



2007-2008

UPPER SCHOOL COURSE CATALOG

MAUMEE VALLEY COUNTRY DAY SCHOOL

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GRADUATION REQUIREMENTS

In order to graduate from Maumee Valley, a student must earn a minimum of twenty credits. Seventeen and one-half of these must be distributed as follows:

English	4
Mathematics	3
Foreign Language	2
History	3
Science	3
Fine Arts	1½
Physical Education	¾
Health	½
Winterim	2

Advanced Placement (AP) courses require students to take AP tests in the spring of the year. Depending on the policies of the colleges, students attend and the scores achieved on the tests, students may receive credit, advanced standing, or both. (Estimated exam cost: \$85)

Normal Course Load: The normal course load is five or six courses and Physical Education/Health when or if appropriate. However, advisors are encouraged to consider the individual schedules; if a six-course schedule in a particular year would push a student beyond reasonable expectations, he/she should not be scheduled for six. Full-time students must take a minimum of four courses.

GENERAL GUIDELINES

- Students are encouraged to take more than the minimum two years of Foreign Language.
- Except in unusual circumstances (a waiver or requirement, a student changing schools), credit will not be given for only one year of Foreign Language.
- Students are encouraged to take more than the minimum three years of Mathematics.
- The typical laboratory science sequence is Biology, Chemistry, and Physics.
- To fulfill the graduation requirement in Mathematics, students must successfully complete Algebra I, Geometry and Algebra II.
- Except in unusual circumstances, courses may not be added or dropped after three weeks into a semester. Courses dropped after three weeks will be noted on the transcript, either with a “WP” (withdrew passing) or a “WF” (withdrew failing).
- Except in unusual circumstances, incompletes must be made up within three academic weeks after the end of the semester.
- Unless otherwise noted, all courses are full-year courses.
- Full-year courses carry one (1) credit; semester courses, one-half (1/2) credit each. Exceptions are noted in the catalog.
- In Mathematics and Foreign Language, students must achieve a grade of D+ or better if they are to go directly to the next course in sequence. Those who do not achieve a D+ must raise their grade to that level, either by doing approved make-up work or by repeating the course, before they continue in the course sequence.
- Students who fail a Maumee Valley course must raise that grade to “passing,” either by doing approved make-up work or by repeating the course before a diploma will be issued.
- College Time is a required series of pre-scheduled sessions for 11th grade students throughout the second semester and 12th grade students between the start of the school year and Winterim. There are no assignments, grades, or credit, however attendance is taken and reported. The purpose of College Time is to work on the following in a structured, supervised manner: researching colleges, building a college list, drafting/editing/revising application essays, interviewing, understanding the application process and included materials, visiting schools, requesting recommendations, understanding the financial aid and scholarship search process, and a host of other issues during this critical time in the college search and application process.

COMPUTER SCIENCE

Graphic Design

(Semester 1) What is Design? Design is the bringing together of different elements into one area to create an interaction that will communicate a message within a given context. This is a one-semester course exploring multimedia programs.

The elements will be words, photographs, illustrations, graphic images, mixed with the controlling forces of black, white and color, that a student will create using Adobe Photoshop, Illustrator and InDesign.

Website Design

(Semester 2) The World Wide Web is the latest informational tool - but implementing an effective web site is often lost underneath glitz and glamour. In this course, we will look at analyzing existing web sites to determine how “good” they are at meeting their purpose. Once we know about the good, the bad and the ugly, we will design our own web sites using HTML, templates, programming and Flash. Topics to be covered include: creating web pages using HTML, using the tools of the website designer: Macromedia Dreamweaver, Fireworks & Flash, and creating dynamic web pages using PHP and databases.

ENGLISH

Our goal is to lead students to develop the intellectual, academic and communication skills that they will need in high school, in college and later in life. These skills fall into the following categories:

Reading: Our reading assignments are challenging and diverse, spanning different time periods and cultures. They are probably not literature that students would choose to read on their own, but we do try to pick books that young people might find interesting (*Hamlet* instead of *King Lear*, for example). We consider carefully the intellectual, emotional and social maturity of students when we select each course’s texts.

Writing: Well-structured essays are our staple writing assignments, but we assign a wide variety of creative projects as well. In addition to formal writing assignments, students produce frequent informal pieces in response to their reading or to other stimuli. Correct grammar and other conventions of usage are taught in relation to students own writing.

Thinking: There’s no point in learning to express oneself if one has nothing interesting to say. Frequent essay assignments and almost daily class discussions require students to come up with something to say. We try to make the paper assignments and discussion questions stimulating and provocative. We challenge the unthoughtful judgment and the quick, unsupported opinion.

Speaking and Listening: At each grade level, students are required to formally present their work at times. We also develop speaking and listening skills through our discussions and small group activities.

Student-Centered Activities: More and more, we assign student reports and collaborative work (such as peer editing and team debates). We want all students to be *active* in English class and to feel responsible for what they learn.

English I

Required of all freshmen. The goals and purpose of this course are to develop further a student’s writing, reading, thinking, and speaking skills and to enhance a student’s ability to appreciate, analyze, understand, and enjoy good writing. Drawing from classic and contemporary works, students will focus on literature that deals with themes of identity and on literature of different genres (such as the short story, coming-of-age novels, fantasy literature, and Gothic literature). Students write in different modes (expository, analytical, persuasive, and creative) and revise their drafts to develop a writing portfolio each semester. Students will study grammar, vocabulary, and other language arts skills that are appropriate for ninth-graders.

