



**Course Catalog**  
**2020-2021**

# AGS Course Catalog 2020 - 2021

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## Mission Statement

### *Inspiring Girls to Lead Lives of Purpose*

#### Portrait of an AGS Graduate

The purpose of the educational program at Atlanta Girls' School is to instill in students the strengths of character, competence, and reflection needed for its students to lead full and productive lives and to help students become responsible citizens, ready to face the challenges the world will present. Together these characteristics paint the Portrait of an AGS Graduate.

The Portrait guides our work and informs how we evaluate and structure all our programs—from the classroom to the playing field and within the community. Teachers, coaches, club advisors, and administrators begin with the end in mind, with intentional and thoughtful attention to the Portrait.

Our graduates are equipped with:

**CHARACTER** An Atlanta Girls' School graduate will be:

- Authentic—becomes fully one's self and fearless
- Compassionate—serves for the benefit of others
- Resilient—possesses courage and leads with confidence
- Ethical—acts with honor and integrity
- Generous—practices giving with a gracious attitude

**COMPETENCE** An Atlanta Girls' School graduate possesses:

- Logic and Creativity—solves problems thoughtfully
- Communication—speaks publicly with confidence; expresses herself through writing
- Cultural Intelligence—understands global perspectives and values
- Collaborative Solutions—works effectively with others of diverse backgrounds
- Discernment and Prioritization—makes good decisions, personally and academically

**REFLECTION** An Atlanta Girls' School graduate is:

- Self-Aware—understands the power and responsibility of her own voice
- Adaptive—persists and finds success with flexibility
- Responsive—advocates with an open mind and willingness to try
- Empathetic—cares deeply for others
- Healthy—exercises good choices for mind, body, and relationships

# Atlanta Girls' School Academic Program

## Overview

### **Introduction**

Atlanta Girls' School bases its education on two different but complementary principles. First, the school believes that innovation must chart our course. The world we face is on the cusp of monumental changes in human knowledge, changes that may make the world of our grandchildren different from ours today. Schools must adapt to these changes. Facts are far less meaningful than the ability to learn and the confidence to adapt. This ever-changing world will be charted not only by remembering things learned, but by having the skills to comprehend new things required to live in it. Just as innovation will power the world, schools must be innovative in helping their students learn how to learn and apply their knowledge effectively.

Second, as a girls' school, AGS believes in the centrality of relationship. Whether it is a relationship between two students, a student and a teacher, a new idea and a practical experience, or a new skill and its application, relationships are how girls learn. Relationships frame the community both inside and outside of the classroom and shape the ways ideas are learned and new skills are acquired. Together, innovation and relationship make Atlanta Girls' School a place where girls learn best for the world they will inherit.

In applying these principles in concrete ways to create a purposeful education, Atlanta Girls' School uses the Portrait of an AGS Graduate to inform all its programs. Upon graduation, each student should have achieved her own distinct form of excellence in those matters outlined in the Portrait, and AGS purposefully crafts its curriculum and designs its sequence of courses to achieve that end result.

### **Academic Disciplines**

Atlanta Girls' School offers courses in the traditional college-preparatory disciplines through an interdisciplinary and STEAM-focused experience:

- English
- Mathematics
- World Studies
- Science
- World Languages
- Fine Arts: the visual and performing arts, including music and drama
- Physical Education

Standards promoted by national and international professional organizations in each discipline are the foundation of our academic program. Additional guidelines, such as those from the Southern Association of Independent Schools (SAIS), the Southern Association of Colleges and Schools (SACS), and the College Board inform our academic standards. Atlanta Girls' School is fully accredited by SAIS and SACS and is a member of the National Association of Independent Schools and the National Coalition of Girls' Schools.

### **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. We are also committed to permitting students to advance at a pace appropriate for them and consistent with appropriate mastery upon graduation. Accordingly, we offer honors math and science courses and advanced placement courses to qualified students, as well as college-level and online classes in appropriate situations. In keeping with the goal of real-world problem solving, AGS classes emphasize interdisciplinary work, technology, multi-cultural and global perspectives, and ethical and aesthetic considerations. In this catalog, courses offered for the 2020-2021 school year are detailed, and a projection of probable courses to be offered in the next four years is outlined in the Upper School Sequence of Courses on page 11.

## Academic Calendar and Reporting

The academic calendar at Atlanta Girls' School consists of two semesters. Between semesters is a short Winterim term in January, which allows for enriching interdisciplinary studies that are not graded but that allow students to explore new topics more deeply.

Parents have access to narrative reports on student progress at the end of the first and third quarters. At the end of each semester, semester grades are posted online. In Upper School, these grades become part of the student's official transcript. Family conferences, which are led by the student, are held twice a year. The purpose of the conference is to present a holistic assessment of the student's academic, social, and co-curricular learning and to evaluate progress toward long-term goals. Teachers update grades regularly, often within a week of completing an assessment.

## Scheduling Process

In the spring of each school year, the Director in cooperation with teachers and advisors, complete the process of pre-scheduling students for the following school year. Advisors and current instructors meet with their students to explain the scheduling procedures, hand out scheduling materials including this guide, and answer questions. Students are asked to complete a form indicating their course requests for the upcoming school year. Thoughtful course selection plays a key role in ensuring optimal academic growth and personal development.

