turn, impacts the students. (*Students may elect to take this course during their 11th or 12th grade year)

Environmental Science (1 semester) is a junior and senior level course that focuses on the study of the many interactions between humans and the environment surrounding them, living and non-living. As Earth's human population continues to grow, as

technology advances and human needs and wants increase, our impacts on the world become more widespread and severe, despite improvement in some areas. Environmental impacts, in turn, affect human health and well being. Environmental Science is a **multidisciplinary** subject. We will investigate and discuss topics such as Global Climate Change, loss of fisheries, and management of resources. We will explore the many biomes and aquatic habitats on our planet and discuss the effects of the exponential growth of human populations on these ecosystems and the associated organisms. (*Students may elect to take this course during their 11th or 12th grade year)

AP Biology is a junior and senior level course. This course is taught with strict adherence to Advanced Placement® guidelines. Students are introduced to the eight main themes of AP Biology (Science As a Process, Evolution, Energy Transfer, Interdependence in Nature, Structure & Function, Regulation, Continuity & Change, and Science Technology, and Society). The Scientific Method is emphasized throughout the course. The first half of the year examines topics from molecules to molecular genetics while the second half focuses on evolution and ecology of plant and animal systems. Twelve mandatory labs along with critical reviews of published scientific research reinforce lecture material and adequately prepare students for the ACT, the AP Biology exam, and multiple college level courses. (*Students may elect to take this course during their 11th or 12 grade year)

HISTORY/SOCIAL SCIENCE DEPARTMENT

PHILOSOPHY: The social studies program is designed to provide each student with the opportunity to develop an appreciation of geography, civics, economics, and history. The social studies department works with the English department in emphasizing the need for highly developed language skills.

GENERAL INFORMATION

UMS-Wright students are required to complete four years of study in history and social science courses in the Upper School. Advanced Placement courses are offered in the sophomore, junior and senior years. An honors course is offered in the freshmen year.

All students take World History I as freshmen. In the sophomore year, a student may elect to take either World History II or AP European History. As juniors, students elect either Modern American History or AP United States history. In the senior year, students undertake a study of American and global political and economic institutions.

Students may move into the AP program in any year, but must understand that the level of reading and writing is more sophisticated than that of college preparatory classes. In addition, these courses require a greater commitment of time on the part of students.

COURSE DESCRIPTIONS

Consumer Economics (1/2 credit) affords students the opportunity to develop skills necessary for life applications. Students will study topics such as banking, investing, savings, taxes, financial planning, etc. This course assists in establishing the groundwork for more advanced studies in history and the social sciences. **This course is a requirement for freshmen beginning with the class of 2012.**

World History I is a survey course focusing on the period from prehistory through medieval period. Emphasis is placed on early civilizations, religious development, cultural developments, and man's interaction in the environment. Students will develop numerous skills including thesis development, discernment of cause and effect, utilization and interpretation of graphic organizers, and analysis of primary and secondary documents.

Honors World History I focuses on the same historical period as World History I, with emphasis placed upon the same skills. However, coverage is more in depth, and greater emphasis is placed upon analysis and evaluation of primary and secondary documents. Additionally, more emphasis is placed upon thesis development and historical writing. Those students desiring to enroll in AP European History are strongly encouraged to enroll in Honors World History I.

World History II expands upon the skills developed in World History I. The chronological focus of the class is from the European Renaissance period to the present. Additional emphasis is placed upon the development of writing skills and analytical thinking skills.

AP European History is a year long course with a focus on Europe between the Renaissance and the present day. A variety of skills will be focused upon in this course, including interpretation of data from primary and secondary sources, the use of inductive and deductive reasoning, interpretation of visual documents, and establishment of cause/effect relationships. A great deal of emphasis is placed upon written communication skills in this class. This is the first AP course offered to UMS-Wright students, and it is important that they understand that successful completion of this course demands a great deal of commitment on the part of the student. Recommendation of the current history teacher is a prerequisite.