English II

Required of all Sophomores. Stories, arguments and narratives of all kinds are the focus of this course, which concentrates on the skills of coherent thinking and writing. Readings range from essays and short stories through novels and plays. In each reading we follow -- and often outline -- the structure of the work. Essay assignments, less formal writing exercises and some group projects are designed to challenge and sharpen students’ organizing and debating skills.

Junior English

Required of all Juniors. There are two junior English Courses: English III, and AP English Language and Composition.

English III

This course concentrates on the essay, both personal and literary. Students will practice selecting topics from their personal experiences and from works of literature. Those works -- some chosen by the instructor; some by the students -- are selected from a variety of genres; particular titles vary by year.

We review elements of grammar and usage, but our primary concern in the junior year is with the unity and integrity of the whole essay.

AP English Language and Composition

AP English Language and Composition is designed to help students become skilled readers of texts written in a variety of genres, time periods and rhetorical contexts, and in becoming skilled writers capable of composing for a variety of purposes, audiences and occasions. This course will focus specifically on rhetorical analysis, development of a personal writing process through reflective exercises and appropriate stylistic development according to audience and purpose, as well as the development of a vocabulary appropriate for critical evaluation of diverse literary forms. Students will produce writing in a variety of genres and for a variety of purposes including: analytical and argumentative essays, creative non-fiction, critiques, and timed writings. In the spring, students are required to take the English Language and Composition Advanced Placement Examination (Estimated exam cost: \$85).

Senior English

Required of all Seniors. There are two senior English Courses: AP English Literature and Composition and English IV.

All students in Senior English write and present a major research paper in the spring of their senior year on a topic of their own choosing.

AP English Literature and Composition

Strong performance in English courses and a recommendation by the English faculty are prerequisites.

The focus of this course is the student's development of accurate, insightful reading through the close study of major works of imaginative literature from the Renaissance to the present. Students will examine the structure, style and themes of the works they read, as well as such smaller scale elements as the use of figurative language, imagery, symbolism and tone.

Students will write essays based on readings and a solid research paper based on a topic chosen by the student.

This is a reading-intensive course (students typically read a novel each week during the first semester), and should not be taken alongside AP US History.

In the spring, students are required to take the English Literature and Composition Advanced Placement Examination (Estimated exam cost: \$85).

English IV

This course aims at perceptive reading and solid, fluent writing. The basis for this course is a selection of appropriate readings by a wide range of authors. Regular essays and a longer research paper are designed to encourage judicious use of literary criticism to enhance understanding of literature.

FINE ARTS

Introduction To Fine Arts

Freshmen will select two of the semester-length courses in the Fine Arts: Art, Music, or Theatre. Introduction to Fine Arts is a prerequisite for advanced courses in any of the Fine Arts disciplines.

IFA Art

This introductory course in Visual Arts is designed to give students a continued study of concepts and methods learned in 8th grade art. We will continue to work with the elements of art, sculpture problem-

solving assignments, drawing techniques, painting styles and methods and mono-printing. Works will be produced from still life, the landscape, and the figure. Students will fine-tune their critiquing skills and an oral presentation on a famous artist is required.

IFA Music

This course serves as an introduction to music history and appreciation. Students survey various styles of Western art music from the beginning of time through the 19th century. Emphasis is placed on listening and analyzing excerpts of music, and on learning information about key composers from different eras. A second component of the course is the advancement of musical literacy through recorder practice and performance. Students will perform in various ensembles to learn harmony parts for the soprano, alto, tenor and bass recorders. At the end of the semester, a public performance may be required.

IFA Theatre

Students will be introduced to a survey of the history of theatre from ancient Greece to the present. They will read selections from several periods of dramatic literature and gain an understanding of the theatrical conventions of each period.

We will explore theatrical architecture, costuming, scenic design, technical innovations, and the political influences that shaped each great (and not so great) age of theatre. Attention will be paid to the non-Western theatre as well. Performance and improvisation in several theatrical styles will allow the students to grasp the rigors of theatrical performance through the ages and result in a deeper comprehension of the myriad forms of entertainment available to them today.

The class will be employed to provide technical support for the musical each alternating spring semester.

Fine Art Electives

Sculpture I and II

Students in these courses will create works in several different media using both the reductive and additive methods. They will study works by artist Henry Moore, the sculpture of the Dan and Yoruba of West Africa, and pieces by contemporary artists. Courses can be taken independently of each other.

Painting and Drawing I & II

Students in these courses will investigate painting and drawing techniques. Works will be produced from observation and from the imagination. Acrylics, oil-pastels, charcoal, and pen and ink are a few of the media used.

Students will work from figure, still life, landscape, interior space and surrealism. Students will also see a play, read short stories, listen to jazz and watch films, and then use these experiences to create exciting pictures.

An emphasis will be placed on the history of painting and drawing.

Our textbook, *The Art of Drawing*, will be required, and weekly assignments will be given. A museum trip and regular critiques are also expected. An oral presentation on an artist and the time-period in which she or he lived is required.

Students are expected to keep sketchbooks and must submit their work to at least one local juried exhibition. Courses can be taken independently of each other.

Advanced Color & Design

With An Advanced Placement Portfolio Option

This is an intense course for the serious and mature art student. It requires a great deal of study both inside and outside of the studio. Students will investigate how to use color in several ways.