Teachers in all disciplines take time to submit course recommendations for their students to the Registrar. Students then take their course request forms home to be signed by their parents. When the signed form is returned to the Upper School, the advisors and Registrar check to ensure that the student has selected a program of study that is appropriate and will meet graduation guidelines. The student, parents, teacher, and Division Director meet as necessary to resolve any discrepancy between the student's requests and the teacher's recommendations. **The goal is to plan a program of study that is best suited to each girl's unique capabilities and interests while factoring in the time demands inherent in any given program, whether academic or co-curricular, seeking to provide appropriate challenge and to maximize the potential of each student.** Students submit their requests on Blackbaud during the preregistration window. Courses recommended by instructors are on the screen for students to select. From April to June, using information from the student-entered data from Blackbaud and from the Department Chairs, the Registrar builds a Master Schedule providing for as many of the desired courses as possible.

***Due to scheduling conflicts, every individual student may not get all of her requests.*** When this happens, the Registrar will consult the student-request form for an alternate course. During the summer, final student schedules are prepared and made available to students and families in Blackbaud. Students are strongly urged to resolve scheduling needs before school begins in the fall. The Registrar will be available before fall semester begins to help resolve issues with scheduling. Modifications to a student's schedule ideally should be made during the month of July before the school year begins. Students may initiate a course Drop Request **no later than the end of the third week** of the Fall Semester or the end of the second week of the Spring Semester. It is not feasible for a student to move later than the third week of school into a totally new course; teachers and the Division Director may suggest a move in rare cases after the second week of the fall semester.

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

## Drop/Add Policy:

Students may initiate a course Drop Request no later than the *end of the third week* of school. If the student wishes to withdraw from a course after the third week of the semester, she must complete the Drop/Add form and have it signed by all parties listed on the form. Once completed, it must be submitted to the Registrar.

- **Drop** - Does not appear on a student's transcript or affect a student's grade. It must be submitted by the Friday of the third week of school in August.
- **Withdraw (WD)** - Appears on the transcript as WD; does not affect a student's grade. The student will not receive credit for the course. It can be submitted after the last day of add/drop until the week of midterm progress reports in October.
- **Withdraw Failing (WF)** - Appears on the transcript as WF; will affect a student's grade. The student will not receive credit for the course. It is submitted after the week of midterm progress reports.

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.

**Newly Enrolled Student Scheduling:** In late May or June, students new to AGS will meet with the Division Director and Registrar for a pre-planning meeting. During the admissions process, the student's transcript (in-progress or final) must be received in order to create her schedule. Her final official transcript must be received before receiving her class schedule.

Official transcripts should be sent from the issuing school (showing the official seal and/or administrative signature) to the AGS Registrar.

**Attendance and Absences:** Atlanta Girls' School believes that in order for a student to excel, she must be present at school every day, and she is expected to attend all classes, advisories, assemblies, EDLS sessions, and class meetings. Tardiness to or absence from school jeopardizes student success and poses significant disruption to the classroom teacher and to the class as a whole. Because we realize that illness and doctors' appointments are natural occurrences that could cause absence from school, we have built consideration of those needs into our attendance policies. In general, when a student is absent, she is allowed one day for each day absent to make up missed assignments. A student absent on the **day** of a scheduled test is expected to take the test on her first day back to school. Students absent on the **day before** a scheduled test are expected to take the test on the scheduled day unless new material was covered. It is the **student's responsibility** to secure any assignments missed while absent and/or make a plan with her teacher to make up a test.

**Late or Missing Work:** Each class has an individual grading system that will be disclosed in the course syllabus at the beginning of the semester. Late homework or homework not completed will affect the student's overall grade for the class. Each class will have its own guidelines regarding the specifics of make-up work. It is the responsibility of the student to make contact with her teachers whenever she is absent in order to obtain make-up assignments. Blackbaud and email are valuable communication tools between the teacher and student when the student has missed school or assignments.

**National Honor Society:** Membership in the **National Honor Society** is offered by the Faculty Curriculum Team to selected juniors and seniors based on evidence of scholarship, service, character, and leadership. (It is not determined by grade point average alone.) Individuals do not request membership but submit, upon request, information to the Faculty Curriculum Team. A grade point average of **3.5** is the **minimum scholastic** requirement needed for consideration for induction. **In addition, the following four criteria must be met.**

- **Scholarship** is reflected in one's GPA and in one's attitude and approach to academic matters.
- **Leadership** is demonstrated by a positive influence on peers and others both in and outside of school. Additionally, the candidate demonstrates dependability and responsibility. The NHS expects the promotion of school activities and the upholding of school ideals in those deemed leaders.
- **Service** is demonstrated by loyalty and participation in organizations or projects that benefit others without any direct financial or material compensation. Courtesy, cheerfulness, and a willingness to take on inconspicuous responsibilities are characteristics of a servant-leader.
- **Character** manifests itself in upholding and demonstrating high standards of conduct that reflect authentic, compassionate, resilient, ethical, and generous attributes associated with the Portrait of an AGS Graduate.

Once selected for membership, National Honor Society members are subject to dismissal from the Society if they do not maintain the standards of scholarship, leadership, service, and character that were the basis of their selection. The Faculty Curriculum Team shall review the membership when necessary.