Modern American History Modern American History is an examination of United States History from 1865 to the present. Beginning with a brief review of US History before 1865, this class traces the social, political, economic, cultural and diplomatic forces that shape present day events. Special attention is given to developing critical reading and writing skills necessary for success in college level work.

AP U.S. History AP United States History is a survey course that covers the period from the European explorations through 1990. Through a primarily chronological approach, the course examines U.S. History from social, political, economic, cultural and diplomatic viewpoints. Students learn to assess primary and secondary sources, weigh evidence and draw conclusions and defend a position both verbally and in essay format. This class provides students with a college level introductory United States history course.

AP United States Government and Politics (1 Semester) The course begins with an introduction to the three branches of government and their constitutional underpinnings. After the basics are introduced, the discussion turns to the influences of interest groups, political parties, and the media on the political landscape. In the final unit, focus is placed on influential court cases and the justice system. Students will be expected to keep up with a rigorous curriculum and are expected to participate in class discussion as well as write thoughtfully. Students are also encouraged to become active participants in political life. In the late Spring students will take the AP United States Government and Politics Exam.

American Government and Politics (1 Semester) The same basic elements are taught in this class as in the AP course, however, at a slightly less advanced level. Students will practice communication, both written and oral.

Economics (1 semester) Basic economic concepts are introduced and essentials in graphing supply and demand are explained. The course also discusses Micro concepts such market structures and the organization of economic systems. Macro concepts are taught as well such as aggregate forces that shape economic growth. Projects include making a budget as well as a stock project where stocks are chosen and traced over a quarter.

AP Human Geography is a yearlong course designed to replicate a semester introductory human geography course at the university level. The purpose of the course is to introduce students to human geography through readings, video case studies, daily discussions, and semester projects. AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Methods and tools used by geographers are also examined.

(*Students may elect to take this course during their 11th or 12 grade year)

FOREIGN LANGUAGE DEPARTMENT

PHILOSOPHY: The Foreign Language Department's mission is to prepare students for the ever-increasing demands for second language fluency and cultural literacy, and key to the success of this mandate is a strong curriculum, which follows the American Council on the Teaching of Foreign Languages (ACTFL) Guidelines.

Its basis for instruction are the structural and syntactic rules that govern the linguistic systems that are taught, progressive vocabulary and cultural acquisition, and the highly interactive communicative methodology that is applied in the class-room. Immersion-like experiences afford learners the opportunity to create relevant language regardless of their level of proficiency as well as to constantly improve their second language skills.

The curriculum is further enhanced by the integration of technology, the use of state-of-the-art language lab facilities, and seamless instruction from level to level. Finally, the Honor Code, and the dedication of both students and faculty help mold a program that comprehensively addresses the attainment of a second language.

GENERAL INFORMATION

Each student is required to successfully complete two years of a second language to fulfill graduation requirements. However, the language program is a four year curriculum that is divided into levels I, II, III and IV or AP, and each level is separated into a Preparatory and an Accelerated/Honors component. Both cover the same structural and syntactic elements of the language. However, the Accelerated/Honors courses are more challenging in the amount of additional vocabulary, reading and writing assignments as well as the depth of literary and cultural coursework that students are assigned. Students enrolled in the Accelerated/Honors courses are expected to participate in the National Spanish Exam.

To ensure the success of the Foreign Language Program all four modalities, i.e. speaking, listening, reading and writing are incorporated from the very beginning so as to provide ample opportunities for students to practice and constantly polish these skills.

In addition, the course materials are carefully selected to provide students with continuity from one level to the next, as well as to address the mastery of the multiple skills that are required of the student. The *Buen Viaje* and *Bon Voyage* Series were chosen to address the communicative skills and supplementary Grammar Workbooks from AMSCO to address the structural elements of language learning. In addition, authentic reading materials from a variety of sources are gradually added, the breadth and depth of which increase with each subsequent level.