Color topics to be covered: nature of color; source of color; neutrals; physical properties of color; value and intensity; color relationships; warm and cool colors; simultaneous contrast; and color, emotion, and aesthetic appeal of color tonality. Design concepts to be covered: the nature of art; form; line; shape; value; texture; color; space and the art of the third dimension; and form of expression. In addition, students are required to research a visual artist and present an oral report on his or her work. Students who are interested in submitting an Advanced Placement portfolio should speak to Mr. Gordon.

Permission of the instructor is required.

(Portfolio Cost: \$85.00)

Digital Arts Production

(Semester 1) This form of artistic communication is a rapidly expanding field of interest for amateurs and freelance professionals alike. Good sound and video capture makes an editor's job easier. With this in mind, students will learn about microphone applications in different environments and matching video camera technique to the desired finished product.

The course will begin with an overview of the production cycle from preproduction (planning), shooting (recording of sound and image), to postproduction (editing.)

Specific exercises and projects will be assigned in order to build skills in each of these areas.

The Adobe Premier Pro Digital Editing Suite will be the core technology employed for video and sound editing. Each student will produce four polished sound projects and three polished video projects demonstrating proficiency in the technology and the artistry of the discipline.

Students are responsible for the purchase of their own blank CD's, DVD's, digital tapes, and memory cards needed for this class.

Scene Design and Technical Theatre

(Semester 2) This course of study will provide the student with a basic working knowledge of scene design and construction, lighting design and theory, sound design and scene shop safety. The Millennium theatre will be our laboratory for exploring the intricacies of the sound and light boards and the network of equipment that they operate. Each student will select a play or musical and then focus his or her design project on that text. By the end of the semester, each student will have designed the scenery, lighting and sound for a specific play or musical using scene models, renderings, and design plots as their graded projects. The class will be employed to provide technical support for the musical each alternating spring semester.

String Ensemble:

Students will experience the joy of playing chamber music. They will develop the skill necessary to perform a wide variety of musical styles.

Music will be carefully chosen for its musical interest and its technical values. Students will be taught to listen for proper and consistent intonation, tone quality and musical style, as well as to work together to polish and refine their ensemble playing. (1/4 credit per year)

Upper School Chorus

Students learn the principles of choral singing through rehearsing and performing a variety of music from classical through popular. The ensemble performs 2 to 3 times per year. Emphasis is placed upon developing technique, literacy and honing musicianship. (1/4 credit per year).

Music Theory

This course, which is open to juniors and seniors, will survey the actual mechanics behind music. The course will begin with scales and modes, diatonic and chromatic harmony, simple analysis, and move through to four-part harmonization, two-part counterpoint, and basic forms. Students will write compositions, complete listening assignments, and demonstrate proficiency with aural skill exercises. Qualified students may take the AP test in music theory in the spring. **Prerequisite: IFA Music**

FOREIGN LANGUAGE

The Department of Foreign Language strives to provide sound language instruction using the four basic skills: listening, speaking, reading, and writing; to cultivate in its students an enthusiasm for language learning; and to nurture sympathetic understanding and appreciation of other cultures.

Students must complete at least two years of successful foreign language study in the Upper School in one language in order to graduate.

Able and interested students are strongly encouraged to pursue language studies throughout their tenure at Maumee Valley.

Students new to the school will be placed in sections in accordance with their past record, placement testing, and departmental recommendation.

French I

This course is open to students who have no previous experience in French. In French I, students begin to study essential grammar and vocabulary. While the aim of this course is to develop speaking, listening, reading and writing skills, the emphasis is on the first two. Students will participate in extensive oral grammar and vocabulary drills and read aloud to develop good pronunciation.

Upon completion of this course, students should be able to conduct short conversations with another speaker on a general subject (name, age, place of residence), compose short paragraphs using a variety of vocabulary and grammatical constructions, and recognize basic cultural similarities and differences between the United States and French-speaking countries.

French II

French II completes the students' study of essential grammar and vocabulary. While the aim of this course is to develop speaking, listening, reading and writing skills, the emphasis is on the first two. As in French I, students will continue to participate in extensive oral grammar and vocabulary drills and read aloud to improve fluency and pronunciation.

Upon completion of this course, students should be able to speak on topics within the range of their experiences, including the expression of personal opinions or ideas; write short compositions using a variety of vocabulary and grammatical constructions; and talk about basic cultural similarities and differences between the United States and French-speaking countries.

This course is open to students who have completed French I with a grade of D+ or better or to students who pass a competency test.

French III

In French III, students expand reading and writing skills while continuing to develop speaking and listening skills. Upon completion of this course, students should be able to communicate effectively in a variety of situations in a French-speaking country using appropriate vocabulary and with acceptable control of grammar and syntax; comprehend and discuss selected short stories, culturally oriented readings, newspaper and magazine articles with the aid of a dictionary; write short compositions on suggested themes; express opinions on a wide range of topics; recognize and discuss, with some spontaneity, cultural differences apparent in selected readings. The French III reader is *Le Gentil Petit Diable* by Pierre Gripari.

This course is open to students who have completed French II with a grade of D+ or better or to students who have passed a competency test.

French IV

In French IV, students study advanced conversation skills, grammar, literature and writing. Upon completion of this course, students should be able to write organized compositions on chosen topics; demonstrate some knowledge of geographical, political, religious, artistic, and economic aspects of French culture; and read literary works, newspapers, and magazine articles with reasonable facility.