**Georgia HOPE Scholarship Information:** The HOPE Scholarship Program is a merit-based scholarship program with specific academic and grade point average eligibility requirements. The scholarship provides financial assistance to Georgia residents who graduate from an eligible high school and have achieved a minimum of a 3.0 cumulative grade point average on a 4.0 scale. The Georgia Student Finance Commission (GFSC) recalculates each student's grade point average by using only **core** courses and a unique weighting scale (see chart below). Grades awarded in English, mathematics, science, social science, and world language classes satisfying the core curriculum graduation requirement for a college-preparatory diploma must be equated to a grade on a 4.0 scale, such that a grade of an **A** equals 4.0, **B** equals 3.0, **C** equals 2.0, **D** equals 1.0, and **F** equals 0.0 regardless of our curriculum tracking. Grades for honors courses or other special courses will not be weighted. Grades in advanced placement courses are weighted by the Commission when calculating the grade point average for HOPE

Scholarship eligibility.

When calculating eligibility for the HOPE scholarship, a grade in an honors class will receive the same weighting as a grade in a college-preparatory class. All guidelines for eligibility for the HOPE scholarship are determined by the Georgia State Legislature and put into effect by the Georgia Student Finance Commission. There have been recent changes in the HOPE and lottery-funded programs. For specifics on the changes and other information concerning the HOPE Scholarship, please go to [www.gacollege411.org](http://www.gacollege411.org) or call 770-724-9000.

The Hope Scholarship has added a **rigor requirement**, beginning with the Class of 2015. This website <http://tinyurl.com/rigor2017> has a full list of the courses that fulfill the rigor requirement. Courses offered that meet the rigor requirement will be noted on each course. **For the class of 2017 and forward, students with the required GPA must also have taken four courses fulfilling the HOPE rigor requirement.**

For more information regarding HOPE, please log into Blackbaud and visit the Office of the Registrar > Topic: GA Futures and it will link you to this site <https://www.gafutures.org/hope-state-aid-programs/hope-zell-miller-scholarships/hope-scholarship/> which has all the information related to HOPE, including meeting both regular HOPE and the more generous Zell Miller HOPE. The Registrar's office sends grades to the Georgia Student Finance Commission in February and June of each year. This body is responsible for granting HOPE, **and the Registrar must have a copy of each student's social security card in order for the GSFC to consider any student's transcript.** If a student is not considering a Georgia college, sending a copy of the social security card to the Registrar is still a wise move due to unexpected school plans and life changes. At times, club coaches ask for students to provide them with their HOPE GPA. Without a social security number, HOPE will not compute a GPA-in-progress for any student.

## Middle School Program

Our aim in the middle grades is to develop in every girl the habits of excellence, care, respect, and hard work that will undergird her academic and social growth so that she develops into a thoughtful, reflective, academically successful Upper School student. 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-forming habits.

Recognizing that girls learn best when they see relationships between subjects and meaning within topics, AGS Middle School faculty members create classrooms full of hands-on, relevant activities, collaborative-learning experiences, and connection-making conversations. In such an environment, girls learn to understand the power of their voices, to develop the confidence to express their perspectives, and to seek understanding by asking questions.

The academic program is built around the traditional Upper School disciplines, but integration of studies is emphasized. For example, our STEAM (Science, Technology, Engineering, Arts, and Mathematics) strand was founded on the premise that spatial-reasoning skills (the cornerstone of science) are effectively taught to girls through the arts and physical education. In addition, course content is aimed at developing basic study and organizational skills. Students cultivate an ability to look at information through different perspectives. In each discipline, specific approaches to communicating and investigating ideas are introduced. At the completion of Middle School, students are prepared to use the protocols of mathematical, scientific, literary, historical, and aesthetic investigation. All students learn to use technology as a daily resource and tool.

Students in AGS Middle School carry seven classes per semester, each of which meets three times per week. Homework is assigned daily. Student schedules include courses in English, mathematics, world studies, world languages, science, fine arts, and physical education.

AGS defers the introduction of world language until the seventh grade. We believe that students in the sixth grade should be introduced to the foundations of world languages. In the sixth grade, students study Greek and Latin roots within the English curriculum and, in doing so, develop a more robust understanding of grammar as a foundation for later modern language study while they also acquire English vocabulary, grammar, and language structure skills. In collaboration with advisors, seventh grade students begin world language and choose an introduction to French or Spanish.

# Middle School Sequence of Courses

## **Sixth Grade Curriculum**

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

- English 6: Language Foundations
- Math 6
- World Studies 6
- Science 6: Earth Science and STEAM Foundations
- PE
- Fine Arts 6 (Divided into two semester-long courses: Visual Arts 6 and Performing Arts 6)

## **Seventh Grade Curriculum**

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

- English 7
- Pre-Algebra, Algebra I, or Honors Algebra I
- Life Science
- World Studies 7
- French or Spanish
- PE

Additionally, seventh grade students choose one of the following courses:

- Chorus
- Middle School Musical Theatre
- Middle School Dance
- 2D Foundations
- 3D Foundations

## **Eighth Grade Curriculum**

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

- English 8
- Algebra I, Honors Algebra I, Geometry, or Honors Geometry
- Physical Science
- World Studies 8
- French or Spanish
- PE

Additionally, eighth grade students choose one of the following courses:

- Chorus
- Middle School Musical Theatre
- Middle School Dance
- Production Design
- 2D Foundations
- 3D Foundations

## Upper School Program

The primary role of the Upper School is to prepare students to succeed in college and in life through a liberal arts course of study. Course content is aimed at synthesis, analysis, and critical evaluation of ideas, as well as basic content coverage. The goal is to grow a student with the strengths of character, competence, and reflection that enable her to have strong choices in college selection appropriate for her and to successfully navigate the world beyond secondary school.

