



---

# 2022-23

# Course Offerings

---





# Table of Contents

- Mission Statement ..... 4
- Middle School Program ..... 5
- Middle School Sequence of Courses ..... 5
- Upper School Program..... 6
- Upper School Graduation Requirements ..... 6
- Upper School Courses ..... 7
- Computer Science..... 8
- English & Humanities ..... 9
- Fine Arts ..... 11
- Mathematics..... 17
- Physical Education ..... 21
- World Languages ..... 25
- Additional Offerings ..... 33

# Mission Statement

*Inspiring Girls to Lead Lives of Purpose*

## Academic Disciplines

Atlanta Girls' School offers courses in the traditional college-preparatory disciplines through an interdisciplinary, enriching, purpose-driven experience:

- Fine Arts: Visual Arts, Performing Arts, and Creative Writing
- Humanities: English and World Studies
- Mathematics
- Physical Education
- Science
- World Languages

## Curriculum

AGS is committed to providing an excellent and meaningful college-preparatory curriculum and, at the same time, to serving the individual needs and interests of its students. Accordingly, we offer honors and advanced placement courses to qualified students, as well as dual enrollment and online classes in appropriate situations. AGS classes emphasize interdisciplinary work, technology, multicultural and global perspectives, and contextualized content.

**Course offerings may vary due to student interest, number of students enrolled, scheduling availability and faculty course load.**

**Atlanta Girls' School reserves the right to modify student schedules in a manner that best benefits the student and the school. Placement is strongly influenced by teacher recommendations, class size, and graduation requirements.**

# Middle School Program

Our aim in the middle grades is to develop in every student the habits of excellence, care, respect, and hard work that will form the foundation of their academic and social growth. All members of the community work together to set and communicate high expectations and to equip students with the strategies and tools necessary for them to meet those expectations. The strong student-faculty relationships grown at AGS ensure that our students complete Middle School with a firm grounding in these life-long habits.

Students in AGS Middle School carry seven classes and Leadership Lab. Student schedules include courses in humanities, mathematics, world languages, science, fine arts, and physical education. The humanities course combines traditional English/Language Arts with a traditional social studies program to more effectively view literary texts in their historical and social context. In math and world languages, placement tests determine a student's course assignment.

AGS defers the introduction of world language until the seventh grade. In 6th grade, all students take a STEAM Foundations course that focuses on problem solving, computing, web development and robotics. 6th grade students are required to take 1 semester of Visual arts and 1 semester of performing arts. Starting in 7th grade, students select year-long arts courses.

## Middle School Sequence of Courses

### Sixth Grade Curriculum

The sixth-grade schedule is standard for all students. The following are required yearlong courses:

- Fine Arts 6 (one semester each of Visual Arts 6 and Performing Arts 6)
- Humanities 6: Stories and Civilizations (2 blocks)
- Math 6 or Pre-Algebra
- PE
- Science 6: Earth Science
- STEAM Foundations

### Seventh Grade Curriculum

The seventh-grade schedule is standard for all students. The following are required yearlong courses:

- Foreign Language (French or Spanish)
- Humanities 7: Rights and Societies (2 blocks)
- Math (Pre-Algebra, Algebra I, or Honors Algebra I)
- PE
- Science 7: Life Science

**Additionally, seventh grade students choose one Fine Arts course.**

### Eighth Grade Curriculum

The eighth-grade curriculum is standard for all students. The following are required yearlong courses:

- Foreign Language (French or Spanish)
- Humanities 8: Votes and Voices
- Math (Algebra I, Honors Algebra I, Geometry, or Honors Geometry)
- PE
- Science 8: Physical Science

**Additionally, eighth grade students choose one Fine Arts course.**

## Upper School Program

Students in the AGS Upper School carry a minimum of five and a maximum of seven academic classes per semester, each of which meets for about three and a half hours per week. Students enrolled in Honors and AP classes can expect a heavier workload than those in college preparatory courses. Juniors and seniors may elect to include a study period in their schedules. At the completion of Upper School, students are prepared for college matriculation. Each student works closely with her teachers, parents, advisors, and mentors to assure that individual objectives are met. The ultimate goal is to shape AGS graduates into students who are knowledgeable and responsible citizens of the world and who are confident and courageous in meeting the challenges of the world in business, school, the arts and sciences, and personal life. Building on a solid academic base and on the confidence that her uniqueness is appreciated and valued, the successful graduate will have learned to trust her own judgment, to believe in herself, and to have confidence in her future decisions.

Students will work with their advisor and the college counselor to ensure that students complete the requirements for graduation and college admission. Students seeking an additional study hall must submit a Petition for Study Hall form to the Academic Dean. Students can take up to three advanced placement courses each school year (this includes online courses). Students desiring to take more than three AP courses must submit a Course Overload form to the Academic Dean. All AGS students are also required to complete Leadership Labs coursework, complete internships during junior and senior years, participate in the Global Travel program, and deliver a Senior Speech prior to being recommended for graduation. Requirements for internships and global travel have been temporarily adjusted in recent years due to the effects of COVID-19.

## Upper School Graduation Requirements

Students in grades nine through twelve are expected to take a minimum of five and a maximum of seven academic courses per year. A total of 23 credits is required for graduation. Each course constitutes one credit.

- **English** 4 credits
- **Mathematics** 3 credits Three years of mathematics, including one year beyond Algebra II, are required.
- **Science** 3 credits Three years of lab science are required (Biology, Chemistry, and Physics).
- **World Languages** 3 credits Three years of the study of one language at the Upper School level are required.
- **World Studies** 3 credits
- **Fine Arts** 2 credits
- **Physical Education** 1 credit
- **Electives** 4 credits An elective is a course taken in any discipline beyond graduation requirements.

**Minimum Total Credits Required: 23**

## Upper School Courses

Subjec	Required Courses	Advanced and Elective Courses Offered on Campus
English (4)	English 9: All of Life Is Journey English 10: The British Tradition* English 11: The American Experience English 12: Literature and Public Speaking	AP English Language and Composition AP English Literature and Composition
Math (3)	(Honors) Algebra I (Honors) Geometry (Honors) Algebra II (Honors) Pre-Calculus/Trigonometry OR Statistics	Statistics Calculus* AP Calculus AB/BC Advanced Mathematical Topics
World Studies (3)	World Studies 9: Revolutions Reshape the World World Studies 10: The 20th Century and Today* World Studies 11: United States History	AP US History AP Human Geography World Religions Senior Capstone Portfolio
Science & Computer Science (3)	(Honors) Biology (Honors) Chemistry (Honors) Physics	AP Chemistry AP Environmental Science AP Biology AP Physics C: Mechanics (AP) Computer Science Principles Organic Chemistry with Biological Applications
World Language (3)	French and Spanish Levels I, II, III, IV	AP French or Spanish Advanced Language & Culture (French & Spanish)
Performing & Visual Arts (2)	Typhoon Chorus Hurricane Chorus (Teacher recommendation) Intermediate Theatrical Arts Drawing Ceramics Production Design	Advanced Theatrical Arts Directing Resume and Audition Prep Drawing Painting (Advanced) Photography Ceramics (Intermediate & Advanced) New & Emerging Technologies Literary Arts: Creative Writing (Intermediate & Advanced) Showcase Portfolio
Fitness & Wellness (1)	PE and Wellness 9	Conditioning

\* Earned honors distinction is offered for these courses.

Course offerings may vary due to student interest, number of students enrolled, scheduling availability and faculty course load.

**Honors Placement:** Honors courses require greater depth of thought and emphasize the application and synthesis of scientific and mathematical principles. These courses are designed for students who desire increased depth of knowledge and application of skills in various contexts, use effective learning strategies, and are eager for greater intellectual independence. Admission to honors courses requires the recommendation of faculty members, who holistically consider each student's approach to learning and readiness when making such recommendations.

**(AP) Advanced Placement:** AP Courses are college-level courses. Content is determined by the College Board, which administers a required exam in May. College credit may be earned based on the results of this exam. Admission to AP courses requires the recommendation of the faculty. Faculty members holistically consider each student's readiness when making such recommendations. AP courses prepare students for the College Board exams, and all students registered for an AP course will sit for the national exam in order to receive credit for the course.

## **Computer Science**

### ***Middle School Computer Science***

At the foundation of the Middle School curriculum is digital citizenship. The objective of middle school computer science education is to use the powerful technology at their fingertips as a medium for creativity, communication, problem solving and fun. Students begin to recognize their own capacity with coding, robotics and computational thinking through the introductory STEAM Foundations course.

### **6th STEAM Foundations**

In STEAM Foundations, students focus on problem solving, computing, web development and robotics. Guided by International Society for Technology in Education student standards, this course prepares students to be good digital citizens, innovative designers, computational thinkers, creative communicators and global collaborators. This course prepares students for success at AGS beyond skills used in science, math or technology.

### ***Upper School Computer Science***

In Upper School computer science, students gain a deeper understanding of computer science principles and their applications, and exploration of how computing and technology can impact their world. The emphasis is on developing students as leaders in computer science fields and engaging them with essential computing tools and multidisciplinary opportunities. Courses such as Computer Science Principles introduces students to the foundations of modern computing. Covering a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. All courses provide deep, integrated learning and a strong foundation for future STEM coursework at AGS and beyond. Students interested in pursuing STEM careers can elect to pursue Advanced Placement coursework. All of our computer science courses qualify as a fourth science for Georgia schools and scholarships.