Some past selections have included: *Maigret Tend Un Piège* (Georges Simenon, 20th century, Belgium), *Les Jeux Sont Faits* (Jean-Paul Sartre, 20th century, France), *Bonjour Tristesse* (Françoise Sagan, 20th century France), selected fables from La Fontaine, and selected short stories from 19th and 20th century literature from France, Canada and Africa.

This course is open to students who have successfully completed French III and who have received departmental permission, or to students who pass a competency test.

Honors French V with Advanced Placement Option

Honors French V is the most advanced French course offered at Maumee Valley Country Day School. In it, students will deepen their understanding of advanced French grammar, read selected works of literature, improve their writing, practice and refine their speaking, and acquire a more sophisticated and complete vocabulary.

With few exceptions, each class will be conducted in French. Authors studied may include, but will not be limited to, Villon, Ronsard, Hugo, Baudelaire, Molière, Racine, Anouilh and Sartre. There will be presentations, discussions and debates of age-appropriate French films.

Each semester will provide an independent and rigorous class. Although students are encouraged to take both semesters, either may be elected. Each semester will earn ½ credit. The AP language exam will be an option for students who have chosen this class.

Admission is by departmental permission only.

Spanish I

This course is open to students who have had not previous experience in Spanish. In Spanish I, students begin to study essential grammar and vocabulary. While the aim of this course is to develop speaking, listening, reading and writing skills, the emphasis is on the first two. Students will participate in extensive grammar and vocabulary drills, and read aloud to develop good pronunciation.

Upon completion of this course, students should be able to conduct short conversations with another speaker on a general subject (name, age, place of residence, etc.), compose short paragraphs using a variety of vocabulary and grammatical constructions, and recognize basic cultural similarities and differences between the United States and Spanish-speaking countries.

Spanish II

Spanish II completes the students' study of essential grammar and vocabulary. While the aim of this course is to develop speaking, listening, reading and writing skills, the emphasis is on the first two. As in Spanish I, students will continue to participate in extensive oral grammar and vocabulary drills and read aloud to improve pronunciation.

Upon completion of this course, students should be able to speak on topics within the range of their experiences, including the expression of personal opinions or ideas; write short compositions using a variety of vocabulary and grammatical constructions; and talk about basic cultural similarities and differences between the United States and Spanish-speaking countries.

This course is open to students who have completed Spanish I with a grade of D+ or better, or to students who pass a competency test.

Spanish III

In Spanish III, students expand reading and writing skills while continuing to develop speaking and listening skills. Upon completion of this course, students should be able to communicate effectively in a variety of situations in a Spanish-speaking country using appropriate vocabulary and with acceptable control of grammar and syntax; comprehend and discuss selected literary materials, culturally-oriented readings, and newspapers and magazine articles with the aid of a dictionary; write short compositions on suggested themes; express opinions on a

wide range of topics; and recognize and discuss with some spontaneity, cultural differences apparent in the selected readings. Spanish III readings will be selected by the instructor and may vary from year to year.

This course is open to students who have successfully completed Spanish II and who have received departmental permission, or to students who pass a competency test.

Spanish IV

In Spanish IV, students study advanced conversation skills, grammar, literature, and writing. Upon completion of this course, students should be able to speak Spanish with the facility necessary to participate in class discussions; write organized compositions on chosen topics; demonstrate some knowledge of geographical, political, religious, artistic, and economic aspects of Hispanic culture; and read literary works, newspapers, and magazine articles with reasonable facility. Spanish IV readings will be selected by the instructor and may vary from year to year. Past selections include *Raro* by Benjamin Prado, *Nada Menos Que Todo Un Hombre* by Miguel de Unamuno, *La Cruz del Diablo* and *El Beso* both by Gustavo Adolfo Bécquer, *Las Lagrimas del Sol* by Jose Maria Merino and other short stories.

This course is open to students who have successfully completed Spanish III and who have received departmental permission, or to students who pass a competency test.

Honors Spanish V with Advanced Placement Option
Honors Spanish V is the most advanced Spanish course offered at Maumee Valley Country Day School. In it, students will deepen their understanding of advanced

Spanish grammar, read selected works of literature, improve their writing, practice and refine their speaking, and acquire a more sophisticated and complete vocabulary.

With few exceptions, each class will be conducted in Spanish. Authors studied may include, but will not be limited to, Matute, García-Márquez, Neruda, Gaité, Esquivel, Unamuno, García Lorca, Darío, José Martí, Nicolás Guillén and Paulo Coelho. There will be presentations, discussions and debates of age-appropriate Spanish films.

Each semester will provide an independent and rigorous class. Although students are encouraged to take both semesters, either may be elected. Each semester will earn ½ credit. The AP language exam will be an option for students who have chosen this class.

Admission is by departmental permission only.

Chinese I

This course is an introduction to spoken Mandarin Chinese using the Pinyin system of Roman letters. Students learn to converse simply and are introduced to the writing of Chinese in traditional characters. Considerable oral practice and frequent written exercises lead students to a mastery of the grammar and the tones of Chinese. By the end of the year, students will have mastered about 300 characters and are able to read simple Chinese character texts. Consideration is given to Chinese brush pen writing, art, history, and other cultural aspects of modern China.

