



# Upper School Course Catalog

2025-2026

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# MISSION, VISION, DEIB STATEMENT, AND GUIDING PRINCIPLE

## Our Mission

Maumee Valley Country Day School cultivates an inclusive community of intellectual excellence where learners creatively explore their passions and boldly inspire positive change in the world.

## Our Vision

**Personal. Experiential. Global.**

## Our Statement of Diversity, Equity, Inclusion, and Belonging

At Maumee Valley Country Day School, we recognize and embrace our responsibility to foster an inclusive, equitable, safe, and respectful community. We cultivate a community in which students, faculty, staff, and families feel genuinely welcome and are encouraged to learn from, with, and about one another. We honor the uniqueness of each individual and embrace diverse backgrounds, values, learning styles, and points of view to build a strong, inclusive community. At Maumee Valley, we want all community members to know:

**We see you. We hear you. We value you.**

## Our Guiding Principle

We create an environment of freedom and responsibility to:

- THINK
- SPEAK
- EXPLORE
- CHOOSE
- CONNECT
- BE YOU

## GRADUATION REQUIREMENTS

In order to graduate from Maumee Valley, a student must earn a minimum of twenty credits during high school where a ½ credit is earned by one term of study. A two-term course earns one credit, and a one-term course earns a ½ credit. Courses that meet fewer than four times per five-day rotation earn fewer credits, which are designated in the course descriptions. The 20 required credits must be distributed as follows:

Discipline	Credits
English	4
Mathematics (must include Algebra II or its equivalent)	4
Social Studies (must include one year of AP US History or American History & Government)	3* (*4 credits beginning with class of 2029)
Life Science	1
Physical Science	1
Science Elective	1
World Language	2
Fine Arts	1 ½
Physical Education	1
Health and Wellness	½
Elective	1

Ohio requires Financial Literacy for students to graduate from high school. Students at Maumee Valley can earn this requirement through our Health and Wellness Course (through the unit on Financial Wellness) and/or through taking the Personal Finance elective course.

# COMMUNITY SERVICE

“I am needed - I can make a difference.” MVCDS is more than just an academic institution. Serving one’s neighbor and community provides a reciprocal benefit and an educational experience; therefore, service is a graduation requirement and very much in accord with the ideals of our school.

Community service is a graduation requirement at MVCDS. The number of community hours required is based on the grade that a student enrolled in MV. All domestic students who join the MV community before their junior year must complete a 45-hour community service requirement along with a 1-page essay. Students who enter MV as juniors must complete a minimum of 30 hours, and incoming seniors must complete a total of 20 hours. International students are required to complete 10 hours of service for each enrolled year (ex. a newly enrolled Junior would be required to complete 20 hours of service) with a 1-page essay. Students are encouraged to continue to be engaged in community service all four years of high school and to go beyond our minimum requirement. Service opportunities are also presented to students throughout the school year.

Community Service Requirements	
Domestic students	International Students
<ul style="list-style-type: none"> <li>• Service must be done in person.</li> <li>• The organization must be non-profit.</li> <li>• Of the 45 hours, 30 must be completed with a single outside agency (outside of MVCDS).</li> <li>• Students must complete a pre-approval form for the single outside agency (30 hours) service and submit this to the Dean of Students</li> </ul>	<ul style="list-style-type: none"> <li>• Service must be done in person.</li> <li>• The organization must be non-profit.</li> <li>• Service can be completed on or off campus.</li> <li>• Service may be completed through multiple agencies</li> </ul>

For domestic students, the selected service project should help the student understand the needs of the population being served and directly benefit the selected community. To ensure a meaningful experience, the 30 hours off campus must be done for one agency. The 15 remaining hours may be completed in a variety of ways that may include providing a service to members of the MVCDS community on the MV campus.

All 12th graders should have completed community service before the spring rotation starts. Students who have not done so will be required to meet with parents and the Dean of Students to outline their plan for completion. Only seniors who have completed all community service requirements will be eligible for senior privileges.

## Process

1. Consult with your academic advisor as you set up your service experiences to ensure that the service meets the program’s guidelines.