### **(AP) Computer Science Principles**

This college-level course introduces students to the field of computer science using five Big Ideas: Creative Development, Data Algorithms & Programming, Computer Systems and Networks, and Impact of Computing. This course introduces students to the foundational concepts of computer science and explores the impact computing and technology have on our society. With a unique focus on creative problem solving and real-world applications, the AP Computer Science Principles course gives students the opportunity to explore several important topics of computing using their own ideas and creativity, use the power of computing to create artifacts of personal value, and develop an interest in computer science that will foster further endeavors in the field. Through the development of algorithms and programs, students will learn to design, evaluate



and apply computer science solutions to solve problems. Students who elect to pursue the AP course will be prepared to complete the AP Computer Science Principles Exam and are required to take the College Board AP Computer Science Principles test in May in order to receive AP credit for this course. This course counts as a fourth science for Georgia schools and scholarships. Institutions outside of Georgia may have different standards.

Prerequisites: Algebra I

## **English & Humanities**

### ***Middle School English***

Middle School English provides a solid foundation in the use and understanding of the English language. Writing, grammar, reading, and vocabulary are integral parts of the English courses. Students begin practicing and polishing skills pertaining to different types of writing, such as narrative, expository, persuasive, and descriptive. With an emphasis on self-expression and expression of ideas, writing assignments encourage students to begin literary analysis and produce logical arguments in writing. Reading comprehension is developed through the study of diverse texts, including significant and classic pieces of literature. Vocabulary and grammar are part of every course, studied both independently and in the context of reading and writing.

### **Humanities 6: Stories and Civilizations**

In a double block of English/Language Arts and World Studies developed around the study of early civilizations and storytellers, students participate in an integrated study of literature, writing, history, and current events. By responding critically and finding personal meaning through the exploration of diverse texts, students will become active readers as they analyze, assess, and share a variety of works. Grammar and vocabulary usage are taught directly and in context as students are asked to master concepts by examining models from literature as well as their own writing. They make meaningful connections among the text, their lives, and the wider world. This course lays a strong foundation for students that will support reading, writing, and critical thinking across disciplines as well as the acquisition of a second language in the years to follow.

### **Humanities 7: Rights and Societies**

In a double block English/Language Arts and World Studies, this course supports and broadens students' growing familiarity with literature of all types along with history and current events. Students become active readers as they analyze a variety of works, composing their own interpretive questions and answers, and making meaningful connections among the texts, their lives, and the wider world. Students learn about literary genres including novels, short stories, poetry, and drama. Vocabulary and grammar, important focus areas of the Middle School curriculum, are taught directly and in context. Academic writing assignments emphasize the intersection of text and context in an essay.

### **Humanities 8: Votes and Voices**

Through a unified vision in English and World Studies courses, Humanities 8 seeks to strengthen students' voices as they study a variety of texts and the foundation of Georgia's history and government. Students will think critically about whose voices have been heard throughout history as well as the impacts on those whose voices have been silenced or suppressed. They will focus on asking questions about how our government serves its people and how individuals can use systems of government to advocate for greater equity. Examining a variety of texts will allow students the opportunity to observe how an author crafts an argument, analyzing rhetorical strategies, diction, syntax, and figurative language. They will hone their own authorial voice as they experiment with a variety of writing styles and techniques, including a formal analytical essay

structure. Grammar and vocabulary usage are taught directly and in context as students are asked to master concepts by examining models from literature as well as their own writing. Humanities 8 emphasizes discussion, critical thinking, independent reading, and analytical writing.

## **Upper School English**

Upper School English develops a student's ability to understand and appreciate great works of literature and to respond to literary selections through oral presentation and in writing, both creatively and formally. Writing, grammar, and vocabulary are integral parts of Upper School English courses as students expand and improve their writing skills. Upper School English focuses on the use of a diverse selection of texts as a springboard for argument and thesis driven papers. Vocabulary and grammar are studied through direct instruction, and literary models serve to develop and strengthen a personal writing style.

### **English 9: All of Life Is Journey**

In this course, students will examine literary texts with a focus on the Hero's Journey and learn to speak and to write comfortably about literature using literary terms and an academic vocabulary. A varied reading program supports and broadens each student's growing familiarity with literature and will encourage independent critical analysis where students explore the complexities and precision of language. Composition is an integral component of the course with students regularly crafting written responses to their reading and current topics of interest. Students will experiment with language in a variety of writing assignments and will revise pieces throughout the year to strengthen composing and editing skills and to develop a personal writing style. Independent reading and academic vocabulary enrichment continue as important elements of the English curriculum.

### **English 10: The British Tradition**

This course provides the student with a comprehensive overview of British literature from its beginnings in Old English to contemporary works. Students study major writers and their works from both an intellectual and a historical perspective. There is a heavy concentration of poetry in this course, and students will learn to identify and analyze how authors use poetic devices to convey meaning. Class discussions and writing workshops allow students to share insight in both verbal and written form in order to demonstrate their understanding and appreciation of the texts. Essays and critical reading assignments are required components of this course.

Earned Honors Designation is available for this course.

### **English 11: The American Experience**

A survey of major authors and their works puts the literature of the United States into a historical context in this course. Using the literary works of a variety of American authors from a variety of literary movements, students will explore the changing concept of the American Dream through analysis, discussion, research, and writing. In addition to writing multi-draft essays and creating presentations, students will also craft timed writing responses, lead class discussions, and pen personal responses to reading. Vocabulary is taught in literary context, and grammar and mechanics are addressed through writing workshops, essay revision, and paper conferences.

### **AP English Language and Composition**

In keeping with the College Board's AP English course description, our focus will be on rhetoric: the art of constructing and presenting arguments in speech or writing. Our readings will include essays, novels, speeches, short stories, poems, and personal narratives by a diverse group of American authors who write for varied purposes and audiences. In reading and analyzing these non-fiction, fiction, and poetry texts, our focus will be on identifying both the what and the how: what arguments the authors are making in the texts and how they use rhetorical strategies effectively to construct these arguments for their intended purposes and audi-

ences. Students will investigate several central questions regarding American cultural identity, as well as learn how to analyze and craft well-developed, well-supported, and persuasive arguments in writing. Discussions, writing assignments, and projects will be varied and will enable students to develop proficiency in the narrative, expository, argumentative, and persuasive modes. The course will culminate with a final essay and the required AP English Language and Composition Exam. Students enrolled in the course are required to take the College Board AP English Language and Composition Exam in May in order to receive credit for the course.

*Prerequisites: AP Language & Composition requires successful completion of English 10 Honors or exceptional effort and demonstrated AP skills in English 10.*

## **English 12: Literature and Public Speaking**

This course is designed to provide transition into a college English curriculum. Moving toward independent criticism, students will identify an author's style by examining tone, diction, and syntax and will analyze the development of literary elements such as symbols, motifs, and theme. Working with diverse literary texts, students will continue to develop a sensitivity to and appreciation of the complexities and precision of language and will use sophisticated texts as models for their own writing. By composing, editing, and revising argumentative and persuasive essays, students will strengthen problem-solving and critical-thinking skills, writing skills, and research skills. This course includes a study of rhetoric and oral presentation, culminating in the senior speech, an important senior requirement at AGS. Students will review grammar and the mechanics of writing in order to strengthen revising and editing skills.

## **AP English Literature and Composition**

This course provides a transition into college English. The exploration of world literature will develop independent criticism: students will identify an author's style by examining tone, diction, and syntax and will analyze literary elements such as symbols, motifs, and theme. By composing, editing, and revising argumentative and persuasive essays, students will strengthen problem-solving and critical-thinking, writing, and researching skills. The study of rhetoric and oral presentation will culminate in the senior speech. AP English Literature and Composition is faster paced than English 12, with longer, more complex reading assignments and independent literary criticism. Students enrolled in the course are required to take the College Board AP English Language and Composition Exam in May in order to receive credit for the course.

*Prerequisites: AP English Literature and Composition requires a grade of A- or higher average in English 11 and a teacher's recommendation.*

## **Fine Arts**

The AGS fine arts curriculum provides the opportunity for students to fearlessly express their individual creativity through the visual and performing arts in a safe and supportive environment. This curriculum immerses students in the scholarly inquiry of the history, theory, techniques, and styles of artistic expression. The performing and visual arts courses offer a variety of experiences in which students engage in creative problem solving, critical thinking, and developing technical, observational, and analytical skills. All AGS students participate in the arts. Our courses are designed to mold intelligent, motivated, and passionate artists.

## ***Middle School Fine Arts***

The Middle School fine arts curriculum is designed to expose students to a wide selection of artistic media and methods of expression. Students find their unique voice and gain confidence through exploration of the collaborative process in a supportive environment.

## **Arts 6**

Arts 6 is an introductory class giving an overview of both Performing and Visual Arts. Students will study the fundamentals, elements, and basic theory of several forms of artistic expression. Whether through theatre, music, drawing, or building, this course will strengthen each student's self-confidence and awareness.

### **Middle School Musical Theatre**

In this class, students will participate in the full production of a classic musical theatre piece. Girls will spend the year singing, dancing, and acting in the show to prepare for a final performance. The implementation of design elements such as set, costumes, and props will also be a task for the students throughout the year. Show selections will give opportunities for discovery in studies of culture, theatrical history, and literature. This course will give ample opportunity for students to stretch their theatrical competence and confidence in performing.