HISTORY

The History Department is dedicated to giving students an understanding of history as a discipline. This includes comprehension of fundamental social-science concepts as employed by the historian and the ability to use basic historical techniques, the ability to weigh evidence, to interpret and to generalize, to perceive relationships, to make comparisons and contrasts, and to make and apply historical judgments and hypotheses.

The department's philosophy is that informed high school students should understand their own Western history and traditions but they should also be familiar with the history and values of non-Western peoples. The required history courses reflect this philosophy.

The World Before 1800

This year-long course for freshman will explore the history and culture of important regions of the world through the early modern period. The first semester will focus on the ancient and medieval worlds, with an emphasis on the following: Nile, Mesopotamian, Indus civilizations; China and Japan; Greece and Rome; the founding of major religions, and medieval Europe. The second semester, which covers the period from about 1400 to 1800, will look at the following: Aztec and Incan and Mayan civilizations, sub-Saharan Africa, the Reformation, early modern Asia, early modern Europe, and the Enlightenment.

Such topics as the development of the state, the role of religion in government, the treatment of outsiders and minorities, great thinkers, daily culture, and globalization will be crucial for discussions and projects.

World History After 1789

(Sophomores) This course presents a chronological survey of modern history with an emphasis on Western Civilization. Our first goal is to learn a conceptual vocabulary, which means that we will acquaint ourselves with the correct usage and precise meaning(s) of a variety of political, philosophical, cultural, and economic terms.

Our second goal is to investigate global linkages--i.e., to see how events in one corner of the world affected developments in another.

We will focus on five topics. During the first semester, we will cover the French Revolution, 19th Century ideologies (nationalism, liberalism, socialism, imperialism), and World War I. We will begin the second semester with a discussion of the Second World War and the Cold War. After the OGT (Ohio Graduation Test) in March, we will conclude the year with a Model UN simulation.

Throughout, we will engage in an ongoing discussion of historical method. Students will learn to use sources critically, to fashion hypotheses, to establish cause-and-effect relationships, and to write thoughtful, documented, analytical essays. This course is required for graduation and should be taken in the tenth grade. It is open to others with departmental permission.

United States History and Government

(Juniors or Seniors) This survey course will range from the Native Americans to the present. Since history continues to be rewritten by each generation, students will read and evaluate various professional historians' interpretive essays on major periods.

The United States' political institutions, economic development, eras of reform, international relations, and changing social values will be examined in reference to the present, and students will be expected to keep abreast of current events as they occur. Issues in social history, immigration, and the role of women will be emphasized.

There will be several short papers and research essays.

AP United States History

(Juniors or Seniors) This AP course constitutes a survey of the history of the United States from its earliest antecedents to the present with special emphasis on the evolution and transformation of politics, economics and culture.

A major aim of the course is to develop in students an increasing capacity to do independent work through collateral reading, writing assignments and research projects. The reading and writing requirements for the course approximate those in a college history course. Students enrolled in this course will take an AP Exam. (Estimated exam cost: \$85)

History Electives

Economics

(Semester 1) Economics is the social science that deals with the production, distribution, and consumption of goods and services; it has also been called the "dismal science" for its traditionally boring approach to what should be an interesting and vital part of our lives. This course will take a real-world approach to economics, using enough theory to understand why gasoline prices fluctuate as they do, how profit drives music industry decisions, why the cost of college has outrun inflation for decades, and whether baseball players are actually paid too much. We will cover such topics as how markets work, the relationship between business and labor, the role of the government in the economy, banks and the stock market, unemployment and inflation, and the global economy. The focus in this course is on combining readings with projects and simulations to understand the concepts that drive the economy in the world.

Modern East-Asian History

(Semester 1) The purpose of the East-Asian history course is to introduce students to the recent history, geography and civilizations of East Asia. The course focuses on the time period after approximately 1700, but it will necessarily touch on the earlier history of the region. Of particular interest will be the rise, fall, and rise again of China.

The course will look at the influence that European domination had and continues to have on the region. Such events as the Meiji Restoration in Japan, the samurai rebellion, the opium wars, the two world wars, the communist revolution in China, the Korean War, etc. will occupy the major portion of the class. Students will also look at the future of Asia. Of particular interest will be issues such as nuclear weapons in North Korea, the potential for U.S./Chinese conflict over Taiwan, regional trading blocs, and other potential problems facing the region. Current events, videos, and cultural trends will all be included in this course.

International Relations

(Semester 2) The International Relations (IR) course will introduce students to the concepts and theories about IR in the modern world. The class will examine classic theories of IR, as well as current attempt to model the behavior of the international community.

Current events will also play a major role in this class. Students will be required to read the international section of a major newspaper on a daily basis, and be prepared to discuss major events during class. They will also be expected to apply the theories and models that are discussed to real world events. This class will make extensive use of simulations, video clips, and major

journals such as *Foreign Affairs*. There will be weekly writing assignments as well as a major research project that will be completed outside of class. The course is designed to introduce junior and senior students to a college level class, and as such, the approval of the instructor is required for this class.

HUMAN GROWTH AND DEVELOPMENT

The health course is designed to help students learn principles of health, develop values to support these principles, and apply this learning to enhance personal well-being and effectiveness in daily living now and throughout the life cycle.

What is health? What do students need to know and practice to establish and maintain their well-being? How can young men and women cope with current issues and pressures, and develop an individualized and personal life plan that responds to their values, interests and abilities?