2. After completing community service hours for an organization, ask your off-campus volunteer supervisor to complete the supervisor's evaluation form which can be found on the MV Upper School Resource Board.
3. Complete a self-evaluation by writing a one-page essay describing your experience and how you made an impact on the community you served. Be specific. Discuss the need you addressed, the people you met, significant events that happened while you worked with them, and key learnings and personal growth that occurred for you. This essay is to be given to your advisor, who will schedule a meeting with you and discuss your experience so they can make the final evaluation of your project. Your advisor will then inform the Dean of Students of the successful completion of your community service experience.

# GENERAL ACADEMIC GUIDELINES

All courses listed in this course catalog are subject to change depending on a variety of factors that may include student interest, enrollment, and faculty availability.

## Course Load

Students are required to take one class each intensive, fall, winter, and spring, and five classes each rotation, fall and spring. Students who take the required load will graduate with 26 credits, more than enough to satisfy graduation requirements. Students are not permitted to take a sixth class in a rotational term, but rather will have one HAWK block (Habits for Achievement, Wellness, and Knowledge). Freshmen will be assigned to a structured, supervised space during their HAWK block, whereas older students in good academic standing will be able to have an unstructured HAWK block. When designing a schedule, students should consider all that they do in and out of school, keeping in mind that competitive college admissions consider both strong academic performance and a well-rounded, committed extracurricular life. Given the demanding nature of AP courses, a general recommendation is that students take no more than three AP courses at any one time. Students who wish to take more than three AP courses at any one time will be required to meet with the Head of Upper School, Advisor and parents to discuss impact.

## Intensives

Intensives have evolved from Maumee Valley's hallowed Winterim program. The schedule includes three, 3-week intensives each year, fall, winter, and spring. The intention of these periods is to allow students to immerse themselves fully in deep learning about a single subject. Options for intensives include on-campus classes, domestic and international travel, and independent studies. Most intensives will be offered on campus and involve only local travel. However, some classes will include overnight trips and/or extraordinary expenditures for which families will be expected to incur the cost.

## Travel Intensive Financial Policy

The deadline for participation in each intensive trip will be determined by the faculty member leading the trip. Faculty should consider the timing of vendor deposits and reservations when determining the deadline. The cost per student and the amount of the initial deposit will be determined once student participation is finalized. The timing of the billing for the deposit and the remainder of the trip cost will be determined by the faculty and the Business Office. The entire cost of the trip will be paid before the travel date. Students who withdraw after the deadline will forfeit the deposit and be responsible for any cost incurred by the school that cannot be reimbursed.

Students who receive need-based flexible tuition will be eligible for financial aid for travel intensive experiences for one intensive trip during the student's upper school years. The percentage rate of the intensive aid will be calculated at one half of the percentage applied to tuition. (Ex. Student who receives 40% need-based flexible tuition allocation will receive intensive aid of 20%.) The maximum aid available for intensive travel is 40%.

## Travel Intensive Enrollment Prioritization

At Maumee Valley, we prioritize ensuring that all students have the opportunity to travel internationally before they graduate. However, we can only offer a limited number of trips each year, with a finite number of spots available. While interest usually aligns with availability, occasionally the demand far exceeds our expectations. Due to this, we prioritize students based on seniority and how many times they've previously had the opportunity to travel with us when the number of requests exceeds the spots available. The ranking criteria that we use is as follows:

Seniority and Number of School Trips taken	Priority
Seniors with 0 school trips	1
Seniors with 1 trip, Juniors with 0 trips	2
Juniors with 1 trip, Sophomores with 0 trips	3
Seniors with 2 trips	4
Juniors with 2 trips, Sophomores with 1 trip	5
Seniors with 3 trips	6

## Jonathan Krueger Winterim Scholarship

Established by the family and friends of Jonathan Krueger '12, the Jonathan Krueger Winterim Scholarship will be awarded to an Upper School student each spring for the express purpose of helping that student fund an Intensive trip during the following academic year.