### **Middle School Dance**

This course is open to 7th & 8th grade students as part of their Performing Arts training. Students in this course will focus on learning movement fundamentals through the dance elements of time, space and energy. Students will gain an awareness and reverence for the physical body, as well as its athletic and expressive capabilities. Students will experience these elements through the study of various styles of dance (jazz, hip hop, modern, ballet, musical theatre, and various social dances). Introductory elements of vocabulary, history, choreography and performance will also be included in this course.

### **Raindrop Chorus**

Students will learn the basics of singing in a choral ensemble, music history, and music theory. They will study the foundations of proper vocal technique, breath control, intonation, posture, balance, and blend. Students will be given an introduction to the chronology of the musical eras, musical genres (pop, rock, jazz, Broadway, and classical), and famous composers. Students will understand and apply beginner's knowledge of music notation, harmonic structure, form, intervallic relationships, and sight-reading using Solfeggio. This is a performance-based class using repertoire and method studies.

### **Production Design**

In this course, students will be responsible for crafting the "world" of each AGS theatrical production. Designing, building, and painting come together through four theatrical elements: sets, props, costumes/makeup, and lights. Students will collaborate with each other and a director to envision, design, and create the look and feel of each element of a stage production. The ideas and visions of the class will be developed and communicated through sketches, refined as scale white models, and then finally brought to life. This class is open to 8th-12th grade students. An eighth-grade student wishing to take this course must have approval from Mrs. Uterhardt.

### **2D Foundations**

This course provides students with a comprehensive hands-on approach to observational drawing and painting. Media explored includes charcoal, linoleum block printing, pen and ink, oil pastel, and acrylic paint. Students experiment with understanding value to create form, explore line usage, and learn and apply basic color theory to works that encourage them to work independently and collaboratively. This course is open to seventh and eighth graders who have not previously taken the class.

## 3D Foundations

In this course, students are provided with a comprehensive understanding of the elements and principles of design as they apply to three-dimensional media. Through a wide variety of three-dimensional media such as clay, wire, and paper, students learn to effectively communicate ideas and to analyze, interpret, and evaluate their own work as well as the efforts of others. Students learn about a variety of cultures, influential artists and art movements, keep a sketchbook, and develop verbal and written art criticism skills. This class is open to seventh and eighth graders who have not previously completed it.

## Upper School Fine Arts

The Upper School fine arts curriculum builds upon the foundational experiences and knowledge gained in the Middle School fine arts program. This curriculum allows students to more deeply explore particular mediums and methods of expression as they encounter more conceptually challenging coursework.

## Literary Arts

In this course, students will build a foundation in creative written expression, with instruction in poetry, short fiction, long-form fiction, creative nonfiction, and script writing. In addition to creating work, students will benefit from intensive study of editing techniques to refine their work and hone their skills in creative expression. Students learn how to give and utilize constructive feedback in the course's workshops, as well as in support of the Nonanon Literary Magazine. At the end of the course, each student will have created a portfolio of creative work.

*Prerequisite: A ninth grade student who wishes to take Literary Arts must have a recommendation from her eighth grade English teacher and must provide evidence of creative writing pursued outside of school (NaNoWriMo project, submissions to the Literary Magazine, participation in the Writing Club, etc.). Final approval at the discretion of the Literary Arts teacher.*

## Intermediate Literary Arts

This course will build on foundational skills in poetry, playwriting, short fiction, and long-form fiction. Students will use the portfolio built in the first year of study to refine and strengthen their work, as well as compose new pieces in a variety of styles and genres. Intermediate students are expected to take a leading role in giving and utilizing constructive feedback in the course's workshop, as well as in support of the Nonanon Literary Magazine. At the end of the course, each student will curate pieces to add to her existing portfolio.

*Prerequisite: One year of Literary Arts*

## Advanced Literary Arts

This course will hone students' expanding expertise in poetry, playwriting, short fiction and long-form fiction. Students will use the portfolio curated in Intermediate Literary Arts to build a final portfolio that can be used for submission to college programs, scholarships, and summer programs. Advanced students are expected to take a leading role in giving and utilizing constructive feedback in the course's workshop, as well as in support of the Nonanon Literary Magazine. At the end of the course, each student will finalize a portfolio that demonstrates acquisition of critical skills in editing and refining creative written work.

*Prerequisite: Intermediate Literary Arts*

## Production Design

In this course, students will be responsible for crafting the "world" of each AGS theatrical production. Designing, building, and painting come together through four theatrical elements: sets, props, costumes/makeup, and lights. Students will collaborate with each other and a director to envision, design, and create the look and

feel of each element of a stage production. The ideas and visions of the class will be developed and communicated through sketches, refined as scale white models, and then finally brought to life. This class is open to eighth through twelfth grade students.

## **Intermediate Theatrical Arts**

In Intermediate Theatrical Arts, the fall semester focuses on developing theatre literacy: understanding the genres of theatre, exploring theatre history and its social and political context, and developing critical and analytical writing skills. Through the in-depth study of two plays, students will research the production and engage in putting together a full production. Students will serve as performers, designers, and crew for the class productions. This class is open to any upper schooler.

## **Advanced Theatrical Arts**

In Advanced Theatrical Arts, the fall semester focuses on developing theatre literacy: understanding the genres of theatre, exploring theatre history and its social and political context, and developing critical and analytical writing skills. Through the in-depth study of two plays, students will research the production and engage in putting together a full production. Students will serve as performers, designers, and crew for the class productions.

*Prerequisites: Intermediate Theatrical Arts and teacher recommendation*

## **Directing**

Directing a production entails more than just a good eye for details. This course will teach the basics of the craft of directing, including text analysis, characterization, casting, blocking, rehearsal, and performance. The emphasis will be on the relationship between the actor, text, designers, and director. Students may also learn how to apply lessons of society, history, and current events into the text at hand. This class is open to eleventh and twelfth graders.

*Prerequisites: Advanced Theatrical Arts and teacher recommendation*

## **Resume and Audition Prep**

Preparing for an audition or college interview can frighten anyone. The key to success is to be ready for anything. The fall semester focuses on developing theatre literacy: understanding the genres of theatre, exploring theatre history and its social and political context, and developing critical and analytical writing skills. Through the in-depth study of one classic play, students will research the production, and they will engage in the practical training of putting together a full production. In the spring semester, students will expand their knowledge through theatrical design and collaborate on a production. This class is open to eleventh and twelfth graders.

*Prerequisites: Advanced Theatrical Arts and teacher recommendation*

## **Typhoon Chorus**

This is a performance-based class, using repertoire to build upon foundational skills. Students will develop and foster intermediate/advanced vocal techniques while singing SSA to SSAA mixed pieces accompanied and a cappella. Students will engage in critical analysis of performances, historical pieces, and self-study. Students will demonstrate and apply intermediate understanding of music theory by sight-reading, harmonic dictation, and aural skills.

## **Hurricane Choir**

This yearlong, advanced performance opportunity is offered to experienced music students who are accom-

plished in vocal performance. Students will continue to develop vocal technique and musicianship, as well as develop critical thinking skills through the analysis of musical elements, including form and text. Students are expected to participate in one evening concert each semester as a major part of their grade, as well as a few other performance opportunities that arise throughout the year. The course will provide advanced vocal instruction on music grade level 4-6 (music grade level is ranked M, 1-6 with 6 representing college grade music). Building on the foundational knowledge gained in US Chorus, this course will allow the time and individualized attention necessary for students to dive deeper into the study of music history, theory, and composer intent. This ensemble will allow the students to increase their social skills such as responsibility, leadership, empathy, and collaborative teamwork.

*Prerequisite: Audition*

## **Drawing**

This course is an investigation of the broad range of drawing media and processes utilized in historical and contemporary drawing. Students are exposed to drawing techniques including contour, gesture, and value through a variety of subject matter such as still life, figure drawing, and portraiture. Through disciplined practice, sufficient mastery of observational skills, and mark-making will allow them to confidently portray subject matter allowing them to ultimately move toward personal imagery and content.

## **Painting**

This course introduces students to a variety of painting media including acrylic, watercolor, ink, and oil-based pigments. Students learn correct application methods and experiment with a range of painting surfaces. Painting exercises will focus on observation-based learning, with an emphasis on translating three-dimensional objects into believable two-dimensional renderings. Emphasis will be on understanding and creating tonal values through application of color theory principles to paint usage.

*Prerequisite: Drawing*

## **Advanced Drawing and Painting**

This course is for the serious, highly motivated art student and provides the opportunity for a year-long study of drawing and/or painting to complement, and as a continuation of, previous curriculum. Students will be encouraged to develop their own style and direction. The structure of this class will be more self guided but technique focused and can either be in preparation for portfolio, or simply for those interested in personal growth in these areas.

*Prerequisites: Instructor Approval*

## **New and Emerging Technologies**

In this course students will utilize the skills and knowledge from their previous classes to pursue and incorporate contemporary digital technologies into their creative endeavors. These include but are not limited to an introduction to the Adobe suite of applications, graphic design, digital illustration, digital painting, animation, 3d modeling/character design, 3d printing, projection mapping, VR sculpting, and augmented reality.