Students in 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. Homework is assigned daily, and students regularly have long-term projects. Students enrolled in Honors and AP classes can expect a heavier homework load and may elect to include a study period in their schedules. Student schedules include courses in English, mathematics, world studies, science, languages, fine arts, and physical education. Time management is an essential Upper School skill.

In the ninth grade, a common program of five core courses plus PE facilitates the transition from Middle to Upper School for all students. Students in the ninth grade choose one fine arts course. In the tenth and eleventh grades, more choices are offered and more prerequisites are required. In addition, AP work is an option in some disciplines with teacher recommendation. Electives and internships are a significant part of the junior and senior year programs.

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.

**Course Load:** Freshmen (9th) and Sophomores (10th) must select a minimum of **seven (7) graded** subjects each year. Juniors (11th) and Seniors (12th) must have at least **six (6) graded** courses. Juniors and Seniors are strongly encouraged to take a study hall. Students seeking an additional study hall must submit a Petition for Study Hall form to the Upper School Division Director. Students can take up to **three (3) advanced placement** courses each school year (this includes online courses). Students desiring to take more than three (3) AP courses must submit a Course Overload form to the Upper School Division Director.

## 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. For college admission purposes, six classes are recommended unless the student carries a heavy AP load. A total of 23 credits is required for graduation. Each yearlong course constitutes one credit; each semester-long course constitutes one-half credit.

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

### **Minimum Total Credits Required**

**23**

All AGS students are also **required** to participate in class-organized community service, join a club, complete EDLS 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.

## Upper School Courses

Subject	Required Courses	Advanced and Elective Courses offered on campus
<b>English (4)</b>	English 9: Approaches to Literature and Language English 10: British Literature and Writing English 11: American Literature and Writing English 12: Literature and Ideas	AP English Language and Composition AP English Literature and Composition
<b>Math (3)</b>	Geometry (H) Algebra II (H) Pre-Calculus/Trigonometry (H)	Statistics Calculus AP Calculus AB/BC Advanced Mathematical Topics
<b>World Studies (3)</b>	World Studies 9: Revolutions Reshape the World World Studies 10: The 20 <sup>th</sup> Century and Today World Studies 11: United States History	AP US History AP Human Geography World Religions Senior Capstone Portfolio Economics and Entrepreneurship
<b>Science and Technology (3)</b>	Conceptual Biology Biology Methods (H) Conceptual Chemistry Chemistry Methods (H) Conceptual Physics	AP Chemistry (offered alternating years) AP Environmental Science AP Biology AP Physics I Astronomy Computer Science Principles Organic Chemistry with Biological Applications Chemistry II: Explorations in STEAM
<b>World Language (3)</b>	French and Spanish Levels I, II, III, IV	AP Spanish or French Advanced Language & Culture (French & Spanish)
<b>Performing &amp; Visual Arts (2)</b>	Chorus Hurricane Chorus (Audition Required) Intermediate Theatrical Arts 2D Composition and Media Ceramics: Hand Building Production Design	Advanced Theatrical Arts Directing Resume and Audition Prep Drawing Painting (Advanced) Photography Graphic Design Ceramics: Wheel Throwing Literary Arts: Creative Writing (Intermediate & Advanced)
<b>Fitness and Wellness (1)</b>	PE and Wellness 9	Conditioning

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

(H) 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 context, 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.

# Upper School Planning Worksheet

This chart is for planning purposes. List the courses taken in the Upper School during your previous years and the courses being taken this year. Fill in the courses that you plan to take for the remaining years. Use this planning worksheet to check that you have a plan that fulfills graduation requirements and that you have all the prerequisite courses that you need for advanced courses.

This plan will be useful in ensuring that you are fulfilling AGS requirements and also considering admission requirements for individual colleges. Use this chart when discussing plans with your advisor.

Grade Level	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
English				
Mathematics				
World Studies				
Science				
Language				
Fine Arts				
Physical Education & Wellness				
Other Electives				

# English

## **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.

### **English 6: Language Foundations**

In a double block of English developed around the theme of discovering identities through stories and storytellers, students participate in an integrated study of reading, literature, vocabulary, grammar, and writing. By responding critically and finding personal meaning through the exploration of novels, poetry, short stories, and drama, 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. A goal of the course is to bolster each student's confidence in her own ability to write and to encourage risk taking in written expression. This course lays a strong foundation for students that will support reading and writing across disciplines as well as the acquisition of a second language in the years to follow.

### **English 7: Identity and Expression**

In the seventh grade, the reading program supports and broadens students' growing familiarity with literature of all types and encourages critical reading. Annotation is introduced to encourage personal reflection as part of textual analysis. Students become active readers as they analyze a variety of works, composing their own interpretive questions and answers. 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 form and content in an essay.

### **English 8: Literature and Writing**

Students will study various literary genres with particular emphasis on the short story and the novel, allowing each girl to explore and shape a vision of the world and the human condition, both past and present. As students read, they will observe the effective use of diction, figurative language, and sentence structure as well as experiment with these stylistic techniques in their own writing. Grammar and sentence structure improve as students practice longer and more sophisticated types of writing, including formal, analytical essays. Eighth grade English emphasizes critical thinking, independent reading, and analytical writing through an extensive anthology project.