COURSE DESCRIPTIONS

Spanish I – Preparatory (9th) This course introduces elementary syntactical components of the target language and the grammatical rules that govern the present and past tenses. Learners thereby apply the vocabulary that is acquired during the year to interact in all four modalities (listening, speaking, reading and writing), and create meaningful communication appropriate for novice level language students. In addition, the course explores the cultures of the Spanish-speaking world, and is taught using an appropriate cultural framework. However, its area of concentration is Central America and the Andean countries of South America.

Spanish I – Accelerated (9th) The focus of this course, like Spanish I – Preparatory, is the introduction of elementary syntactical components, and the rules that govern the usage and conjugation of the present and past tenses. The vocabulary that is acquired throughout the year affords students the opportunity to create relevant language in a highly interactive setting that incorporates listening, speaking, reading and writing. The course is conducted within an appropriate cultural framework, but places special emphasis on Central America and the Andean Countries of South America. However, the pace is faster, and the breadth and depth of the concepts that are studied is greater. In addition, the number and expectations regarding assignments are higher than those of Spanish I – Preparatory. Furthermore, students are expected to take the National Spanish Exam. Therefore, the curriculum of this course fully integrates all of the Exam’s grammatical and vocabulary requirements, so as to ensure the participants’ success.

Spanish II – Preparatory (10th) This course is designed to help students continue developing competence of the concepts studied in Spanish I, and concentrates on broadening the acquisition of vocabulary for predictable scenarios as well as on strengthening the grammatical and syntactical base of second year learners. Especially important grammatically are the future, progressive and perfect tenses, and the imperative mood. This new information is methodically practiced in all four modalities, so that students seamlessly expand their ability to create lengthier relevant communication using more complex language, albeit restricted to predictable situations. Incorporating the appropriate cultural framework into the lessons of Spanish II continues to be an integral element of the curriculum, and special attention is devoted to the Caribbean basin.

Spanish II – Accelerated (10th) This course, further develops proficiency of the concepts studied in Spanish I, expands the acquisition of vocabulary for predictable scenarios, and strengthens the grammatical and syntactical base of second year learners. To help students increase their ability to express themselves in multiple time frames the future, progressive and perfect tenses are studied. The imperative mood is also incorporated into the curriculum, and students are given the opportunity to methodically integrate what they have learned by using all four modalities (listening, speaking, reading and writing), so that their ability to create lengthier relevant communication using more complex language, albeit restricted to predictable situations continually expands. Employing the appropriate cultural framework into the lessons of Spanish II-Honors

continues to be an important element of the curriculum, and special attention is devoted to the Caribbean. Furthermore, students participate in the National Spanish Exam and the curriculum accommodates the linguistic requirements of this Exam.

Spanish III – Preparatory (11th) Third year students review the grammar and vocabulary of Spanish II and study the conditional tense, the passive voice and the subjunctive as well as the indirect commands. These elements require students to use sophisticated linguistic structures and much time is devoted to the acquisition of both a solid structural foundation and to the practice of constructions that often are counterintuitive to the English speaker. Lengthier authentic reading materials are studied and students are required to produce language that increasingly incorporates idiomatic expressions and an elevated vocabulary. However, student linguistic output is still dependent on predictable scenarios and generalized thematic units. Culturally, while students explore contemporary issues of the entire Spanish-speaking world, they concentrate their in-detail studies on south South-America.

Spanish III – Honors (11th) The ever expanding vocabulary base of the third year Honors' student includes more elevated vocabulary and more idiomatic sayings so as to encourage the development of language that is increasingly characterized by a richer use of idioms, and therefore imitates more and more native-like speech in conventional settings. The grammatical component of the course integrates the conditional tense, the passive voice, the subjunctive and the indirect commands. The demands to include these sophisticated structures in the third year requires devoting much time to the acquisition of both a solid structural foundation and to the practice of constructions that are often counterintuitive to the English speaker. In addition, reading, writing, listening and speaking assignments become lengthier. Culturally, students explore contemporary issues of the entire Spanish-speaking world. However, their concentrated studies involve south South-America and they are afforded opportunities to study both the recent history as well as examples of the literary voice of this region. Furthermore, since students participate in the National Spanish Exam the curriculum includes the linguistic requirements of this Exam and incorporates them wholly into the curriculum.