This class meets daily for one semester (1/2 credit) and is required of sophomores. In addition to required readings and discussions, films and guest speakers will be used to present course content. Students will keep journals or logs of personal health practices, do individual research projects, report on topics of their own choosing, and develop personal health plans. A C.P.R. unit will be taught by a licensed professional.

PHYSICAL EDUCATION

Maumee Valley's Upper School Physical Education program is uniquely designed for each grade level. The curriculum is structured for enrichment and refinement of skills and the development of strategies in team sports, individual sports, physical fitness, and lifetime activities.

9th Grade P.E.

Students are required to take physical education three times each week, both semesters. The emphasis will be on team sports, individual sports, and physical fitness. (1/4 credit/semester)

10th Grade P.E.

Students are required to take physical education three times a week for one semester. The emphasis will be on lifetime sports and physical fitness. (1/4 credit/semester).

MATHEMATICS

The Mathematics Department will provide experiences that encourage and enable students to value mathematics, gain confidence in their own mathematics abilities, become mathematical problem solvers, communicate mathematically and reason mathematically. The following courses are organized to permit all students to progress as far into mathematics as their achievement with each topic allows. We strongly recommend against acceleration that either omits content integral to these courses or advances students through it superficially. The department expects that mathematical ideas will grow and deepen as students progress through the curriculum and

that the consolidation of learning mathematics from these courses and the synthesis of their own mathematical knowledge will be essential during their calculus courses and higher-level mathematics courses, whether taken at Maumee Valley or later in college.

Changes in technology and the broadening of the areas in which mathematics is applied have resulted in growth and changes in the discipline of mathematics itself.

The new technology not only has made calculations and graphing easier, it has changed the very nature of the

problems important to mathematics and the methods mathematicians use to investigate them. A Texas Instruments graphing calculator will be required in all courses. Students purchasing new calculators should purchase a TI-83, TI-83+, TI-84 or TI-84+.

The mathematics department does recognize, however, that access to this technology is no guarantee that any student will become mathematically literate. Calculators and computers are tools that simplify but do not accomplish the work at hand.

Thus, the content of the course or courses is based on the fundamental mathematics students will need, not just on the technological training, which will facilitate the use of mathematics.

Algebra I

Algebra I is the language through which most of mathematics is communicated. Algebra I will begin to provide a means of operating with the concepts of variable, expression, equation and inequality at an abstract level and then applying them.

Whereas previous mathematics was developed as a generalization of arithmetic, the algebra in this course will focus on its own logical framework and consistency.

Prerequisite: Pre-algebra

Geometry

One of the most important connections in all of mathematics is that between geometry and algebra. In order to deepen students' understanding of shapes and their properties, geometry of two and three dimensions from both synthetic and algebraic perspectives will be explored. Students will learn to classify figures in terms of congruence, similarity and inequality; to deduce properties of a relationship between figures from given assumptions; and finally, to represent problem situations with geometric models and apply the properties of figures to problem solving. **Prerequisite: Algebra I**

Algebra II

This intermediate algebra course will continue to develop a more sophisticated facility with variable quantities in expressions, equations and inequalities. Along with improving these algebraic skills, there will be a greater emphasis on conceptual understanding, on algebra as a means of representation and on algebraic methods as a problem-solving tool. **Prerequisite: Geometry**

Precalculus

This advanced algebra course will concentrate on a variety of functions. Primary emphasis will be on understanding operations, general properties, and behavior of classes of functions, including a complete development of the trigonometric functions. Students will be able to represent and analyze relationships using

tables, verbal rules, equations and graphs; and to translate among tabular, symbolic and graphical representations of functions.

Important concepts of calculus will be foreshadowed through an emphasis on graphs. This informal exploration will lay the foundation for future study by providing students with rich intuitions about functions and graphs.

Prerequisite: Algebra II and permission of the department

AP Statistics

Probability provides concepts and methods for dealing with uncertainty and for interpreting predictions based on uncertainty. This study of permutations, combinations, random variables and probability distributions, including binomial, uniform, normal and chi square will provide students with a basis of understanding from which to make informal observations about the likelihood of events and to interpret and judge the validity of statistical claims in view of the underlying probabilistic assumptions.

Collecting, representing and processing data are activities of major importance to contemporary society.

These activities involve simulations and/or sampling, fitting curves, testing hypotheses and drawing inferences. This study of statistics will develop students' understanding of methods of exploratory data analysis. It is essential that students come to understand the difference between the right or wrong quality characteristic of most mathematical thinking and the qualified nature of outcomes in statistical analysis. In the spring, students are required to take the Statistics Advanced Placement Examination. **Prerequisite: Algebra II and permission of the department. (Estimated exam cost: \$85)**

AP Calculus

Calculus is the mathematics of change and motion. This college-level course will provide formal, rigorous methods of solving two large classes of problems. The first of these involves finding the rate at which a variable quantity is changing. When a body travels in a straight line, the distance from its starting point changes with time, and we may ask how fast it is moving at any given instant. Differential calculus is the branch of calculus that treats such problems. On the other hand, if we are given the velocity of a moving body at every instant of time, we may seek to find the distance it has moved as a function of time. This second type of problem that of finding a function when rate of change is known belongs to the domain of integral calculus.