Jonathan Krueger '12, a "lifer" at Maumee Valley Country Day School, was a beloved student and leader. He was team co-captain of the Maumee Valley Country Day School basketball team his junior and senior years, helping to lead his team to victory after victory. His buzzer-beater, 3-point shot for the win against a rival school may be the most defining moment of his high school basketball career, and will forever be remembered by his teammates, coaches and fans. Throughout his time at MV, he became known as "the man behind the camera", always taking pictures and capturing moments. He studied photography, and never missed an opportunity to photograph people, places, and things. Jonathan believed that education is more than what you learn in class.

We hope that this scholarship fund will give students, for years to come, opportunities to continue learning by doing. And that they will approach every moment as Jonathan would, with a sense of adventure, a balance of humor and focus, and with a passion and love for the work that they do.

To be eligible for this award, the recipient:

- Must be a current Upper School student in grades 9, 10, or 11.
- Contribute to the vitality of the MV community through his or her activities and leadership.
- Plan to participate in an Intensive Travel (school trip or Independent Study travel) and/or Photography experience in the subsequent academic year.

- Submit a 300-word essay answering the question: What do you hope to learn and accomplish in your Intensive/Independent Study? Essays should be submitted along with pre-registration course sign-up forms, which are typically due before spring break.

Award recipients will be selected by a committee that includes Head of Upper School, Director of College Counseling, and representatives from the US faculty and the advancement office. Award winners will be announced at the US Awards Ceremony each spring.

**Application Deadline for upcoming school year: April 25th, 2025**

## **Advanced Placement Exam Policy**

Advanced Placement (AP) courses require a commitment of time and focus on the part of a student. Because AP courses are designed at a college freshmen level of rigor, students should not take more than 3 AP classes in any given term. Students are expected to take AP tests in the spring of the year. Any student in any course is eligible to sit for an AP exam; however, only students in a Maumee Valley AP class who take the AP exam will receive credit on the MV transcript for taking an AP course, and the corresponding weighting of the GPA. In the rare case when a student cannot sit for the AP exam, the student's grade will not be penalized, but the course will be recorded on the transcript without the AP designation, and the grade will not be weighted in the GPA calculation. If a senior does not sit for the AP exam, the student will be advised to notify the college to which he or she will matriculate, or where the college applications are still pending. The school needs to be certain that no one misrepresents themselves to colleges/universities. Estimated exam cost for each 2026 test is \$99.

## **Grades of “Incomplete”**

Except in unusual circumstances, incompletes must be made up within three weeks of the end of the semester.

## **Drop/Add Period**

Except in unusual circumstances, courses may not be added or dropped after one week into a rotation term. During an Intensive term, the drop/add period is one day. Courses dropped after the drop/add period will be noted on the transcript, either with “W/P” (withdraw passing) or “W/F” (withdraw failing). After all assignment grades have been entered up to the drop date, “W/P” or “W/F” will be determined.

## **Upper School Transcript**

The school transcript represents the official record of high school courses taken and results obtained. The transcript reflects the number of credits earned, and the student's academic average by year and cumulatively. Only the end of term and final course grades are noted on the transcript.

Official transcripts are legal documents and are only released if a student's account is in good standing. Official transcripts are never given directly to parents or students; they are transferred directly between Maumee Valley and the qualified institution, and only when requested in writing by the student. Unofficial transcripts can be released to parents and students if approved by the business office. Please contact the school registrar for any unofficial report.

Parents and students have the right to review the transcript and can do so by making an appointment with the Registrar or College Counseling department.

## Grade-Point Averages

Grade-point averages	Grade	GPA Scale	# Equivalent
The school computes and reports a weighted grade-point average for each year, and cumulatively for the entire high school period in which students are enrolled at MV. The weighted GPA is the mean of all letter grades assigned in credit-bearing classes taken at MV in grades 9 through 12, converted to a numeric value on a 4.0 scale (A = 4.0; A- = 3.667; B+ = 3.333; B = 3.00; B- = 2.667; C+ = 2.333; C = 2.00; C- = 1.667; D+ = 1.333; D = 1.00; D- = .667; F = 0.0). In computing the weighted GPA, courses designated AP have 1.0 quality points added to the numerical equivalent for that course grade. For example, A = 5.0 in an AP course. The grading scale is shown to the right.	A	4.0-above	100-93
	A-	3.999-3.667	92-90
	B+	3.666-3.333	89-87
	B	3.332-3.000	86-83
	B-	2.999-2.667	82-80
	C+	2.666-2.333	79-77
	C	2.332-2.000	76-73
	C-	1.999-1.667	72-70
	D+	1.666-1.333	69-67
	D	1.332-1.000	66-63
	D-	0.999-0.667	62-60

## Transfer Credit

Students who transfer to Maumee Valley during high school will receive graduation credit for the courses and corresponding graduation requirements their former school has granted. Coursework completed at another institution is never calculated in a Maumee Valley grade point average and is not included on our transcript.