Spanish IV – Preparatory (12th) The acquisition of the vocabulary as in previous years is an integral part of the curriculum and is meant to give students the means by which to achieve a more fluent production of language. Much of the grammar is a review and a continuation of the study of advanced grammar especially the “If Clauses” and the Perfect Subjunctive. Reading and listening assignments are carefully selected to give students the opportunity to increasingly explain, summarize, analyze, synthesize and reflect, in a highly interactive environment. These elements require students to begin using language in unpredictable settings, while exploring elements of the history, art, cultural diversity and literature of Spain. Moreover, students continue exploring contemporary issues of the entire Spanish-speaking world.

Spanish AP The curriculum of the Spanish AP course is based on ACTFL Guidelines, and has been audited and approved by the College Board. It is an intensive program of study designed to help students become proficient in the language and is organized around thematic units that naturally integrate the study of advanced grammar, syntax and vocabulary enrichment. The reading materials vary in length, scope, content, style, point of view, origin and genre. The audio and audio-visual selections reflect a variety of sources that are designed to enhance the auditory comprehension and to expose students to authentic language and its variations of speech. Students are expected to interpret, comment, discuss and react to the content of each audio or audio-visual, or written material. All writing and speaking assignments afford students the opportunity to explain, summarize, analyze, synthesize and reflect, and are both formal and informal in nature.

French I – Preparatory (9th) This course introduces elementary syntactical components of the target language and the grammatical rules that govern the present and past tenses. Learners thereby apply the vocabulary that is acquired during the year to interact in all four modalities (listening, speaking, reading and writing), and create meaningful communication appropriate for novice level language students. In addition, the course is taught taking into account the cultural framework of the Francophone world.

French I – Accelerated (9th) The focus of this course, like French I – Preparatory, is the introduction of elementary syntactical components, and the rules that govern the usage and conjugation of the present tense, and the past tenses. The vocabulary that is acquired throughout the year affords students the opportunity to create relevant language in a highly interactive setting that incorporates listening, speaking, reading and writing. However, the pace is faster, and the breadth and depth of the concepts that are studied is greater. In addition, the number and expectations regarding assignments are higher than those of French I – Preparatory. Furthermore, students are expected to take the Grand Concours Exam. Therefore, the curriculum of this course fully integrates all of the Exam’s grammatical and vocabulary requirements, so as to ensure the participants’ success. Finally, the course is taught taking into account the cultural framework of the Francophone world.

French II – Preparatory (10th) This course is designed to help students continue developing competence of the concepts studied in French I, and concentrates on broadening the acquisition of vocabulary for predictable scenarios as well as on strengthening the grammatical and syntactical base of second year learners. Especially important grammatically are the future, the past tense of passé composé, and the imperative mood. This new information is methodically practiced in all four modalities, so that students seamlessly expand their ability to create lengthier relevant communication using more complex language, albeit restricted to predictable situations. Incorporating the appropriate cultural framework into the lessons of French II continues to be an integral element of the curriculum.

French II – Honors (10th) This course, further develops proficiency of the concepts studied in French I, expands the acquisition of vocabulary for predictable scenarios, and strengthens the grammatical and syntactical base of second year learners. To help students increase their ability to express themselves in multiple time frames the future, the conditional and the past tense (passé compose) are studied. The imperative mood is also incorporated into the curriculum, and students are given the opportunity to methodically integrate what they have learned by using all four modalities (listening, speaking, reading and writing), so that their ability to create lengthier relevant communication using more complex language, albeit restricted to predictable situations continually expands. Employing the appropriate cultural framework into the lessons of French II-Honors continues to be an important element of the curriculum. Furthermore, students participate in the Grand Concours Exam and the curriculum accommodates the linguistic requirements of this Exam.