In the spring, students are required to take the Calculus AB Advanced Placement Examination. **Prerequisite: Precalculus and permission of the department.**

(Estimated exam cost: \$85)

A Course in Mathematical Problem Solving: Crossing the River with Dogs

This will be a math class different from any you have taken before. It is intended for students who might not otherwise take an advanced mathematics course, or who desire skills they can apply with other classes and disciplines. It definitely benefits students preparing for college entrance exams. Why take a course in Problem Solving? Consider the logic problem below:

A family of five and their five dogs (each member owned one dog) were hiking when they came to a river to cross. They rented a boat that could hold three living things: people or dogs. But the dogs were temperamental! Each was comfortable only with its owner and could not be near another person, not even momentarily, unless its owner was present. Dogs could be with other dogs,

however. The crossing would have been impossible except that Lisa's dog had attended a first-rate obedience school and knew how to operate the boat. No other dogs were that well educated. How was the crossing arranged, and what is the minimum trips it will take.

Although in this class, you will sometimes be asked to solve equations, more often you will be challenged to think, solve, and write up solutions to *problems*; many of which may not look mathematical, but which teach universal problem solving strategies. Working in groups of three or four, over the course of the year, you'll learn 23 different strategies; a mix of mathematics, logic, puzzle solving, spatial design, and more. Look again at the problem above. It asks for the minimum number of trips, yet it is a logic problem. However, it is also a puzzle, and its fun!

Prerequisite: Algebra 2 and permission of the department. (Elective for Juniors and Seniors)

SCIENCE

Biology

Biology is a sophisticated and inclusive science, drawing upon the student's background in physical science, earth science and mathematics. The course is anchored in the theoretical and empirical study of evolution. The biochemical, geological and comparative anatomical evidence for evolution is explored.

Population and community ecology lead to the study of biomes. Organisms and their evolutionary relationships are studied in plants, invertebrate animals and vertebrates. Organ systems, genetics, cells and cellular physiology complete the broad overview of biology. Projects, examinations and lab reports make up the bulk of the work.

Biology

Biology focuses more on the descriptive aspects of the topics described above. Fair weather and our lovely campus permit long-term ecological projects to get underway at the outset of the fall semester. Hands-on projects throughout the course acquaint students with both the content and process of life sciences.

Honors Biology

The honors course loosely follows the Advanced Placement syllabus for the content areas and is designed to be the equivalent of a college introductory biology course taken by biology majors during their first year.

This course differs from a typical high school course in the depth of study, the level of textbook, laboratory practices and the time demanded.

Scientific writing is taught and expected on reports. Students who choose may elect to take the SAT II test in Biology/E at the end of the course.

Prerequisite: recommendation of eighth grade science teacher and approval of the instructor.

Chemistry

Chemistry is the science that describes matter, its chemical and physical properties, the chemical and physical changes that it undergoes, and the energy changes that accompany those processes. The course begins with a study of measurement to lay the foundation for the quantitative description of matter and its interactions.

During the year, we will examine both the theoretical explanations of matter from atomic theory as well as experimental work in stoichiometry, states of matter, thermodynamics, equilibrium and electrochemistry.

Chemistry

Chemistry is a course intended for students interested in the physical sciences but not ready for the rigorous mathematical treatment most chemistry courses receive. This course will cover the same topics as the Honors Chemistry course but with more attention to environmental issues. More emphasis is placed on a qualitative understanding of matter and less emphasis is placed on problem solving.

Prerequisite: Algebra I

Honors Chemistry

Honors Chemistry is an elective course intended for students with a serious interest in science combined with a strong background in mathematics.

This course will develop both qualitative and quantitative understanding of concepts in chemistry through weekly laboratory work. The application of physical laws to explain or predict phenomena along with mathematical problem solving is emphasized, while the rote memorization of factual material is kept to a minimum. **Prerequisite: Geometry or concurrent enrollment in Geometry**

Physics

Physics is the most fundamental and all-inclusive of the sciences and has had a profound effect on all scientific development. In these courses, we will examine the forces that control the behavior of all matter (gravity, electromagnetic, strong and weak nuclear force) and some of the scientific models that have been devised to explain these forces.

The topics studied will include mechanics, nuclear physics, wave motion (sound and light), geometric optics, and electricity.

Conceptual Physics

This course is intended for those students who want to continue to study science but are not ready for the rigorous mathematical treatment most physics courses receive. The topics covered will be the same as those in the Honors Physics course. Lab work will occur weekly and is designed to reinforce the concepts studied in lecture. All topics will be discussed conceptually with mathematics used only as a guide to recognizing relationships.

Prerequisite: Algebra I (Elective for Juniors and Seniors)

Honors Physics

This course will provide an in-depth presentation in physics but is a non-calculus-based course. It is most appropriate for those students with a strong interest in science who plan to continue to study related sciences such as biology, medicine, chemistry, architecture, technology, earth sciences, and environmental sciences. Lab work will occur weekly and is designed to reinforce the material studied in lecture. All of these topics will be discussed both conceptually and mathematically with a strong emphasis on mathematics in problem solving.

Prerequisite: Geometry and Algebra II (Elective for students in honors science courses)

Science Electives

Advanced Placement Biology

A full year course for students interested in taking the AP Biology test in May. This course will delve deeply into the molecular and cellular aspects of biology.

Respiration and photosynthesis, enzymes, and molecular genetics and gene expression will be covered.

Ecology and organismal biology will be reviewed. Experimental design, data accumulation and data analysis will be explored in weekly labs.

Students are required to take the AP exam in biology

Juniors who do well in the course may elect to take the SAT II Biology/E or SAT II Biology/M tests.