## **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 polish 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: Approaches to Literature and Language**

In this course, students will examine sophisticated literary texts and learn to speak and to write comfortably about literature using literary terms. A varied reading program will support and broaden each student's growing familiarity with literature and will encourage independent critical analysis where students will 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 with a focus on grammar and mechanics to strengthen composing and editing skills and to develop a personal writing style. Independent reading and vocabulary enrichment continue as important elements of the English curriculum.

### **English 10: British Literature and Writing**

This course provides the student with a comprehensive overview of British literature from its beginnings in epic poetry 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.

## English 11: American Literature and Writing

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 audiences. Because students are bombarded with thousands of images daily, they will also learn how to "read" such images to determine the artist's purpose, audience, and tone. 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 & 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 a grade of A- or higher average in English 10 and a teacher's recommendation.*

## English 12: Literature and Ideas

This course is designed to provide transition into a college English curriculum. Students will explore world literature through the study of complex literary texts. 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 novels, short stories, plays, poetry, essays, and criticism, students will continue to develop a sensitivity to and appreciation of the complexities and precision of language and will use works under study 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 researching 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. Independent reading and vocabulary enrichment continue as important components of the English curriculum.

## 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 Literature 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.*

## 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**

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**

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*

### **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*

# World Studies

## *Historical and Cultural Study of the Non-Western and Western Worlds*

### **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.

#### **World Studies 6: The Ancient Regional World**

This course looks at the development of ancient civilizations. Students will gain an understanding of the evolution of cultures and societies around the globe, beginning their journey in the Middle East. Students will learn about the development of agriculture and the first civilizations in Mesopotamia, Egypt, Greece, Rome, India, and China. Students will take the role of historical investigators in order to ask critical questions and solve problems. Students will also participate in a large interdisciplinary project during second semester. Study skills focus on organization, note taking, analytical thinking skills, and research. Course work will include formative and summative assessments, including individual and group projects, presentations, informal and formal written responses, quizzes, and unit assessments.

#### **World Studies 7: The Early Global World**

This course investigates the long-lasting impact the Age of Exploration and Colonization had on the world, and how it is still felt today. Areas of focus include the expansion of African kingdoms and the rise of Muslim states, the Middle Ages in Europe, the Crusades, Renaissance, Reformation, Exploration, and Colonization. Class discussions, projects, presentations, and collaborative work are central to class success.

#### **World Studies 8: Georgia History and US Government**

This course provides students with an opportunity to examine local and national history. The first semester will be dedicated to discovering how Georgia became the 13th original colony and the events in history that have affected Georgia both politically and socially. The second semester will focus on the United States government. The girls will look closely at the function of each branch of government through analyzing the US Constitution and seeing it applied in current events. The course is full of discussion, driven by personal interest and student inquiry.

### **Upper School World Studies**

In Upper School world studies, research and writing tasks become more complex. The chronological study of world history continues through contemporary times in the tenth grade. Specialized topics begin with United States history in the eleventh grade and continue with electives in the twelfth grade.

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

This course investigates events in world history from 1550-1850. Students will investigate the major revolutionary changes that took place in Europe and the Americas. Girls will define revolution and determine how the revolution of ideas had major political and social impacts. Students will analyze why scientists and thinkers questioned old ideas and revolutionized the arts, religion, society, and government. Furthermore, they will investigate the economic, social, and political reforms that arose from the Industrial Revolution. 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 Rise of Absolute Monarchs, The Enlightenment, American Revolution, French Revolution, Spread of Revolutions in Europe, Latin American Independence Movements, The Early Industrial Revolution, and Revolution in the Arts.

#### **World Studies 10: Understanding the 20<sup>th</sup> 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 20<sup>th</sup> and 21<sup>st</sup> centuries.

## **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 with a grade of at least 90 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.

## **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*

## **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*

## **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-environment 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: Completion of US History or WS 9 with a 90% or higher and a teacher's recommendation. Sophomores who enroll in AP Human are not exempted from WS 10*

## **Economics and Entrepreneurship**

Students in this course combine the fundamentals of microeconomics (e.g., demand, supply, pricing, production, incentives, etc.) with business planning and development. The culmination of the course is creating and presenting a business plan, with an award for the most creative and feasible plan. Students also study macroeconomic concepts (e.g., economic measurement, financial markets, the Federal Reserve System, trade, and globalization). Students participate in hands-on experiences, reading and discussion, role-play, simulations, lecture, and demonstrations. In addition, they benefit from the mentorship of women in business and guest speakers. This course is considered a social science for the purpose of college admissions.