French III – Preparatory (11th) Third year students review the grammar and vocabulary of French II and study the perfect tenses, the passive voice and the subjunctive as well as the indirect commands. These elements require students to use sophisticated linguistic structures and much time is devoted to the acquisition of both a solid structural foundation as well as to the practice of constructions that often are counterintuitive to the English speaker. Lengthier authentic reading materials are studied and students are required to produce language that increasingly incorporates idiomatic expressions and an elevated vocabulary. However, student linguistic output is still dependent on predictable scenarios and generalized thematic units. The suitable cultural framework, as in previous years is seamlessly integrated into the curriculum.

French III – Honors (11th) The ever expanding vocabulary base of the third year Honors' student includes more elevated vocabulary and more idiomatic sayings so as to encourage the development of language that is increasingly characterized by a richer use of idioms, and therefore imitates more and more native-like speech in conventional settings. The grammatical component of the course integrates the perfect tenses, the passive voice, the subjunctive and the indirect commands. The demands to include these sophisticated structures in the third year requires devoting much time to the acquisition of both a solid structural foundation as well as to the practice of constructions that are often counterintuitive to the English speaker. In addition, reading, writing, listening and speaking assignments become lengthier. The proper cultural framework, as in previous years, continues to be seamlessly integrated into the curriculum. Furthermore, since students participate in the Grand Concours Exam the curriculum includes the linguistic requirements of this Exam and incorporates them wholly into the curriculum.

French IV – Preparatory (12th) The acquisition of the vocabulary as in previous years is an integral part of the curriculum and is meant to give students the means by which to achieve a more fluent production of language. Much of the grammar is a review and a continuation of the study of advanced grammar especially the “If Clauses” and the Perfect Subjunctive. Reading and listening assignments are carefully selected to give students the opportunity to increasingly explain, summarize, analyze, synthesize and reflect, in a highly interactive environment. These elements require students to begin using language in unpredictable settings, while exploring elements of the history, art, culture and literature of France.

French AP The curriculum of the French AP course is based on ACTFL Guidelines, and has been audited and approved by the College Board. It is an intensive program of study designed to help students become proficient in the language and is organized around thematic units that naturally integrate the study of advanced grammar, syntax and vocabulary enrichment. The reading materials vary in length, scope, content, style, point of view, origin and genre. The audio and audio-visual selections reflect a variety of sources that are designed to enhance the auditory comprehension and to expose students to authentic language and its variations of speech. Students are expected to interpret, comment, discuss and react to the content of each audio or audio-visual, or written material. All writing and speaking assignments afford students the opportunity to explain, summarize, analyze, synthesize and reflect, and are both formal and informal in nature.

Japanese

Enrollment Requirements for Japanese

The Japanese Foreign Language Courses are a combination of an on-line and a tutor-directed component. Prospective students of Japanese must possess a great deal of self discipline and be prepared to complete much of their work in an independent fashion. Accordingly, students wishing to enroll in these classes must meet certain eligibility requirements.

Students must have an overall GPA of 88 and have no Honor Code Violations. It is highly recommended, although not mandatory, that they have previous exposure to Japanese through immersion programs, travel, family, etc. In addition, Freshmen must have formally studied a foreign language for at least one year in Middle School. Sophomores must be enrolled in a second foreign language, while Juniors or Seniors must have completed their two year Foreign Language requirements. Also, students must make themselves available outside class to meet the on-line requirements that may not be accessible during scheduled class time.

Students enrolled must be highly motivated, be able to work independently, have good organizational skills and be highly committed to the study of Japanese.

Japanese I – Accelerated The focus of this course is the introduction of the Hiragana and Katakana alphabets, as well as a very limited number of Kanji characters. It also explores elementary syntactical components and the basic rules that govern the use of the target language. The vocabulary that is acquired throughout the year affords students the opportunity to study the language in a highly interactive setting that incorporates listening, speaking, reading and writing. The course is conducted within an appropriate cultural framework. Therefore, its curriculum fully integrates linguistic structures and face to face communication with a native speaker facilitator, so as to ensure the participants' success.