*Prerequisites: Any Upper School level art course*

## **Photography**

This course introduces students to 35mm black and white film. Students will gain a working understanding of the Single Lens Reflex camera and how to utilize depth of field, aperture, and film speed to capture images with a rich tonal value scale. Students will learn how to efficiently and safely develop film and print images in a wet darkroom.

*Prerequisites: A ninth grade student who wishes to take Photography must have instructor approval.*

A 35mm camera is highly recommended but NOT required.

## **Advanced Photography**

In this course each student will further their study of camera and darkroom techniques. Students will refine their technical process and conceptual approach through continued experimentation with straight black and white printing, alternative printing techniques, and an introduction to digital photographic workflow.

*Prerequisites: Photography*

A digital camera that can shoot in RAW format and memory card(s) for the camera is recommended but NOT required.

## **Ceramics**

This course is an introductory exploration of three-dimensional ceramic form. Students will gain a base level understanding of both hand-building and wheel throwing techniques. Students will learn to conceptualize three-dimensional forms using sketches and how to accurately translate those ideas into form. Students will explore, analyze, and discuss the interrelationship of surface treatment to the form of a ceramic piece.

## **Intermediate Ceramics**

This course is an in depth exploration of three-dimensional ceramic form. Students will deepen their understanding of hand-building and wheel throwing techniques through the creation of both functional and sculptural ceramic work. This course includes the opportunity to explore glaze formulation and alternative firing techniques.

*Prerequisite: Ceramics*

## **Advanced Ceramics**

This course provides students the opportunity for an advanced exploration of three-dimensional ceramic form. Students are encouraged to develop their own style and direction. Students may opt to work from a selection of advanced hand-building and wheel throwing projects or take on a more self guided approach. This course includes the opportunity to explore glaze formulation, alternative firing techniques, and mold making.

*Prerequisites: Ceramics and Intermediate Ceramics*

## **Portfolio**

This course operates as a culminating course for the advanced artist and is recommended for students who wish to pursue fine arts at the collegiate level. Students are encouraged to take this course during their junior year to create a showcase or portfolio to use in their senior year college applications. Students will work with faculty to create a syllabus for the year that focuses on finished pieces that speak to their interests and chosen media including drawing, painting, digital arts, photography, ceramics, directing, theatrical design, acting, vocal performance, and more. Faculty consultation is ongoing; however, students will be working together in a collaborative setting for ideation, modeling, creation, and critique.

*Prerequisite: Instructor approval.*



## **Mathematics**

Each student progresses through the AGS mathematics program in an appropriate sequence appropriate for the individual. Teachers encourage students to explore topics, take risks, and think creatively. Through collaboration, conversation, investigation, and hands-on practice, students develop conceptual understanding and computational proficiency. They use appropriate technology to communicate mathematics effectively and model situations accurately. Within the curriculum, students revisit central topics each year, each time building into more complex and intricate problems that reflect scenarios that they may experience outside of school.

### ***Middle School Mathematics***

Our Middle School mathematics program seeks to establish a firm foundation of skills before students move into the more complex topics of Upper School. Students will also grow in their ability to think critically and problem solve effectively, whether working individually or collaboratively.

Upon admission to the Atlanta Girls' School, all middle school students will take a math placement test. Most students entering sixth grade begin with Math 6, progress to Pre-Algebra, then complete Algebra I or Algebra I Honors in eighth grade. However, students who show mastery of material may be placed further along our curriculum track in order to best meet that individual's learning needs. Placement for math classes is based on a variety of criteria, including previous class performance, teacher evaluations, standardized test scores, and demonstrated problem solving skills.

### ***Upper School Mathematics***

The mathematics program is intended to help students develop the skills necessary to solve problems in any situation that they may experience, whether in an educational context or beyond the walls of our school. By mastering skills from many mathematical fields, as well as applying those skills in a variety of situations, our students will learn how to properly evaluate and approach a variety of questions. In addition, each student will be prepared for college level work in mathematics after their time at AGS.

Nearly all students take four years of mathematics in Upper School. After completion of Algebra I in eighth grade, most students will begin with Geometry and work all the way through Calculus. However, we work to ensure that each student is in a math class that appropriately challenges them and meets their learning needs, so adjustments may be necessary on an individual basis. Students who complete the AGS math curriculum in their eleventh-grade year have the opportunity to enroll in additional math courses through One Schoolhouse (formerly Online School for Girls), or they may choose to pursue independent study or dual enrollment opportunities.

## **Honors Policy**

Honors-level and AP mathematics work is offered beginning with Algebra I. Participation in an honors or AP course requires the recommendation of the math department, which will be based on a variety of criteria, including academic performance, curiosity in the subject area, work habits, independence, and willingness to work with others. Beginning with Honors Trigonometry / Pre-Calculus, students must submit a written request for a recommendation to be placed into an honors or AP math course.

## **Math 6**

This course lays the foundation for seven years of successful work in mathematics at AGS. Students learn through investigation, collaboration, and application. By using manipulatives and finding patterns, students develop a solid skill base in topics such as integer operations; order of operations (including exponents); fractions, decimals, and percentages; proportion and ratio; measurement and area; geometric shapes; and data displays. In addition, students develop study and organizational skills throughout the sixth-grade curriculum.

## **Pre-Algebra**

In this course, students begin to make the transition from concrete to more abstract mathematical concepts. Students deepen their understanding of the connections between mathematical topics as they work to master the skills associated with ratio and proportion, data analysis, two-dimensional and three-dimensional geometry, probability, signed rational numbers, and solving equations. This course uses contextually based problems to help deepen student understanding. In addition, students are expected to develop their abilities to solve unique types of problems, communicate about mathematics, and reason through a mathematical argument.

## **Algebra I & Problem Solving**

In this course, students begin to think about algebra as a language and a way of communicating complex patterns and concepts succinctly and elegantly. Students will learn to represent situations through equations, graphs, and numerical patterns and to manipulate each of these representations in order to solve real-world problems. The focus of this course is to develop both a conceptual understanding and a computational fluency with the topics of functions and linearity. Additional topics include recursive patterns, systems of linear equations, and exponential and quadratic functions.

The problem-solving portion of the class is based in research around direct instruction of problem-solving skills. The studies in problem solving will relate well to the work completed in Algebra I, as students develop the skills, they need to express unknown values in the context of real-world solutions. As they learn how to set up and solve equations of different shapes, sizes, and types, they will also understand how these relate to real world experiences. The majority of the work in this unit will encourage girls to find answers to problems when the solution strategy may not be explicitly explained.

*Prerequisite: Pre-Algebra*

## **Honors Algebra I & Problem Solving**

This course explores the topics of Algebra I more deeply and in more complex ways. Students will learn to represent real world situations using algebraic models. Additional topics include recursive patterns, systems of linear equations, and exponential and quadratic functions. Honors classes will explore more of the intricacies of mathematics, as additional challenges and projects will push students out of their comfort zones and into more complex mathematical analysis. Students will also be expected to grow more independently in their problem-solving work, developing strategies and skills to be more self-reliant during the problem-solving process while still learning the best ways to work in group situations.

*Prerequisite: Pre-Algebra and math department recommendation*

## **Geometry & Design Thinking**

In this course, students continue to develop their algebraic skills while also finding patterns in numbers, shapes, and figures. Through inductive reasoning, students make conjectures; through deductive reasoning, they prove those conjectures. Topics include angles and angle relationships, perpendicular and parallel lines, congruence and similarity, polygons and circles, transformations, constructions, and proof. In preparation for higher-level classes, students begin studies in right triangle trigonometry and coordinate geometry. Students also learn a series of spatial reasoning skills in preparation for further design, engineering, science, and mathematics studies.

In conjunction with the study of geometric figures, students will engage in instruction about design thinking, which is a natural progression from the problem-solving work that students complete in Algebra I. Design thinking takes a more human-centric approach, as students work to find solutions to problems that require consideration of people, their needs, and their wants. Within the context of this class, Design Thinking will be involved in the creation of objects as students explore the properties of figures that meet requested criteria

but also include personal design choices.

*Prerequisite: Algebra I*

## **Honors Geometry & Design Thinking**

This course will more deeply explore the concepts of Geometry and will help students satisfy their curiosity about topics in geometry and logic. These extra explorations may venture into topics such as composite two- and three dimensional objects, logic and reasoning, proofs, and geometric sequences and series. Students will also be given more complex assignments in the realm of design thinking, as they will learn not only how to design within parameters set by others, but also how to define their own parameters based on information and data that they must collect and analyze on their own.

*Prerequisite: Algebra I and math department recommendation*

## **Algebra II & Math Modeling**

At this mathematical level, students reinforce algebraic and geometric skills and further equip themselves with analytical, technological, and higher order algebraic skills. Students review and extend concepts of first year algebra and geometry, focusing on patterns in graphs and equations. Many different types of functions (including polynomial, rational, radical, and piecewise) and their graphs are evaluated and analyzed. The goal of the study is for students to understand how these functions can be used to model real world scenarios, and how to interpret these models in context. In order to reinforce these ideas, students will participate in direct instruction about math modeling. They will learn how data is appropriately collected, how regression can be used to determine the function that best matches a set of data, and how a derived function can be used to evaluate the past and make predictions about the future.