## Dual-Listed Classes

Some classes are listed in two departments because they can be used to earn credit in either one department or the other. Students must indicate at course registration which department's credit they are choosing to earn. Depending on the credit that a student chooses, assignments and assessments will vary based on the different departmental course outcomes.

## English for Speakers of Other Languages (ESOL)

The ESOL program is designed to assist English language learners as they acquire and perfect their English skills while supporting their academic success in their other classes. Placement in ESOL is determined by a student's English language proficiency, which is gauged by standardized testing, performance in previous ESOL classes and other academic classes, and teacher recommendations. When placement is recommended, students are required to be in the program. For each term of ESOL successfully completed, students earn ½ credit toward the world language graduation requirement. Students may exit the ESOL program only when their English language proficiency as determined by standardized testing enables them to be independent and successful in their other academic classes, or after earning 2 full credits toward World Language in the ESOL program.

## **College Advising**

### ***Materials supporting college applications***

Through an extensive program of college guidance and counseling, the school advocates for its students as they select and apply to an appropriate range of colleges and universities. Supporting materials that accompany each application include: an official transcript, the college counselor's recommendation, teacher recommendations, a profile describing the school and the class, and any additional forms required by a specific college.

### ***Recommendations***

Recommendation letters are written by faculty and administrators as a service to the students. Whether for a job, college applications, or volunteer opportunities, all letters written on behalf of students will be kept confidential. Letters are not given directly to students.

### ***Reporting Disciplinary Record***

Many colleges ask the student and Maumee Valley if the student has been disciplined for any serious offenses during their time at the school. Some college application supplementary question, for example, ask, "Has the applicant ever been found responsible for a disciplinary violation at your school from 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in the applicant's probation, suspension, removal, dismissal, or expulsion from your institution?" Maumee Valley expects students to answer such questions honestly. The college advising office will similarly respond to the college's requests in a forthright manner while still advocating for that student's admission at the colleges of his/her choice.

### ***Reporting Standardized Testing Scores***

Standardized testing scores, including the SAT, ACT, AP, and PSAT programs will not be included on the student's transcript. Students are required to have the College Board and/or ACT companies send the scores to the individual colleges.

## **Classroom Accommodations**

Students who have received a formal evaluation and have been diagnosed with a learning difference or mental health diagnosis may be eligible to receive accommodations on tests, quizzes, projects, and other assignments as determined by the student support team, which includes members of the student support department, advisor, teachers, and division head.. Accommodations in the Upper School do not automatically qualify a student to receive accommodations on standardized tests. However, students who have received a formal diagnosis may apply for accommodations on College Board (i.e., PSAT, SAT, AP), and ACT exams through the Student Support Specialist.

## **Summative Assessment Policy**

Students have the right to have no more than two summative assignments due on a given date. Summative assignments include tests, papers, presentations, or projects that are being used to measure mastery of one or more course outcomes. Short quizzes and other assessments or assignments for

which students should be able to prepare within the scope of a regular homework load are exempt from this policy. Students should work with teachers of a third, and beyond, summative assessment, ahead of the due date, to accommodate conflicts.

## **Rank-in-class**

Maumee Valley does not report rank-in-class on a student's transcript or on any applications prepared by the school.

## **HAWK Block Assignments**

HAWK (Habits for Achievement, Wellness, and Knowledge) Blocks are a block of time that students have every other day to use for whatever they need to further themselves academically and personally. HAWK blocks are spent on campus. Depending on grade level and need, students can either be assigned to a structured, supervised HAWK block in a designated classroom or assigned to an unstructured, unsupervised HAWK block.