Japanese II – Honors This course, further develops concepts studied in Japanese I, expands the acquisition of vocabulary for predictable scenarios and both sets of numbers are studied as well as other forms of the Kanji. To help students increase their ability to express themselves face to face communications exercises become longer and more sophisticated in their social context. The imperative mood is also incorporated and basic and frequently used commands are practiced. Students are given the opportunity to methodically integrate what they have learned by using all four modalities (listening, speaking, reading and writing) so that their ability to interpret and to react to communication using more complex language, albeit restricted to predictable situations, continually expands.

Japanese III – Honors The ever expanding vocabulary base of the third year Honors' student and time devoted in the practice of the language allows a more correct pitch-accent use and a better understanding of the socially appropriate styles of communication, which becomes more complex in its structure and incorporates the use of all the verb tenses. The demands to include these sophisticated structures in the third year requires devoting much time to the acquisition of both a solid structural foundation and to the practice of constructions that are often counterintuitive to the English speaker. In addition, reading, writing, listening and speaking assignments become lengthier.

Tuition Surcharge: \$1000

This fee covers registration, Japanese tutor fees, and some materials. **THIS FEE IS NON-REFUNDABLE** once the registration process has been completed through the on-line provider (The University of Alabama).

FINE AND PERFORMING ARTS DEPARTMENT

PHILOSOPHY: The arts enrich life for all cultures and record the personality of age. Fine and Performing Arts students discover their creative potential, nurture critical thinking, and acquire techniques for evaluating art forms. Students who participate in the arts develop communication skills and hone life skills such as organization, teamwork, and self-discipline.

COURSE DESCRIPTIONS

The Band and Instrumental Music Programs

Advanced Band (grades 8-12) This is the school's most advanced performing ensemble and consists of students who demonstrate a high level of musical ability on their chosen instruments. This ensemble performs at many school and community functions and at District and State Contest. Students in the Advanced Band are required to be in the Pep Band. The Advanced Band performs at all the school's home football games, some away games, pep rallies, and some basketball games. The group consists of woodwinds, brass, and marching percussion instruments. At the end of the school year, the students will prepare a solo or ensemble for possible participation in the District Solo & Ensemble Festival. Students participating in the Advanced Band are **required** to attend all of these events as well as a summer band camp.

Jazz Band (grades 10-12) All Brass, Woodwind and Percussion players must be active members of the Advanced Band. Musicians playing piano, guitar and bass may audition with the band director for inclusion in the Jazz Band. Students may register for the full year or for either semester.

Beginner Band (grades 9-12) This course is for students with little or no playing experience. Students will learn basic note reading, phrasing, dynamics, and ensemble playing. Students will be allowed to practice using various instruments in an effort to find the "right fit."

Piano Lab I (grades 10-12) A beginning group class that emphasizes music reading skills, Piano Lab students complete one to two years of private study in a semester. The course utilizes a lab equipped with a keyboard and headset for each student and a console that allows the instructor to listen while individuals are practicing and communicate via microphones on headsets. Students learn music theory and perform selections throughout the semester. The class culminates with a recital for parents and students.

Music Theory and Composition (grades 11-12) This course allows the musician from any area (band, orchestra, choral, piano, guitar) to have a more in depth look into the various components that make music. The students learn about notation (written by hand or on the computer), rhythms, chords and progressions, melodies and harmonies, analyze written works, and learn to take rhythmic, melodic and harmonic dictation. They then combine this knowledge into original compositions and arrangements that they and others

may be able to play and perform. **Prerequisite:** Advanced band, Piano Lab I, or sufficient placement on proficiency test.

Choral Program

UMS-Wright Singers (grades 9-12) UMS-Wright Singers is a chorus class open to all high school students who are interested in learning the rudiments of music reading and part singing. A variety of types of music is performed. Students rehearse in class and occasionally outside of class. UMS-Wright Singers perform at Alabama Vocal Association district and state events and the Holiday and Spring Concerts.

Center Stage (grades 10-12 by audition) Center Stage is an auditioned ensemble that performs classical, sacred and popular music. Students also perform show choir selections and must demonstrate ability to dance and sing. It is a co-curricular, requiring commitment of time outside of class. Center Stage performs at football games and assemblies, for community organizations and events, at Alabama Vocal Association district and state events, and at the Holiday and Spring Concerts.