*Prerequisite: Algebra II*

## **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, and 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 and poetry. 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 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. 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. Spanish IV will include chapters that focus on a variety of themes relates 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*

## **Science**

### **Middle School Science**

The Middle School curriculum will grow each student as a student and a scientist through student-centered guided inquiry. Students learn to collect and interpret data, evaluate claims, and support their ideas with evidence. In this way, all students learn to rely on their own capacity to understand the world as well as develop confidence and competence to solve real-world problems and design authentic solutions. 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 & STEAM Foundations**

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 formation; 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**

Seventh grade 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 and compare 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 gain a deeper knowledge of modern scientific principles and methods as well as an appreciation for the significance of science in contemporary society. Emphasis is on scientific inquiry and experimental design. To fulfill the laboratory science graduation requirement, all students must take biology, chemistry, and physics. Elective courses such as Computer Science provide opportunities for students to cultivate skills in logic, modeling, 3-D spatial reasoning, and problem solving while courses provide deep, integrated learning and a strong foundation for future STEAM coursework at AGS and beyond. Students who have demonstrated exceptional ability in the complement of basic courses may qualify for advanced placement courses in biology, chemistry, physics, or environmental science. We encourage all girls 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.

### **Honors Policy**

Honors-level and AP science work is offered in Upper School. Participation in an honors or AP course requires the recommendation of the science 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. Students must submit a written request for a recommendation to be placed into an honors or AP course.

### **Conceptual Biology**

Biology is the study of the living world. The theme of evolution unifies the course as we seek to answer the questions: What lives where and why? What keeps me alive? Is biology destiny? Students will evaluate and discuss the structure and function of animal and plant systems, microscopic study of cell structure, cell metabolism, genetics, and gene expression. Concepts will be explored through observation, testing hypotheses in the laboratory, reading, and classroom discussion. Students will refine data-gathering and analysis skills, develop metacognitive strategies, and refine scientific writing skills.

*Prerequisites: Algebra I*

### **Honors Biology Methods**

Biology Methods requires greater depth of thought as students explore the structure and function of animal and plant systems, microscopic study of cell structure, cell metabolism, genetics, and gene expression. This course will demand more rigorous quantitative analysis, more independent experimental design, and greater emphasis on application and synthesis of scientific principles. The curriculum for this course is designed for students who are passionate about science, prepared for greater intellectual autonomy in the classroom, and desire a class that will prepare them for AP Biology.

*Prerequisites: Algebra I and science department recommendation*

### **Conceptual Chemistry**

Chemistry is an introduction to the submicroscopic natural world. Course content includes: states of matter and energy; elements and the Periodic Table; atomic structure; chemical bonding; equations, reactions, and stoichiometry; concentration and solutions; behavior of ideal gases; and acids and bases. Classes consist of lecture, discussion, problem solving, and

laboratory work. Students strengthen measurement and experimental technique in regular student-driven laboratory investigations. Emphasis shifts from qualitative observational data gathering during first semester to quantitative experimental techniques and data analysis during second semester. Students collect and analyze their own data as they build critical-thinking and scientific-writing skills.

*Prerequisites: Algebra I and Geometry*

### **Honors Chemistry Methods**

Chemistry Methods H requires greater depth of thought as students explore states of matter and energy, elements and the Periodic Table, atomic structure, chemical bonding, equations, reactions and stoichiometry, concentration and solutions, behavior of ideal gases, and acids and bases. This course will be enhanced by rigorous quantitative analysis, more independent experimental design, and greater emphasis on application and synthesis of scientific principles. The curriculum for this course is designed for students who are passionate about science, prepared for greater intellectual autonomy in the classroom, and desire a class that will prepare them for AP Chemistry.

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

### **Conceptual Physics**

Physics deals with matter, energy, and the interaction of the two. Physics will cover a survey of content usually covered in a yearlong college physics course, including mechanics, energy, gravity, sound, light, and electric circuits. The intent of the class is to both develop the student's mastery of physics principles and to emphasize the relationship and utility of these principles in other fields. The creative application and extension of the student's knowledge will be especially encouraged through discussions, projects, labs, and assignments. All concepts are explored both conceptually and mathematically, avoiding complex calculations in favor of simple algebraic manipulation.

*Prerequisite: Algebra I and Geometry*

### **Computer Science Principles**

This introductory course will provide an overview of robotics and computer science principles. The first semester will introduce basic design, planning, modeling and control of robot systems providing a foundation for the principles behind robot design. Students will learn current applications, tools and methodologies in robotics research by designing and constructing working robotic systems. During the second semester students will build on computer science principles by exploring software design and development, algorithmic thinking, the impact of computer science on society. Students will learn the fundamentals of software development, including programming languages and game design. As students complete projects using PYTHON programming language, they will address problems both logically and algorithmically, understanding not only notions of flow of control in a programmatic solution but also how to systematically break down a problem and then compose an algorithmic solution. This course counts as a 4th science for Georgia schools and scholarships. Colleges and universities outside of Georgia may have different standards.

*Prerequisites: Algebra I*

### **Organic Chemistry with Biological Applications**

Organic Chemistry with Biological Applications covers the basics of organic chemistry, including nomenclature, properties and reactions of important classes of organic molecules. As students investigate each topic, they will explore practical applications of chemistry in medicine and biology. Students interested in careers in STEAM will explore topics such as the causes of Alzheimer's disease, the synthesis of nylon, drug design, and even the chemistry of diet fads. This course will include labs that teach separation chemistry, synthesis of polymers, and synthesis of fragrances. This course is an excellent companion course to AP Biology and will require the application of lab skills and content knowledge developed through the prerequisite courses. This course counts as a 4th science for Georgia schools and scholarships.