*Prerequisites: Algebra I and Geometry*

## **Honors Algebra II & Math Modeling**

At the honors level of Algebra II, students will be expected to continue to develop their holistic understanding of algebra and geometry. Students will create and evaluate a variety of functions, then utilize geometric and algebraic skills to derive the information they need from these function models. With regards to math modeling, honors level students will be expected to make recommendations from the analysis that they conduct on different sets of data as a continuation of their work in problem solving and design thinking.

*Prerequisites: Algebra I and Geometry and math department recommendation*

## **Pre-Calculus/Trigonometry**

Students in this course develop understanding of algebraic and trigonometric concepts and apply these concepts to real-world problem solving. Students examine polynomial, rational, algebraic, exponential, logarithmic, and trigonometric functions and analyze these functions in a variety of ways. During the first semester, students work with advanced algebraic functions, such as logarithmic and exponential functions. In the second semester, students explore trigonometry through triangles and the unit circle, then apply their knowledge of trigonometry to real-world problems. In addition, students practice working with conics, matrices, and vectors to see the impact of mathematics on movement.

*Prerequisites: Geometry and Algebra II*

## **Honors Pre-Calculus/Trigonometry**

The honors level of Pre-Calculus/Trigonometry is intended to prepare students for the work that they will complete in an AP Calculus class. In addition to the topics that are covered in the college preparatory level of the

class, honors students will cover additional topics, such as sequences and series. They will also spend more time evaluating trigonometric and algebraic ideas as they relate to calculus so that they are appropriately prepared for the challenges that they would face in an AP Calculus class.

*Prerequisites: Geometry and Algebra II and math department recommendation*

## **Calculus**

Students learn calculus as the mathematics of change, focusing on conceptual understanding and showing its usefulness through algebraic, graphical, and numerical approaches. Students begin with a review of functions, graphical analysis, and a brief introduction to parametric equations. They continue with concepts of limits and continuity, followed by differentiation and integration of various functions. More specifically, students explore differentiation of exponential, logarithmic, and trigonometric functions; Newton's method; elementary techniques of integration to find areas between curves and volumes of solids; revolution; and L'Hopital's rule. Calculus prepares students for AP Calculus BC.

*Prerequisites: Pre-Calculus/Trigonometry; Earned honors designation is available for this course.*

## **Advanced Placement Calculus AB**

Students in AP Calculus explore multiple representations of concepts, expressing results and problems geometrically, numerically, analytically, and verbally. Through the use of unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, they work to develop an understanding of calculus as a coherent body of knowledge and as a human accomplishment. The course is designed to be equivalent to one semester of college level calculus. Students enrolled in the course are required to take the College Board AP Calculus AB Exam in May in order to receive credit for the course.

*Prerequisites: Pre-Calculus/Trigonometry and math department recommendation*

## **Advanced Placement Calculus BC**

Students in AP Calculus BC explore multiple representations of concepts, expressing results and problems geometrically, numerically, analytically, and verbally. Through the use of unifying themes of derivatives, integrals, limits, approximation, infinite series, parametric equations, and applications and modeling, they work to develop an understanding of calculus as a coherent body of knowledge and as a human accomplishment. The course is designed to be equivalent to one and one-half semesters of college-level calculus. Students enrolled in the course are required to take the College Board AP Calculus BC Exam in May in order to receive credit for the course

*Prerequisites: Calculus OR teacher's recommendation and math department recommendation*

## **Statistics**

This course provides a review of the foundational topics of statistical analysis. Topics include sampling and experimental design, one-variable data analysis, two-variable data analysis (including correlation and regression), probability and probability distributions including uniform, binomial & normal and statistical inference (including confidence intervals and hypothesis tests). Students will learn to apply these various skills to real world data sets so that they can better understand the world around them. Students will develop knowledge through experiential activities that challenges them to design, administer, and tabulate results from surveys and experiments conducted across courses, focusing on STEAM and interdisciplinary learning.

*Prerequisite: Algebra II*

## **Advanced Mathematical Topics**

Advanced Mathematical Topics is a course designed for students who have completed AP Calculus and includes both pure mathematics and applied mathematics. There will be a strong focus on the presentation of mathematical ideas through written and oral communication. Topics include logic and set theory, combinatorics, differential equations, and mathematical proofs. Students will practice reasoning abstractly, reasoning quantitatively, constructing viable arguments, critiquing the reasoning of others, and recognizing and making use of structure and pattern.

Prerequisite: AP Calculus AB or BC

## **Physical Education**

### ***Middle School Physical Education***

Physical Education is based on the national standards for physical education developed by the National Association of Sports and Physical Education. The program provides opportunities to try new skills and introduces steps that lead to living a healthy lifestyle. Heart rate monitors are used starting in seventh grade, so that students learn not only how the body responds to exercise, but also the intensity at which they should be exercising. During Physical Education, students will experience enjoyment, challenge, self-expression, and social interaction. A student educated in Physical Education demonstrates competency in a variety of movement forms, with equal emphasis on fitness and sports skills. Each student is expected to show respect and participate as an active learner and to develop their communication, teamwork, listening, and leadership skills through cooperative games and activities. Students will learn strategies for team play as they progress through the fundamental skills in a variety of sports.

Middle School students also take part in a wellness curriculum that strives to develop resilient, well-balanced, self-aware young women by promoting physical and psychological health. The Middle School curriculum includes exposure to different methods of fitness, nutrition and balanced diets, and substance abuse prevention. Students learn effective conflict resolution strategies, stress management skills, and beginning meditation practice.

### ***Upper School Physical Education***

Students will experience a variety of activities in the ninth-grade year, which build on their middle school experiences. They will participate in some traditional Physical Education games, as well as be introduced to lifetime activities. The final objective of this course is for each student to have a positive attitude toward physical self and lifelong physical activity. One emphasis in this course is lifelong fitness. For this reason, an emphasis will be placed on proper exercise techniques and encouragement to be active daily. We set aside time for wellness discussions. This curriculum promotes physical wellness, including topics such as healthy sleeping habits, meditation practice, balanced diets and nutrition, substance abuse prevention, and sexual health.

## **Conditioning**

This course is for those seeking a high level of physical challenge and fitness improvement. The major objective of the course is adolescent resistance (strength) training, with safety as its top priority. Students will learn concepts such as cardiovascular fitness, muscular strength, muscular endurance, and flexibility using a Crossfit style of training. This class is taught by a Crossfit Level 1 trainer who will emphasize proper form and lifting techniques. The students will be introduced to a variety of exercises, including Olympic lifts such as the back squat, deadlift, power clean, and clean and jerk. They will also be exposed to kettlebells, slam balls, plyo boxes, sleds, and many more exercises which may be used during that day's WOD (workout of the day).

Prerequisites: This class is open by permission of the instructor to students in grades 10-12.

# Science

## *Middle School Science*

Middle schoolers will grow as scholars and scientists through student-centered guided inquiry at AGS. Students learn to collect and interpret data, evaluate claims, and support their ideas with evidence and reasoning. In this way, all students learn to rely on their innate capacity to understand the world. Cultivating curiosity and developing confidence are at the heart of all AGS science classes, especially middle school. In the middle school sequence, there is a balance between environmental, life, and physical science, along with science process and quantitative skill building.

### **Science 6: Earth Science**

In sixth grade, students cultivate a lifelong love of science and design through exploration. Students will explore the most critical components of Earth and Space Science: relationships between the earth, moon, and sun; seasons; plate tectonic theory; geologic rock transformations; weather patterns; and ocean, atmosphere and climate in guided iterations through the scientific process. Students will be immersed in systems thinking and will grow in their ability to write methods and carry out independent investigations. Incorporated within the science curriculum, students will build a foundation of logical reasoning, design, and coding to position themselves for high-quality authentic design during their time at AGS.

### **Science 7: Life Science**

Life Science students explore the human body, the microscopic world, evolution and the fundamentals of ecology through a problem-based learning model. They are researchers exploring cutting-edge research into the human microbiome, medical students seeking to diagnose a patient with a metabolic disorder, and engineers designing nutrition bars for rescue workers and patients in the aftermath of a natural disaster. Students will draw on reasoning, math and computer programming skills to solve problems, build scientific arguments and communicate with experts outside the school community. Life science students grow as scientists, independently constructing understanding for themselves as they evaluate, compare and expand upon evidence from text, experiments and graphs.

### **Science 8: Physical Science**

Physical Science is an exploration of energy and matter. From the smallest components of our world to the largest nuclear event, physical science is the cross section of chemistry and physics. In eighth grade, students continue to build foundational understanding in the sciences. Experimentation and formal lab report writing prepare students for rigorous Upper School science as proficient and objective explorers of the natural world. Math and communication skills are emphasized in eighth grade, as students are asked to demonstrate an understanding of qualitative and quantitative data through discussion, presentations, and written assignments.

## *Upper School Science*

In Upper School science, students are stakeholders in their learning, partnering with their teachers to achieve their goals. Students will continue to build a strong foundation of STEM skills while also evaluate the role of science in society. All upper school classes are taught using a combination of class discussion, collaborative problem solving, laboratory, and lecture. To fulfill the laboratory science graduation requirement, all students must take biology, chemistry, and physics. Elective courses such as organic chemistry or environmental science provide opportunities for students to cultivate interest in STEM fields and build skills in logic, modeling and problem solving. Motivated students who have the necessary foundation of content and skills can pursue advanced placement courses in biology, chemistry, physics, or environmental science. Honors and AP courses prepare students for advanced coursework in science. In addition to being appropriate for students who are interested in pursuing STEM careers, they are open to all students who have a passion for the subject and

want to dive more deeply into particular areas of science. We encourage all students to take at least four science courses during Upper School. All of our elective courses qualify as a fourth science for Georgia schools and scholarships.