Prerequisite: Biology and Chemistry
(Estimated exam cost: \$85)

Advanced Placement Environmental Science

This is an interdisciplinary course open to juniors and seniors that examines the relationships among the biological, chemical and physical components of life on our planet as well as social, political, and cultural aspects of human activity.

The first semester will focus on the interdependence of the Earth's systems including energy, matter, soils, air, water, living organisms, and resources (renewable and non renewable).

The second semester will examine the role of society and culture by looking at population dynamics, global changes and decision making.

The summer reading for this course is A Walk in the Woods by Bill Bryson. Students are required to take the AP exam in environmental science.

Prerequisite: Biology and Chemistry.
(Estimated exam cost: \$85)

Either the combination of Earth Science 1 & 2 or Zoology & Microbiology will be offered depending on which course has sufficient enrollment. Only one combination will be offered for the school year '07-'08.

Earth Science I and II:

(Semester 1) This semester course will present the fundamentals of the geophysical sciences – meteorology, oceanography, and astronomy – with emphasis on practical applications, contemporary problems, and vocational opportunities. There is a possibility of field trips for meteorology and astronomy.

(Semester 2) This semester will concentrate on geology. Topics include basic mineral and rock types, economics

importance of minerals and mineral exploration, erosion and depositional processes, diastrophism (volcanism, folding, faulting, earthquakes), and a brief introduction to the fossil record. Emphasis is placed on the geologic time scale, interpretation of maps and landforms, and the field of geology as a potential career.

Considerable lab work and some field work are integral to this course. Students may take either semester or both semesters.

Zoology

(Semester 1) This course is about animals and will begin with a review of protozoans and conclude with an overview of the vertebrates. In the process, some 30 different animal phyla will be surveyed with an emphasis on marine forms as well as on those animal phyla that are of economic significance to humans. The laboratory component of this course will be extensive and will require the observation and dissection of many different animals. Prerequisite: Biology, Chemistry and instructor permission.

Microbiology

(Semester 2) This course will survey the entire spectrum of microbial life. Topics will include the prokaryotic life forms, such as cyanobacteria, eubacteria, viruses, and selected eukaryotic members from the kingdoms Protista and Fungi. Emphasis will be on biosystematics, metabolism, economic importance, symbiosis and the ecology of microorganisms. There will be extensive laboratory work including identification and culture methods. Prerequisite: Biology, Chemistry and instructor permission.

UPPER SCHOOL FACULTY

LAILA ARISS, Math
B.A. Education - Mathematics-University of Toledo
M.A. Curriculum and Instruction in Mathematics
(candidate) - University of Toledo

ROLLAND BARNES, English
B.Ed. - University of Toledo
M.Ed. - University of Toledo

MARGARET BLACKBURN, Dept. Chair of Foreign
Language
B.A. French - Michigan State University
M.A. French Literature - University of Michigan

CHARLES BROWN, Music
B.A. Music Education - Wittenberg University
M.A. Music - Bowling Green State University

NANCY BUCCILLI, Foreign Language
B.Ed. Education - Bowling Green State University
M.A. French - Bowling Green State University

THOMAS CAMBISIOS, English
B.A. English - Vanderbilt University
M.A.T. Education and English - Vanderbilt University

D. BRUCE CARR, Head of Upper School
B.A. History - Miami University
M.A. History - Case Western Reserve University
Ph.D. History - Case Western Reserve University

RONALD EUTON, Dept. Chair of History
B.S. Education - Bowling Green State University

JAMES FISH, Athletic Director, Dept. Chair of Phys. Ed.
B.S. Education - Bowling Green State University

ROBERT FRISCH, Science
B.S. Chemistry - University of Toledo
M.S. Chemistry - Bowling Green State University

EARL GORDON, Art
B.F.A. Sculpture - Virginia Commonwealth University
M.F.A. Painting - Yale University

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B.S. Math - Marquette University
M.S. Math - Purdue University

KEVIN HAYES, Drama
B.A. Performance - St. Vincent College
M.Ed. Secondary Speech & Theatre - Ohio State
M.F.A. Acting - Ohio State

JARIN JAFFEE, Director of College Advising
B.A. Pol. Science - Kenyon College
M.S. Admin. (candidate) - University of Notre Dame

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B.A. English Literature - University of Michigan
M.A. English Language and Literature - University of
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B.S. Chemistry - Michigan State University

JANET MILLER, Science
B.S. Agricultural Engineering, The Ohio State University
M.Ed. Curriculum and Instruction, Bowling Green State
University

DANIEL MUMFORD, History
B.A. Political Science - Saginaw Valley State University
M.A. International Relations - Western Michigan
University

DAVID PREDIGER, Physical Education
B.Ed. - Concordia College

LEIGH RENCURRELL CRESPO, Foreign Language
B.Ed. English - University of Havana, Cuba

COLLEEN SIEBERG, Music
B.A. Music - Bowling Green State University
M.A. Teaching - Marygrove College

ERIC SEGELER, Math
B.S. Mathematics - Point Park University
B.A. English Literature - Point Park University
M.Ed. Counselor Education - University of Pittsburgh
Ph.D. Counselor Education - University of Pittsburgh

ROGER SPURGEON, Director of Technology
B.S.E. Computer Engineering - University of Michigan

LOUISE STODDARD, Technology Coordinator
B.F.A. - Columbus College of Art & Design

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