All ninth grade students will be assigned to a structured, supervised classroom for their HAWK block during the fall rotation. In the second rotation, ninth grade students who earn 70 or above in all of their classes may petition for open-campus privileges during their HAWK block.

Any student with an end-of-marking-period grade, which includes mid-term and semester reports, of 69 or below may be assigned to a structured, supervised study hall for their HAWK block. Students placed on Academic Watch will be enrolled in a structured, supervised HAWK block.

## **Athletic Eligibility**

The Ohio High School Athletic Association has established the following by-laws regarding academic eligibility for OHSAA athletic participation:

- Eligibility for each grading period is determined by grades received the preceding grading period.
- To be eligible, a student-athlete must have received passing grades in a minimum of five, one-credit courses, or the equivalent, in the immediately preceding grading period. This includes all beginning ninth graders.
- Note: "Grading period" is defined in terms of your school's board-adopted calendar. In most school districts, this is a nine-week period, while some districts use a six-week or 12-week period or semester. It should also be noted, however, that interim, biweekly, or weekly evaluations are not considered "grading periods" and restoration of eligibility is NOT permitted after such evaluations.

At Maumee Valley, the course load for all students, each year, is 6 ½ credits, more than the minimum 5 credits required by the OHSAA. MV students earn ½ credit in each of three intensives, fall, winter, and

spring. MV students earn 5 credits, over the two rotation periods, fall and spring. MV defines two “grading periods” for OHSAA eligibility purposes. Grading Period 1 includes the fall intensive course, and all the classes taken during the fall rotation, which concludes in December with Winter Break. Grading Period 2 includes the Winter Intensive course, the spring rotation courses, and the Spring Intensive, and concludes on the last day of school in June.

## **Academic Watch Policy**

All students are expected to remain in good academic standing and progress towards meeting graduation requirements during their four years in the Upper School. It is not unusual for students to occasionally experience setbacks or face challenges that impact their academic performance. A student’s progress is closely monitored by their teachers and Advisor throughout the school year. In the event that a student’s performance declines to a level that puts the student at risk of not successfully completing or passing a course, the Advisor may recommend to the Head of Upper School that the student be placed on Academic Watch. The purpose of placing the student on Academic Watch is to increase the student’s likelihood of successfully completing the course and meeting the graduation requirements.

A student may be placed on Academic Watch when any of the following criteria are met:

- In at least one course, the student’s grade falls below 69% at or before the marking period.
- In at least one course, the student demonstrates a pattern of missing work and/or late work submissions.
- The student accrues two or more course incompletes in one term.

### ***Academic Watch procedures:***

- As students are falling behind in classes, the classroom teachers will communicate with students and families what needs to be done in order to remediate progress as well as any deadlines to make up work.
- During the monthly student support meetings, the academic team will identify any students that meet the Academic Watch criteria, and discuss what communication has already happened with families.
- The academic team meets with the student’s advisor to determine next steps.
- If it is determined that the student needs to be placed on Academic Watch, the Head of Upper School, Dean of Academics, Dean of Students, and a member(s) of the Student Support Team meet with the student, student’s advisor, and student’s parent/guardian, to discuss the student’s academic standing, factors contributing to the student’s performance, and the student’s support needs.
- The Head of Upper School and Dean of Academics, in collaboration with the Dean of Students, Student Support Team and the Advisor, creates an Academic Watch Plan that outlines the structures in place to support the student’s success, as well as outcomes that must be achieved in order for the student to be removed from Academic Watch.
- The advisor monitors the student’s progress and informs the Head of Upper School and Dean of Academics when the outcomes outlined in the Academic Watch Plan are achieved.

A student must achieve the outcomes outlined in the Academic Watch Plan in order to be removed from Academic Watch. Consequences of not meeting the outcomes outlined in the Academic Watch Plan may include (but are not limited to): the student needing to retake a course, the school holding the student's contract, withdrawing the student from the academic program, the student not receiving a MVCDS diploma, or expelling the student from MVCDS.