*Prerequisites: Biology and Chemistry*

### **Chemistry II: Explorations in STEAM**

Students in Chemistry II: Explorations in STEAM will expand upon concepts mastered in chemistry, such as qualitative and quantitative analysis. In addition to a brief introduction to organic chemistry, this course will also provide a richer foundation for scientific inquiry, engineering and design. As students investigate each topic, they will explore practical applications of chemistry in materials science, engineering, and product design. Students interested in careers in STEAM will explore the relationship between science and technology while learning to work with metals, ceramics and polymers. Laboratory work will incorporate visits to the Materials Innovation and Learning Laboratory at Georgia Tech and will culminate in a student-driven project. This course counts as a 4th science for Georgia schools and scholarships.

*Prerequisites: Conceptual Chemistry or Chemistry Methods H*

## **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, research projects, 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 Exam in May in order to receive credit and counts as a 4th 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 gases, 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 Exam in May in order to receive credit and 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 students ask questions and investigate creative solutions to the environmental challenges of the coming decades. 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 Science Exam in May in order to receive credit and counts as a fourth science for Georgia schools and scholarships.

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

## **AP Physics 1**

AP Physics 1 is equivalent to a first semester college course in algebra-based physics and provides a systematic introduction to Newtonian mechanics; work, energy, and power; mechanical waves and sound; and electric circuits. Covering this content during the span of a full year allows for deep conceptual understanding, inquiry based instruction, and the development of high degree of mathematical rigor in problem solving. Students sharpen their problem-solving ability and apply qualitative and quantitative reasoning to inquiry-driven experimental investigations. As with all AP courses, students are expected to exhibit independent thought and initiative. Students enrolled in the course are required to take the College Board AP Physics test in May in order to receive credit and counts as a fourth science for Georgia schools and scholarships.

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

## **Astronomy**

Students in astronomy will explore the origin and history of the universe, as well as the formation and fate of the earth and solar system. Topics may include planets, stars, galaxies, black holes, as well as modern physics concepts like gravity waves. This course will draw on mathematical models and the laws of physics to explain celestial phenomena, but will also explore how the cosmos has influenced human thought and action. Students of astronomy will construct understanding from a variety of sources, including experimental data from NASA and computer simulations. Laboratory investigations will include personal observations of the sun and moon, properties of light, measurements of radiation from celestial sources and visits to local observatories and planetariums. This course counts as a 4th science for Georgia schools and scholarships.

*Prerequisites: Algebra II and Chemistry; may be taken concurrently with Physics*

# **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, foster a deeper understanding and appreciation for the world of fine art, and provide students with a strong foundation of technical skill.

### **Performing Arts 6**

Performing Arts 6 is a semester-long introductory class combining music and theatre. In music, students will study the fundamentals, including pitch, rhythm, and harmony. The repertoire will be drawn from a variety of sources including show tunes, seasonal literature, classical selections, and spirituals. In theater, students will become confident in using their bodies, voices, and minds as they are introduced to improvisation, interpretation, and scene work. A focus on playwrights and vocabulary will train the students to be more than just performers.

### **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.

### **Middle School 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 eighth-twelfth grade students.*

*Prerequisite: An eighth grade student wishing to take this course must have approval from Mrs. Uterhardt.*

### **Visual Art 6**

In this one-semester course, students gain an overview of the seven elements of art, providing a foundation upon which they can build in future art courses. Students will concentrate on the exploration of two-dimensional art using a variety of media, color theory, and the practice and implementation of design thinking. Media explored may include charcoal, graphite, pen and ink, oil pastel, acrylic paint and digital media. The course provides an introduction to observation-based learning, with an emphasis on developing self-awareness, self-confidence, and an ongoing interest in the visual arts.

## 2D Foundations

This course provides students with a comprehensive hands-on approach to observational drawing and painting. Media explored includes charcoal, linoleum block printing, oil pastel and acrylic paint. Students focus on understanding value to create form, line usage, and basic color theory. Students are encouraged to experiment, work independently and collaboratively, and practice verbalization of visual ideas. 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, wood, and plaster, 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, 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. The class will oversee all aspects of Nonanon's creation, including choosing a theme, selecting and creating pieces for inclusion, and designing a layout for print and online editions. 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, 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*

### 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 ninth and tenth graders.

*Prerequisites: Middle School Theatrical Arts or teacher recommendation*

## **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.

*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.

## **Hurricane Choir**

Hurricane Choir is an audition-based ensemble. This is a yearlong, advanced performance opportunity offered to experienced music students who are accomplished 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.

## **Upper School 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.

## **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.

## **2D Composition and Media**

This course provides students with a comprehensive understanding of the elements and principles of design as they apply to two-dimensional media. Exploring design through the use of various media such as paper cutting, pen and ink, collage, and paint, 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, and develop verbal and written art criticism skills. This course prepares students for higher-level courses that deal explicitly with composition and design such as photography.

## **Drawing: Mark Making and Meaning**

This course is an investigation of the broad range of drawing media and processes utilized in historical and contemporary drawing. Students will be exposed to drawing techniques including contour, gesture, and linear perspective through a variety of subject matter such as still life, figure drawing, and portraiture. Students will practice and hone technical

drawing and compositional skills that will allow them to portray subject matter both representationally and abstractly.

*Prerequisite: 2D Composition and Media*

### **Painting: Materials and Techniques**

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: Mark Making and Meaning*

### **Graphic Design**

In this course, students gain an understanding of the power of graphic design as a visual communication vehicle both historically and in the contemporary world. Design principles, typography, page layout, and color usage are taught as tools to express message and content. Emphasis is placed upon concept development, establishing a hierarchy of information, and creating visual systems. Students learn to use Adobe Creative Suite programs to create original projects.