The Visual Arts Program

Photography I This class focuses on black and white photography using natural light. Students will learn to discern differences in gray scales and understand the mechanical and optical functions of a 35mm camera. They will also learn how to successfully print photographs from their negatives in the school darkroom. Students will exhibit their work quarterly in the foyer of the Fine Arts Building.

Photography II and III (*prerequisite PHO I*) This class transitions students into digital photography. Students will continue to print photographs from 35mm film in the darkroom, and are also introduced to digital printing by means of scanning negatives and loading images from a digital camera. With the use of Photoshop CS3, students will explore their creativity by manipulating black and white and color photographs. Students will exhibit their work quarterly in the foyer of the Fine Arts Building.

Studio I Art introduces sophomore through senior students to a variety of assignments and projects that reinforce understanding of the elements of art and the principles of design. Graphite, pen and ink, watercolor, gouache, acrylic, collage, ceramics, and linoleum prints are some of the media that students learn to use in this course. Projects often are inspired by the work of great artists.

While students who opt to take Studio I do not need to be sophisticated artists, it is recommended that they have a real desire to improve their drawing and painting skills. Most work is accomplished in class, but there may be occasional work at home.

Studio II and III Art build upon the projects in the introductory Studio I course. Naturally, Studio II and III students continue to draw and paint, but they are expected to

know how to apply the elements of arts and principles of design in their work. These courses challenge students to think divergently so to allow for the emergence of their respective style and media preferences. Evaluation of work is rigorous, and there are certain assignments that require work outside of class.

These courses are still project directed more than independent study, but there is room for students to develop their interests if they show adequate initiative.

- *Students who wish to take AP Studio Art in Drawing or Two-Dimensional Design must first complete two full years of Studio Art and have the instructor's permission to participate in the AP program.*

AP Studio Art: Drawing and Two-Dimensional Design (2-D) are very rigorous courses that require much more than talent. Students who elect to take AP Studio Art must be dedicated art students with plenty of time to commit to work outside of class. They must be curious, exploratory, open to new ways of seeing and expressing themselves through a variety of media. They must be confident of themselves as artists, willing to take chances, and able to see a project through from beginning to end. Self-discipline is essential to complete this course satisfactorily.

Each student must complete a portfolio of 30 to 40 works that demonstrate *breadth* (versatility in range of media, technical ability, and objectives), *quality* (high degree of proficiency), and *concentration* (the exploration of a specific idea within a body of work).

A mid-year exhibit of AP Studio work is held annually during the third week of January.

Recommendation by the Studio Art teacher is a required.

AP Art History (grades 10-12) Students explore great masters and examine their works as reflections of man and recorders of history. Additional activities focus on interdisciplinary connections. The course is open to all upper school students with an interest in art, not merely those who are studio artists. AP Art History students will prepare for the AP Art History test in May.

Theatre and Communication Arts Programs

Upper School Drama (grades 10-12) Open to all upperclassmen, this class challenges students to think outside the box, work together, and problem solve. Creative projects include pantomime, improvisation, film study, script performance, set construction, and assembly set up. All upper school drama students participate in the mainstage play each semester as actors, tech crew, or front of house staff.

Acting (grades 10-12 by audition) The Wright Players comprise the acting class. The auditioned company represents UMS-Wright in competition and community events as well as taking on lead roles in the mainstage plays each semester. Company members

rehearse outside of class as well as in class and prepare individual events in addition to one-act plays for district and state competition. Past productions include *Taming of the Shrew*, *Dracula*, *Comedy of Errors*, *The Matchmaker*, *Little Women*, *Our Town* and musicals including *Wizard of Oz*, *Meet Me in St. Louis*, *Oklahoma!*, *My Fair Lady*, *West Side Story*, and *Bye, Bye Birdie*.

Production (grades 10-12) The backbone of the theatre program, the Production class designs and builds sets for upper school plays, assists with sets for middle school plays, sets up and runs tech for assemblies and special events in the auditorium, and techs the music department concerts. Additionally, students compete in technical events on district and state levels.