# COURSE REGISTRATION PROCESS

When considering appropriate courses for next year, advisors, students, and parents should consider some of the following discussion points:

- Pay attention to required coursework for graduation. This should take priority when completing the registration process.
- It is important to balance academic and extracurricular interests. Knowing that colleges like to see students who are stretching themselves appropriately academically and who are also leading interesting and meaningful lives, the range of student interest and involvement should be considered in making course selections.
- Identifying what advanced courses are of interest in future years allows students to complete necessary prerequisites in preparation.
- Be aware that single section courses often can conflict with others, thus providing alternative selections is imperative.
- If a student is interested in taking AP/Advanced courses, there is a required application process described in the next section. Students should take no more than three AP/Advanced courses in any given term.

## Course Registration:

- Students and parents/guardians are encouraged to communicate with their assigned academic advisor to help answer any questions that may arise.
- The course catalog contains course offerings, descriptions, and policies. The current catalog is available online on the MyMV Upper School Resource page.
- Students' advisors will give students a course pre-registration form to fill out during their Advisory period before spring conferences, and this form will be used by students, parents, and advisors to create a schedule during these conferences.
- Please fill out alternative course selections for each term.
- For the intensive selection process, our goal is to provide as many students as possible their highest ranked choices. However, we recognize that space is limited and not all students will be able to be placed into their first choice intensive. Filters we consider include seniority, a student's graduation requirement needs, balancing out request preferences, and student's demonstrated interest in a course of study. For intensives that offer extensive work within off-campus programs, or that include MV-run trips, additional application materials, participation in previous MV-run trips, and an interview may be requested.
- Initial course placements will be prepared based on the pre-registration sign-up. These initial course placements will be reviewed and confirmed by the end of the current school year.
- In June, the course schedule will be built. Typically, we find that 10 to 20% of students will have a schedule conflict that needs to be resolved, such as two requested courses occupying the same block of time. As these conflicts are discovered, the registrar will contact students and discuss scheduling options.

## AP COURSE APPLICATION PROCESS

Given the demanding nature of AP courses and specific policies that are distinct from other courses at MV, students are required to complete a process specific to enrollment in these courses. In previous years, students went through an initial recommendation phase followed by submission of a petition for each class in which they wanted to enroll. In order to provide greater access, the process has been streamlined.

For the 2025-2026 school year, ALL students interested in enrolling in AP/Advanced courses will be required to complete an application. A SINGLE application form will be submitted to apply for AP courses in the upcoming school year. [In this form](#), students will identify courses, their interest, and discuss a plan to manage a heavier course load.

Good candidates for AP courses are students who demonstrate independence, self-motivation, creative problem-solving, active participation in classes, and strong critical thinking skills. In addition, completion of all prerequisite courses is required so that students enter the AP class with the necessary foundation to find success.

Please keep in mind that AP courses are equivalent to introductory courses at the university level, therefore remediation is not permitted on any assessments. While students should be proactive about asking for help, they must feel confident to work at an independent level with minimal outside support. In addition, any assigned summer work must be completed in advance of the first day of classes.

Given the demanding nature of AP courses, MV's recommendation is that students take no more than three AP courses at any one time. Schedules containing more than three AP courses at any one time will be required to meet with the Head of Upper School, Advisor, and parents to discuss impact.

AP courses have limited sections with limited numbers of seats. If interest exceeds this limitation, priority will be given to upperclassmen and to those who have completed all course prerequisites on campus.

After the application deadline, advisors and departments will review the application, prerequisite course completion, demonstrated academic performance in classes, and space limitations. After review, student will receive one of three possible responses:

- Acceptance
- Conditional Acceptance
- Denial

Upon receiving conditional acceptance, students will be invited to meet with the department chairs of the relevant departments to discuss any missing information or concerns they have.

The [application form](#) must be filled out and submitted by April 18, 2025, at 4 p.m.

# ELECTIVE COURSES

## Elective Intensive Courses

### Introduction to MV: #HawkNation

Fall Intensive

This course is required for all incoming freshmen and new 10th graders.

Prerequisite: None.

Entering high school can be tough and filled with uncertainty. This course is designed to help you learn about the culture, opportunities, and expectations of the Upper School while helping you to develop and refine skills that will help you succeed in this new environment. Through a variety of activities (individual and group) you will learn about the possibilities that this community and this campus hold for you to collaborate, lead, and create. We will explore what it means to balance freedom and responsibility, as well as how to go get your learning!