*Prerequisite: 2D Composition and Media*

### **Photography**

This course provides students with an introduction to the basic techniques of working in 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. Throughout the course, emphasis will be placed on students using a viewfinder to refine their image composition skills as they learn to see “photographically.”

*Prerequisites: Students must provide their own 35mm camera and pay a \$100 materials fee. To enroll in this class, students must have completed 2D Composition and Media.*

### **Advanced Photography**

In this course each student will generate original pathways of artistic inquiry that will guide her continued exploration of the process of image making and what it means to be a “photographer.” Through assigned readings, gallery visits and class discussions, students will identify ideas/concepts they wish to explore with photography. Sketchbook assignments will facilitate refinement of these ideas and help make visible multiple ways to express or talk about these concepts. Students will further refine the technical process while creating a corresponding individual conceptual approach through continued experimentation with straight black and white printing, alternative printing techniques, and the incorporation of other mediums into her photographic work.

*Prerequisites: Photography*

### **Ceramics: Hand-Building**

This course is an in-depth exploration of three-dimensional ceramic form. Students will gain proficiency in several hand-building techniques: slab, pinch, coil, and slump molding. Students will learn to conceptualize three-dimensional forms using sketches in both pencil and clay and how to accurately translate those ideas into form. Through the creation of their own work, students will also explore, analyze, and discuss the interrelationship of surface treatment to the form of a ceramic piece. Throughout the duration of the course, students will investigate historical and contemporary ceramic artists and movements as they apply to current projects.

### **Ceramics: Wheel Throwing**

This course is an in-depth exploration of the wheel as a tool for generating three-dimensional forms. Students will gain proficiency in basic wheel-throwing techniques and tools. Through the creation of both functional and sculptural ceramic wares, students will explore, analyze, and discuss the interrelationship of surface treatment to the form of a ceramic piece. Throughout the duration of the course, students will investigate historical and contemporary ceramic artists and movements as they apply to current projects.

*Prerequisite: Ceramics: Hand-Building*

# Physical Education

## **Physical Education 6-8**

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.*

## Other Curricular Elements

Additional information on these areas can be found on Blackbaud on the Office of the Registrar's page under topics.

### **Independent Study**

AGS offers students the opportunity to engage in academic enrichment through research and self-guided study by working with a faculty sponsor in an independent study course. This course does not take the place of required academic courses but serves as an opportunity to go deeper in a particular area of interest and can fulfill an elective requirement. Students are required to collaborate with a sponsoring faculty member, submit a proposal to the curriculum team the spring of the year before the independent study, and present their topic before the curriculum team in advance. Students and teachers are notified before the summer to communicate the approval status so that they may appropriately prepare for their independent study coursework the following year.

### **Dual Enrollment**

Some of our most advanced students will be ready for the challenge of a college class in their junior or senior year. Students and their families may pursue dual enrollment, and AGS will support a student in specific core subject areas where the needs of a student cannot be met at AGS. To do this, a student must be accepted into the Dual Enrollment program. Students may only take online or after school DE courses. Students will be allotted a block per online DE course taken. Students will work through the Registrar to assure that they are making satisfactory progress in the college-based class and to receive additional guidance as needed. It is the student's responsibility to independently pursue this option as it involves applying for the program.

A college course will appear on the AGS transcript only if it is approved by the Director of Upper School and fulfills a prerequisite for a required AGS course. More information can be found [here](#).

### **Online School for Girls (One Schoolhouse)**

Upper School students interested in academic enrichment who have exhausted advanced academic coursework have the opportunity to pursue online course work. Options for such a course might be a class that is not offered in the specific school year, a beginning level course for a student in her junior or senior year (such as language), or an Advanced Placement course. Any student wishing to pursue this alternative must receive approval from the Director of Upper School.

The online option is available for a student interested in an area not offered through a regular course offering and for which there is an approved curriculum available through the Online School for Girls. Options for such a course might be a class that is not offered in the specific school year, a beginning level course for a student in her junior or senior year (such as language), or an Advanced Placement course. Any student wishing to pursue this alternative must receive approval from the Director of Upper School and Registrar. For a full list of OSG courses and descriptions, click [here](#).

AGS families are responsible for OSG course tuition, with some exceptions. *Enrollment Fee per course: \$1,585*

# Atlanta Girls' School Founders' Charge

All of life is school; therefore, be in attendance daily.  
Choose wisdom, generosity, and kindness as your teachers.  
Judge tenderly and be forgiving; everyone else is learning too.  
During the leaden hours of loss or failure,  
ask others for help and help those whose suffering is greater.  
During the bright moments of success or celebrity,  
say thank you and wield your power with compassion and humility.

All of life is journey; therefore, pack lightly and travel broadly.  
Choose courage, integrity, and wonder as your companions.  
Along the way, unload yourselves of fears and hubris.  
Find work that profits your souls and gives you purpose.  
Leave each corner of the world better than the way you found it.  
Keep your hearts soft and your minds open.  
Listen. Ask questions. Be bold. And wed yourselves to joy.

*Emily Ellison*

*Atlanta Girls' School Co-Founder*

Upon the first AGS graduation ceremony on May 17, 2004