Creative Writing Elective (grades 10-12) This course is designed for those students who enjoy writing for themselves and would like to know more about composing personal essays, short fiction, and poetry. Students learn structural and stylistic devices using great authors' and poets' works as their models. Writing assignments require work in and out of class. Feedback from class members in weekly peer reviews serve as an essential part of learning how to improve style and content. This course is requisite for those who are interested in the literary editorship of *The Mind's Eye*.

While students need not be accomplished writers to take this course, they must desire to learn how to write creatively.

Speech Communication (grade 9) In the semester-long speech class, students realize the personal, professional and societal benefits of being an effective communicator. They take part in a variety of formal and informal speaking experiences to enhance their effectiveness as speakers as well as reduce "speaking anxiety." Activities include formal speeches, impromptu debates, readers' theatre presentations, political candidate campaigns, and life skills such as interviewing, writing personal and professional letters, and special occasion speaking. **This course is required of all freshmen.**

Journalism: Newspaper (10th – 12th) This course focuses on the production of print media, specifically newspapers. The course centers on writing techniques, interviewing skills, and the use of visual arts in print communication. Students will produce the school newspaper, *Crimson and Grey*. Approval of the newspaper sponsor is a requirement.

Journalism: Yearbook (10th – 12th) This course focuses on the journalistic production of a large scale publication: yearbook. Students take an active role in every stage of production of *The Cadet*, an award winning yearbook. In addition to the classroom commitment, students should plan to dedicate additional time to this activity. Approval of the yearbook sponsor is a requirement.

Journalism: Broadcast Media (9th – 12th) Students will be introduced to the key components of broadcast media. Topics covered in the class include: production, copy writing, on-air delivery, interviewing techniques, and other skills critical to broadcast journalism. Students will be responsible for the production and broadcast of the morning

announcements and other events such as assemblies and performances. Enrollment in the course is subject to the approval of the Academic Dean and the course teacher. An application and/or interview is required.

PHYSICAL EDUCATION and DRIVER EDUCATION

Physical Education The goals of the physical education programs are to learn the rules and concepts of sport activities as well as develop motor skills. Furthermore, the Physical Education Department stresses sportsmanship along with the enjoyment of physical activity. A variety of sports are taught, including: basketball, football, soccer, softball, swimming, track, and volleyball. A physical education uniform is required of all students taking PE.

Introduction to Athletic Training This course introduces students to the principles of athletic training and conditioning. Biological and physiological principles are stressed. Students gain experience through working with our teams under the supervision of the athletic trainer.

Driver Education Driver Education is a semester course that provides students with thirty hours of classroom instruction as well as twelve hours of behind the wheel training. The class focuses on basic traffic laws, types of insurance, driver responsibility, DUI laws, and boating safety. Upon passing the requirements of the course, each student will be given a certificate of completion. Students also take the Alabama Boating Safety course and are given the opportunity to obtain a boating license.

DIRECTED STUDY PROJECTS

Juniors and seniors may elect to complete a Directed Study Project in a discipline of their choosing. Directed Study Projects may be counted for elective credit and will be recorded on the student's transcript; however, grades for these projects will not be included in the 100 point Academic GPA and may not be substituted for a required course. Directed Study Projects are considered semester courses and will count as ½ unit of credit. Students may elect to attempt a project in either semester or both.

Students will meet periodically in small groups or individually with their project advisor throughout the process. Because of the independent research nature of this project, students must possess a great deal of self-motivation and demonstrate effective time management skills.

In addition to requirements that may be established by the faculty advisor, students should expect to present their final project, utilizing media, to a group consisting of students, teachers, and parents.

Students may request to complete the project with a teacher in one of the following areas, however, because of the nature of such a project, it is understood that it will likely be interdisciplinary in nature.

English

Mathematics

Science

History/Social Science

Foreign Language

Fine Arts

Technology

Juniors will be assigned to a Study Hall while attempting the project.
Seniors will complete the project as part of their Independent Study.