# ENGLISH

## English Mission Statement

The mission of the MVCDS English Department is to promote academic and cultural literacy through reading, writing, and thinking critically, communicating effectively, and engaging with a variety of perspectives (gender, cultural, political, and social).

## English Department Transfer Goals

- Students will have the ability to write effectively for varied audiences and purposes, in different genres and styles, with a unique voice.
- Students will critically reflect on how they read, write and listen.
- Students will become competent and proficient readers.
- Students will engage with diverse cultures and experiences to develop empathy and understanding.
- Students will gather, analyze, synthesize and communicate complex information effectively.
- Students will express themselves creatively in ways that reflect interaction with themes, motifs, and techniques in literature coupled with original thinking and approaches.
- Students will contribute meaningfully to discussions and present their ideas with clarity and supporting evidence in relation to others' positions..

Skills students develop in the English program 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. We carefully consider the intellectual, emotional and social maturity of students when we select each course text.

**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 a student's own writing.

**Thinking:** There is 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 Intensive Courses

### **Women in Literature**

Fall Intensive

Prerequisite: English II or English Foundations: Writers and Readers

*Women in Literature* is an intensive course intended to expose students to the complexity and diversity of literary (and artistic) contributions by women. This course exposes students to the experiences of women from different eras, racial, cultural and socio-economic backgrounds. The course will focus on socio-political issues pertaining to beauty, identity, culture and activism, as well as explore literary topics such as device, theme and characterization. Students will have the opportunity to experience literature and the breadth and depth of thought it evokes across a variety of genres ranging from poetry and prose to fiction, music and film. Literature featured will center creatives from all over the globe, including, Indigenous, Black, Latin, European, African, Asian, Middle-Eastern amongst others. Students will demonstrate their comprehension of the topics and texts via rigorous and robust discourse, a variety of stimulating in-class written assignments and a cumulative creative project of one's choice.

### **Turning the Key: The Madwoman in the Attic**

Fall Intensive

Prerequisite: English II or English Foundations: Writers and Readers

The madwoman trope continues to persist in contemporary culture, where aggressive, anxious, and socially deviant women often serve as catalysts for conflict in movies, television, and even pop music. Though it has recently experienced a resurgence, the madwoman has been a fixture in literature's most enduring works for centuries, becoming deeply embedded in our cultural fabric. But where did this trope originate, and why does it endure? As modern storytelling revisits and reinterprets this figure, it is essential to examine not only how contemporary works engage with the trope but also what it reveals about society's views on women, mental health, and agency. In addition to analyzing literary texts, students will have opportunities to craft and defend arguments, critique media, and develop creative solutions that acknowledge the real lived experiences of women. It is important to note that this course includes difficult depictions of mental health and anxiety.

### **Film Criticism**

Winter Intensive

Prerequisite: English II or English Foundations: Writers and Readers

What makes a film good or bad? Can a movie be better than the book? Can a film review be objective? How do economic forces shape movies? What is a "spoiler"? This intensive will dive into the art of film criticism and the history of film as popular and serious art. In addition to watching great films and writing reviews and criticism, we will read related works of fiction and nonfiction and analyze their relationship to film as forms of storytelling. Students pursuing English credit will explore the links between film and literature, while students seeking Social Studies credit will focus on markets, publicity, and other factors

that shape the filmmaking industry. The last part of the intensive will be devoted to creating, directing, and premiering an original film for the Maumee Valley community.

### **Children’s Literature**

Winter Intensive

Prerequisite: English II or English Foundations: Writers and Readers

This course explores classic eighteenth, nineteenth, and early twentieth-century books for children—putting particular emphasis to the “diversity” or lack thereof in what we consider “The Golden Age” of Children’s Literature. We will cover texts ranging from the didactic to the so-called “golden age” of children’s myth, fairy tales, and fantasy all while considering whose voice is being heard within these narratives, with special attention to the intersections of childhood with the cultural histories of race, class, gender, and sexuality, as well as the economic formations like early capitalism. Students will explore the “canon” of children’s literature—from *The Wizard of Oz*, *Winnie the Pooh*, *Peter Pan* and *The Wind and the Willows*—to question what makes these stories so popular and how they connect to childhood in the twenty-first century.