The purpose of the earned honors distinction is to prepare students who are interested in pursuing STEM careers for advanced coursework in science

## **Biology**

Biology is the study of the living world. The theme of evolution unifies the course as we seek to answer the questions: Where do we get our energy? How did we evolve? What keeps me alive? Is biology destiny? Students will evaluate and discuss the structure and function in the living world, cells, metabolism, genetics, and gene expression. Concepts will be explored through classroom discussion, data analysis, laboratory experimentation, and reading. Students will refine data-gathering and analysis skills, develop metacognitive strategies, and refine scientific writing skills.

*Prerequisites: Algebra I*

## **Honors Biology**

Every student at AGS will complete a rigorous college-preparatory biology course. Students can elect to pursue an Honors Biology distinction by completing additional, rigorous work in their Biology class. The purpose of the earned honors distinction is to prepare students who are interested in pursuing STEM careers for advanced coursework in science such as AP Biology, AP Chemistry or AP Physics. Honors distinction assignments are designed for students who are passionate about science. Completion of this rigorous course of study will strengthen foundational STEM skills such as data analysis/interpretation, experimental design and scientific writing and help prepare students for greater intellectual autonomy and future advanced coursework in science.

*Prerequisites: Algebra I*

## **Chemistry**

Chemistry is the study of the properties and behavior of matter. The goal of this course is to lead students towards a greater understanding of the chemical world through exploration, experimentation, data analysis and mathematical calculations. Students will investigate Matter and Energy, Atoms and Elements, Electronic Structure of Atoms and Periodic Trends, Ionic and Molecular Compounds, Chemical Reactions and Stoichiometry. These topics will be explored through collaborative learning, laboratory experimentation, interactive digital lab simulations, project-based activities and research. Although the emphasis shifts from qualitative observational data gathering during first semester to quantitative experimental techniques and data analysis during second semester, all students will build critical-thinking and scientific-writing skills by collecting and analyzing their own data.

*Prerequisites: Algebra I and Geometry*

## **Honors Chemistry**

Honors chemistry covers the same survey of content contained in chemistry and is designed for students who are passionate about science and prepared for greater intellectual autonomy in the classroom. In order to prepare students for sequent classes, assignments will require a higher level of mathematical analysis and greater expectations for mastery of essential concepts. A guided inquiry approach encourages students to strengthen their capacity ask questions, independently build deeper understanding, and design experiments.

*Prerequisites: Algebra I, Geometry, and science department recommendation*

## Physics

Physics is the study of matter, energy, and the interaction of the two. In this course students will develop a foundation of physics principles in the areas of mechanics, forces, energy, sound, light, electric circuits, and modern physics. Students will draw connections between theory and their observations of the world. Laboratory work will include identifying objectives, designing experimental procedures, collecting and analyzing data, and developing predictive mathematical models for physical phenomena. This course will also incorporate the engineering design process in projects that develop prototypes to solve real-world applications of physics concepts.

*Prerequisite: Algebra I and Geometry*

## Honors Physics

Honors physics covers the same survey of content contained in Physics and adds a deeper dive into most topics as well as a greater emphasis on the development of skills in data analysis, experimental design, and engineering design. The creative application and extension of the students' knowledge will be encouraged by greater independence and choice in projects and labs.

*Prerequisites: Algebra I, Geometry, and science department recommendation*

## Organic Chemistry with Biological Applications

Organic Chemistry with Biological Applications covers the basics of organic chemistry, including nomenclature, properties, and an introduction to reactions. Students will connect each class of organic compounds to one or more classes of biological molecules and biological topics. In addition, students will explore practical applications of chemistry in medicine and biology. This course will include labs that teach separation chemistry, chemical synthesis, and investigation of chemical properties. Organic Chemistry is an excellent companion course to AP Biology. This course counts as a fourth science for Georgia schools and scholarships.

*Prerequisites: Biology and Chemistry*

## AP Biology

In AP Biology, students take an in-depth look at molecules and cells, heredity, organism structure and function, and ecology through the lens of evolutionary theory. As they apply new knowledge to environmental, medical, and social concerns, students explore scientific solutions to 21st century problems. Questions are addressed through laboratory investigations, self-designed experiments, evaluated discussions, and outside reading assignments. There is extensive reading and collaborative analytical work outside of class, including experimental work. As with all AP level courses, students are expected to exhibit independent thought and initiative. Students enrolled in the course are required to take the College Board AP Biology test in May in order to receive credit for this course and it counts as a fourth science for Georgia schools and scholarships.

*Prerequisites: Algebra II, Biology, Chemistry, and science department recommendation*

## AP Chemistry

AP Chemistry is a continuation of Honors Chemistry. This course emphasizes the mathematical and theoretical aspects of inorganic chemistry at the college freshman level. Topics such as the structure of matter, kinetic theory of gasses, chemical reactions and equilibrium, chemical kinetics, and thermodynamics are explored deeply through the use of self-designed laboratory investigations, written assessments, and evaluated discussions. There is extensive reading and collaborative analytical work outside of class, including experimental work. As with all AP level courses, students are expected to exhibit independent thought and initiative. Students enrolled in the course are required to take the College Board AP Chemistry test in May in order to



receive credit for this course and it counts as a fourth science for Georgia schools and scholarships.

*Prerequisites: Algebra II, Biology, Chemistry, and science department recommendation*

## **AP Environmental Science**

AP Environmental Science is an interdisciplinary course that draws on previous coursework in science, humanities, geography and politics. Students ask questions and investigate creative solutions to the environmental challenges through class discussion, reading, laboratory and field work, case studies, and design. Can we ethically curb human population growth? How does our lifestyle in Atlanta affect life in the Gulf of Mexico? What does climate change mean for me? AP Environmental Science is an excellent choice for students who are curious and passionate about their world, ask questions that challenge the status quo, and want to draw on science, psychology, and world studies to find solutions to the environmental problems we face today. Students enrolled in the course are required to take the College Board AP Environmental test in May in order to receive credit for this course and it counts as a fourth science for Georgia schools and scholarships.

*Prerequisites: Algebra II, Biology, Chemistry, and science department recommendation*

## **AP Physics C: Mechanics**

AP Physics C: Mechanics is a calculus-based, college-level physics course that is especially appropriate for students planning to specialize or major in one of the physical sciences or engineering. Students explore principles of Newtonian mechanics, work, energy, momentum, gravitation, and rotational motion. Students gain deep conceptual understanding of physics concepts through inquiry-based instruction and experimental investigations as well as through a high degree of mathematical rigor in problem solving. Students enrolled in the course are required to take the College Board AP Physics C: Mechanics test in May in order to receive credit for this course and it counts as a fourth science for Georgia schools and scholarships.

*Prerequisites: Algebra II, Physics, and science department recommendation*

## **World Languages**

### **Middle School Languages**

The Middle School program allows all seventh and eighth grade students to engage actively in the study of French or Spanish. Through an immersive approach, students will learn the basics of communication with a focus on both vocabulary and grammatical understanding. As they explore the use of each language around the world, students will develop an appreciation for the rich variety of culture and history that the study of another language allows. In so doing, students will gain an appreciation for their own place in the world and a stronger sense of themselves as global citizens. Middle School language classes are project based and will explore topics deeply and with an emphasis on connecting their learning across the curriculum.

### **Upper School Languages**

The Upper School language program allows students to develop linguistic and cultural competence in French or Spanish. Through an immersive approach, students engage in a rigorous course of study that aims to develop their skills speaking, reading, writing, and hearing the language. Upper School students are required to complete three levels of the same language, and this course of study will leave the student with a rich vocabulary, grammatical understanding, as well as a broad cultural appreciation. Exploring literature, cultural realia, and historical documents in the language allows students to deepen their appreciation for and understanding of the language while making connections across the curriculum, and students are encouraged to take their language learning outside the classroom through local cultural explorations, global travel, and internships. All students entering the Upper School language classroom will take a placement exam to best determine their starting point of study.

## **French IA**

Students will begin their exploration of French in an immersive environment that supports their needs as Middle School learners. Students will explore elements of grammar and vocabulary as they begin to discover the francophone world and the unique cultures and traditions associated with the many countries that use the French language. By adopting French names and exploring personal stories in French, students make connections to a world language and culture distinct in most cases from their own. Greetings, expressions of emotion, telling simple stories, and describing physical and personality traits about themselves and their families are part of daily communication. Study skills necessary for success in the acquisition of a second language will be built into the course work at this level.

Open to all seventh and eighth grade students

## **French IB**

Students will continue to build on the skills they developed in French IA. Through a continued focus on daily communication in an immersive classroom environment, they will deepen their understanding of vocabulary and grammar and grow in their confidence to use the language. Work in this course will be project-based and will focus on the real-world use of the language. Thematic units of study include food and dining, shopping, giving directions, and leisure and vacation activities. Building study skills appropriate for the mastery of a second language will remain a focus throughout the year. At the end of this course, students will complete a placement test to best determine their language placement for Upper School.

*Prerequisite: French IA or with a placement test*

## **French I**

In first-year French, students build a basic vocabulary. By adopting French names and exploring personal stories in French, students make connections to a world language and culture distinct in most cases from their own. Greetings, expressions of emotion, telling simple stories, and describing physical and personality traits about themselves and their families are part of daily communication. This course focuses on learning basic grammatical structures that are necessary to communicate effectively, including forming yes or no questions from statements in French. Students also learn about French-speaking countries, world travel, and customs abroad. Level I students are able to speak in the present and near future. By the year-end, students are making distinctions about grammatical and phonetic nuances of the language and using the French language to express themselves personally.

Open to students in the eighth grade or above with no previous experience in the language.

## **French II**

In second-year French, students build on the skills they developed in French I. Speaking and auditory skills are emphasized, with additional focus on reading French texts appropriate to this level. Culture is explored through a complete immersion in the language, class discussion, and the exploration of other resources such as the Internet and literary resources. Students will begin their exploration of French literature with works such as *Un été pas comme les autres*. Increasing complexity of grammatical concepts at this level, such as the *passé composé* and imperfect verb tenses, allow students to communicate in a sophisticated way in a variety of different situations.

*Prerequisite: French I or with a placement test*

## **French III**

In French III, students continue to develop their listening, reading, writing, and speaking skills within the context of an immersion-style classroom. They continue to practice speaking everyday French and work

to strengthen their fluency and ease of understanding. Students begin to deepen and extend their existing knowledge of the structure of the French language as they review some of the more complicated nuances of the language. As students learn new vocabulary via thematic units, they practice applying their existing understanding of the language with the chance to relearn topics that may not have been sufficiently mastered in French I and II. A particular emphasis is placed on verb tenses. Students are introduced to the future tense and the conditional mood, which allows them to specifically express hypothetical situations using tenses learned already. The subjunctive mood of verbs is also introduced at this level. This year, an additional emphasis is placed on developing solid reading and composition skills. Students apply their understanding of the language as they begin to read and discuss French poetry and prose, such as *Le Petit prince*.

*Prerequisite: French II*

## **French IV**

French IV students deepen their study of French language and the literature, history, and culture of francophone countries. In this course, students begin to apply their own personal interests to their study of French. French IV will include chapters that focus on a variety of themes and the analysis of excerpts of French and francophone literature, poetry, and film. While studying these topics, students continue to strengthen their mastery of the structure of the French language, as well as refine their speaking, listening, reading, and writing skills. Instruction will continue to focus on vocabulary acquisition in an immersion-style classroom. Review and strengthening of grammatical concepts also continue in this context. In addition, students will complete individual research projects that will help them develop the independent study skills essential to success in a university setting.

*Prerequisite: French III*

## **French V**

French V is designed as a pre-AP option for those students who will continue their study of French language, history, literature, and art. In addition, students in this course continue to apply their own personal interests to their study of French. While studying historical events and analyzing literary texts, students continue to strengthen their mastery of the structure of the French language, as well as refine their speaking, listening, reading, and writing skills. Instruction will continue to focus on vocabulary review and acquisition in an immersion-style classroom. Review and strengthening of grammatical concepts also continue in this context. Students will also complete individual research projects that will help them develop the independent study skills essential to success in a university setting. This material will further develop skills in anticipation of the AP exam.

*Prerequisite: French IV*

## **Advanced French Language and Culture**

In this course students will explore various cultural elements of the French-speaking world. They will explore both the little and big C's of culture (language, art, food, music, *joie de vivre*, film, religion, ethnic diversity, history, celebrations, and traditions). Students will use their understanding of French grammar and language to read a variety of printed resources, view French web and media outlets from around the world, and engage in discussions and written reflections in French.

*Prerequisite: French III or higher*

## **AP French Language**

The AP French Language and Culture class focuses on French for active communication, concentrating on presentational, interpersonal, and interpretive modes of communication. The course emphasizes interperson-

al and presentational oral interactions and written compositions. Students will read and discuss authentic written texts, such as newspaper and magazine articles, as well as literary texts. Additionally, students will practice listening comprehension of authentic materials such as films, television, and radio from francophone countries. The French Language and Culture exam focuses on the mastery of six course themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Additionally, the course will allow students to make comparisons between and within languages and cultures. As such, significant emphasis is placed on the understanding of modern French and francophone culture. Most importantly, the course will prepare students to use the French language in real-life settings. Students who enroll in this course are required to take the College Board AP Exam in May in order to receive credit.

*Prerequisite: AP French Language and Culture requires a grade of B+ or higher in French IV and a teacher's recommendation*

## **Spanish IA**

Students will begin their exploration of Spanish in an immersive environment that supports their needs as Middle School learners. Students will explore elements of grammar and vocabulary as they begin to discover the Hispanic world and the unique cultures and traditions associated with the many countries that use the Spanish language. By adopting Spanish names and exploring personal stories in Spanish, students make connections to a world language and culture distinct in most cases from their own. Thematic units include: greetings, expressions of emotion, telling simple stories about school, expressing likes or dislikes for foods, and describing physical and personality traits about themselves and their families as part of daily communication. Study skills necessary for success in the acquisition of a second language will be built into the coursework at this level.

Open to all seventh and eighth grade students

## **Spanish IB**

Eighth grade students will continue to build on the skills they developed in Spanish IA. Through a continued focus on daily communication in an immersive classroom environment, they will deepen their understanding of vocabulary and grammar and grow in their confidence to use the language. Work in this course will be project-based and will focus on the real-world use of the language. Building study skills appropriate for the mastery of a second language will remain a focus throughout the year. Thematic units include: health, home vocabulary, shopping, and travel vocabulary. At the end of this course, students will complete a placement test to best determine their language placement for Upper School.

*Prerequisite: Spanish IA*

## **Spanish I**

In this course, students are introduced to the basic grammatical structures necessary to communicate at the beginning level. They learn daily greetings and simple questions and participate in projects, dialogues, and cultural activities. The class, conducted predominantly in Spanish, focuses on basic grammatical structure to communicate effectively. Students incorporate what they know into class conversations. Thematic units include: Spanish-speaking countries and their culture(s), travel, and media and technology. By the end of the year, students make distinctions about grammatical and phonetic nuances of the language and use Spanish to express themselves.

Open to students in the eighth grade or above with no previous experience in the language.

## **Spanish II**

In second-year Spanish, students build on the skills they developed in Spanish I. Speaking and auditory skills are emphasized, with additional focus on reading Spanish texts appropriate to this level. Class discussions and grammar explanations are conducted in the target language. The increasing complexity of grammatical concepts at this level, such as conditional and subjunctive verb tenses, allows students to communicate in a sophisticated way in a variety of different situations. Thematic units include: You and Your Community, Remembering the Past, News and Media, What Will the Future Be Like, and How To Be a Good Tourist. Culture is explored through a complete immersion in the language, class discussion, and the exploration of other resources such as the Internet and literary resources.

*Prerequisite: Spanish I or with a placement test*

## **Spanish III**

In Spanish III, students continue to develop their listening, reading, writing, and speaking skills within the context of an immersion-style classroom. They continue to practice speaking everyday Spanish and work to strengthen their fluency and ease of understanding. Students begin to deepen and extend their existing knowledge of the structure of the Spanish language as they review some of the more complicated nuances of the language. Additionally, the students receive an introduction to the field of literature.

*Prerequisite: Spanish II*

## **Spanish IV**

Spanish IV is designed for those students who wish to continue their study of Spanish language and the literature, history, and culture of Spanish countries. In this course, students begin to apply their own personal interests to their study of Spanish. This course will include chapters that focus on a variety of themes related to real life. While studying these topics, students continue to strengthen their mastery of the structure of the Spanish language and refine their speaking, listening, reading, and writing skills. Instruction will continue to focus on vocabulary acquisition in an immersion-style classroom. Review and strengthening of grammatical concepts also continue in this context. In addition, students will complete individual research projects that will help them develop the independent study skills essential to success in a university setting.

*Prerequisite: Spanish III*

## **Advanced Spanish Language and Culture**

In this course, students will explore various cultural elements of the Spanish-speaking countries. We will explore both the little and big C's of culture (language, art, food, music, films, religion, ethnic diversity, history, celebrations, and traditions). Students will use their understanding of Spanish grammar and language to read a variety of printed resources, to view Spanish web and media outlets from around the world, and to engage in discussions and written reflections in Spanish.

*Prerequisite: Spanish IV*

## **AP Spanish Language**

This course focuses on Spanish for active communication, concentrating on presentational, interpersonal, and interpretive modes of communication. The course emphasizes interpersonal and presentational oral interactions and written compositions. Students will read and discuss authentic written texts, such as newspaper and magazine articles, as well as literary texts. Students will also intensively practice the four components of the language in their AP textbook: listening, reading, writing, and speaking. Students who enroll in this course are required to take the College Board AP Exam in May in order to receive credit.

Prerequisites: AP Spanish language requires a grade of B+ or higher average in Spanish IV and a teacher's recommendation.

## **World Studies**

### **Middle School World Studies**

The World Studies Department at AGS seeks to give students an understanding of world cultures and history. A thematic and chronological approach is used, and students learn to make historical connections over time and shifting national boundaries. Current events are also discussed. Students actively use many research resources, including websites, atlases, interviews, and periodicals, as well as art, literature, and science resources, in addition to textbooks. In Middle School, group projects and individual presentations help to create an experiential, hands-on approach to doing research and presenting findings. Basic study skills are taught and reviewed at every level.

### **Humanities 6: Stories and Civilizations**

In a double block of English/Language Arts and World Studies developed around the study of early civilizations and storytellers, students participate in an integrated study of literature, writing, history, and current events. By responding critically and finding personal meaning through the exploration of diverse texts, students will become active readers as they analyze, assess, and share a variety of works. Grammar and vocabulary usage are taught directly and in context as students are asked to master concepts by examining models from literature as well as their own writing. They make meaningful connections among the text, their lives, and the wider world. This course lays a strong foundation for students that will support reading, writing, and critical thinking across disciplines as well as the acquisition of a second language in the years to follow.

### **Humanities 7: Rights and Societies**

In a double block English/Language Arts and World Studies, this course supports and broadens students' growing familiarity with literature of all types along with history and current events. Students become active readers as they analyze a variety of works, composing their own interpretive questions and answers, and making meaningful connections among the texts, their lives, and the wider world. Students learn about literary genres including novels, short stories, poetry, and drama. Vocabulary and grammar, important focus areas of the Middle School curriculum, are taught directly and in context. Academic writing assignments emphasize the intersection of text and context in an essay.

### **Humanities 8: Votes and Voices**

Through a unified vision in English and World Studies courses, Humanities 8 seeks to strengthen students' voices as they study a variety of texts and the foundation of Georgia's history and government. Students will think critically about whose voices have been heard throughout history as well as the impacts on those whose voices have been silenced or suppressed. They will focus on asking questions about how our government serves its people and how individuals can use systems of government to advocate for greater equity. Examining a variety of texts will allow students the opportunity to observe how an author crafts an argument, analyzing rhetorical strategies, diction, syntax, and figurative language. They will hone their own authorial voice as they experiment with a variety of writing styles and techniques, including a formal analytical essay structure. Grammar and vocabulary usage are taught directly and in context as students are asked to master concepts by examining models from literature as well as their own writing. Humanities 8 emphasizes discussion, critical thinking, independent reading, and analytical writing.

### **Upper School World Studies**

The World Studies department at AGS seeks to give students an understanding of world cultures and history. Students are empowered to become agents of change by deepening their historical and cultural understand-

ing of the world. Students examine historical events through both a chronological and thematic approach and compare these situations to the events of today. In Upper School World Studies, skills are developed as research and writing tasks become more complex, and students have the opportunity to research and design projects around subtopics that interest them.

## **World Studies 9: Revolutions Reshape the World**

This course investigates the revolutionary events in world history from 1550-1850, specifically in Europe and the Americas. We will define revolution and determine how the revolution of ideas had major political and social impacts. The objective of this course is to not only gain an understanding of any one revolution, but rather explore the connections between all of them. Throughout the year, we will analyze how revolutions have been critical and fundamental in the development of the modern world. Specific topics of study include The Enlightenment, American Revolution, French Revolution, Spread of Revolutions in Europe, Latin American Independence Movements, The Early Industrial Revolution, and modern-day protests and social movements.

## **World Studies 10: Understanding the 20th Century and Today**

This course is the culmination of many years of chronological and global study in world studies. Students will explore the impacts of the Industrial Revolution, nationalism, the rebirth of European imperialism, World War I, the rise of communism and totalitarianism, World War II, the Cold War, decolonization, and the modern Middle East. Special emphasis will be placed on understanding the challenge of and for democracy in the 20th and 21st centuries and the content connection to current events.

## **World Studies 11: United States History**

This survey course examines the political, social, cultural, economic, and religious history of the United States. It begins with an examination of Native American cultures in the Americas prior to European colonization. As the course progresses, students study the American Revolution, the creation of a Federal government, the rise of the Republic, the American Civil War, Reconstruction, immigration, World War I, the Great Depression, World War II, the Cold War era, the Civil Rights and Women's Rights movements, the Vietnam War, and the cultural landscape of the eighties and nineties. Via personalized learning options, collaborative discussions, and creative synthesis applications, students examine the plurality and diversity of experiences as they develop an understanding of themes within American studies.

## **World Studies 11: AP United States History**

Like the United States history course, AP US History examines the political, social, cultural, economic, and religious history of the United States. Daily lectures emphasize the broad themes connecting trends in American history over time. The course involves extensive reading and requires student initiative to master content not covered in class. Homework, tests, and bi-weekly writing assignments are modeled upon the format of AP assessments.

*Prerequisites: AP US History requires completion of World Studies 10 and teacher's recommendation*

## **World Studies Electives**

Beginning in the sophomore year, students may choose from a series of elective classes. Offerings may include courses in cultural history, government, and other social sciences; offerings will vary depending on student interest and faculty availability. These courses may be offered alternating years. The following World Studies elective courses may be offered asynchronously online during the 22-23 school year.

## **AP Human Geography**

The AP Human Geography course is equivalent to an introductory college-level course in human geography. All units build upon the five core themes of geography: location, place, region, movement, and human-envi-

ronment interaction. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards. Via personalized learning options, collaborative discussions, and creative synthesis applications, students will develop an appreciation of the variables that geographers consider when analytically problem-solving for the contemporary challenges facing our world. Students enrolled in the course are required to take the College Board AP Human Geography Exam in May in order to receive credit.

*Prerequisites: Open to rising sophomores, juniors, and seniors with teacher's recommendation; ability to work successfully in an asynchronous setting.*

## **World Religions**

World Religions investigates the similarities and differences between all of the world's major religious traditions (Hinduism, Buddhism, Judaism, Christianity, and Islam) and many of the lesser-known regional religions with fewer adherents worldwide. Students begin the course by defining religion, distinguishing devotional worship from religious studies, and then go on to identify the universal features of religions. The course proceeds with an examination of East Asian religions, followed by the Abrahamic religions that began in the Middle East. Girls explore localized indigenous religions during the second semester. The course concludes with a unit on contemporary religions (Baha'i, neo-paganism, secular humanism) and an examination of cults vs. religions. Via personalized learning options, collaborative online discussions, and creative synthesis applications, students will develop a working knowledge of the world's religious beliefs and cultural traditions. Students will also master the independent learning skills requisite for success in an online class. While the class will not meet in a traditional face-to-face classroom setting, girls will be required to complete weekly assessments and collaborate meaningfully with peers. Girls will establish SMART learning goals in August and subsequently meet one-on-one with the teacher as needed to review individual progress and to receive coaching towards personal success. Girls should expect to spend approximately five hours per week on course work (equivalent to enrollment in a face-to-face elective class).

*Prerequisites: Open to all seniors and rising juniors who have already taken AP Human Geography with teacher's recommendation; ability to work successfully in an asynchronous setting.*

## **Full STEAM Ahead: Senior Capstone Portfolio**

Full STEAM Ahead is an interdisciplinary elective course open to seniors who would otherwise have a study hall in their schedule. Designed to complement and extend the work assigned in girls' core subjects, this course would guide girls through the accountability process of designing a web-based portfolio to showcase and promote their senior accomplishments. In addition to featuring exemplar artifacts from each of their senior courses, girls' capstone portfolios will include documentation that details the process girls undertook in preparing for and completing assessments. A signature feature of the capstone experience will be the reflective habits of mind developed as girls intentionally document their goals, experiential learning outcomes, and the life-long lessons they absorbed as a result of slowing down and living more meaningfully in the process.

Students will also master the independent learning skills requisite for success in an online class. While the class will not meet in a traditional face-to-face classroom setting, girls will be required to submit weekly progress updates. Girls will establish SMART learning goals in August and subsequently meet one-on-one with the teacher as needed to review individual progress and to receive coaching towards personal success.

*Prerequisites: Open only to seniors*



## **Additional Offerings**

Some students will be ready for the challenge of a college class in their junior or senior year. Students and their families may pursue additional options in specific core subject areas where the needs of a student cannot be met at AGS. Students and families should see Blackbaud for additional resources and requirements to participate in programs listed below. An advanced course will appear on the AGS transcript only if the following occurs:

- The course is approved by the Academic Dean in advance.
- The course represents the next step in a student's schedule or fulfills a prerequisite for a required AGS course.
- The course is beyond the AGS offerings in the Course Catalog.

### **Online Electives**

Online courses are available for Juniors and Seniors that meet the prerequisites for the requested course(s). These courses are electives and have an associated cost that is the responsibility of the student and parent(s)/guardian. Students may only take courses through accredited institutions approved by the school. Atlanta Girls' School has a partnership with One School House and is part of the OSH Consortium.

### **Dual Enrollment**

Georgia's Dual Enrollment Program provides students the opportunity to earn high school and college credit at a participating eligible postsecondary institution in Georgia. Georgia's Dual Enrollment Program offers students the opportunity to experience college courses and begin their college academic career while still in high school. Standard tuition, mandatory fees, and required books may be covered by Georgia Futures. Students' and their families are responsible for any additional costs that may be incurred in the program.

### **Independent Study**

Students are eligible to take an independent study during their senior year. Interested students need to complete a proposal during their junior year. They must also find a faculty advisor to sponsor their course. All proposals must be approved by the Academic Dean. Independent studies are taken Pass/Fail and will appear on a student's official transcript.



Updated by Atlanta Girls' School March 2022