### **Dystopian Literature**

Spring Intensive

Prerequisite: English II or English Foundations: Writers and Readers

Ever since George Orwell published his 1949 novel *1984*, the term “Big Brother” has become synonymous with mass surveillance and government abuse. The dystopian genre has grown immensely in popularity in recent years, and this course will explore how it has permeated our culture, examining its origins, essential elements, and recurring themes. *Never Let Me Go* will serve as the foundational text, but students will also engage with a range of short stories and analyze dystopian themes in film and television. Throughout the course, students will have the opportunity to create their own dystopian worlds and develop original dystopian stories, using both imagination and hands-on projects.

### **Hip-hop and Language**

Spring Intensive

Prerequisite: English II or English Foundations: Writers and Readers

*Hip-hop and Language* is an intensive course intended to explore the half-a-century history, politics, linguistics and culture of Hip-hop. Students will be introduced to the history of Hip-hop, as well as to its global expansion. Students will examine Hip-hop’s role in justice movements globally, and its role in protest specifically. Hip-hop’s relationship with the Obama presidency will be observed along with Hip-hop’s relationship with Black capitalism. Students will also examine how Hip-hop has popularized African American Language as a dialect. Michael Jackson’s influence on Hip-hop will also be considered in addition to Basquiat’s graffiti. Hip-hop’s influence on fashion such as sneaker fashion will be explored. Hip-hop’s intersections with subcultures (that are also street cultures) like skate culture will also be glanced at. Various artists will be referenced at length and students will be empowered to be educators and will have opportunities to educate regarding the Hip-Hop that informs their realities.

## **English Yearlong Courses**

### **Schedule for Both Fall and Spring Rotations**

#### **English Foundations: Writers and Readers**

Prerequisite: 8th grade English

*Readers and Writers* is a yearlong course intended to expose freshman students to high-school language and literature. Students will be introduced to various types of composition, including creative, narrative, analytical and argumentative writing across various stages of the writing process (from incubation to revision). Students will also be exposed to Modern Language Association's guidelines for academic writing and will have an opportunity to ameliorate their proofing skills. Literature that students will be introduced to will cover a range of genres including poetry, prose (fiction and nonfiction) and a play. Students will study literary concepts such as narrator, plot, setting, theme, character and figurative language. Seminal texts will center historically-excluded authors, namely, Indigenous and Black authors, while shorter texts will span a variety of authors from various diasporas. Students will demonstrate their comprehension of the topics and texts via activities, discussions, and a variety of written assignments.

#### **English Foundations: The Analytical Mind**

Prerequisite: English II or English Foundations: Writers and Readers

English Analytical Mind engages students in the careful reading and critical analysis of literature. Through the close reading, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes and learn to look for patterns in literature, detect tone and tone shifts, analyze symbols, deconstruct arguments, and perceive layers of meaning in literature, art, and music. This kind of reading is about more than plots and characters; it is practice for the task of "reading" the world as a text. Students in this course will practice a series of writing techniques (analytical, argument, and synthesis) designed to develop their individual styles and voices. Throughout the year students will compose literary analysis, rhetorical analysis, and argument essays—with an emphasis on the importance of revision and considering writing as a process.

#### **AP Language & Composition: The American Mythology**

Prerequisite: English III or Analytical Mind AND Application Process

This course focuses on analyzing American nonfiction and fiction to identify rhetorical strategies and techniques, particularly those related to persuasion. Students will study American texts chronologically, examining how these narratives shape American culture and mythology. They will write several essays of varying lengths, applying these strategies for different purposes. The course emphasizes all stages of the writing process, along with projects that encourage critical thinking and creativity. Feedback will be provided based on rubrics, with opportunities for revision. Students will also analyze images connected to the readings. As a college-level course, it requires critical thinking, strong writing skills, and the ability to read challenging material independently. The workload is demanding, with long-term reading and writing assignments, so time management is crucial. A solid understanding of mechanical conventions is

necessary for success. In the spring, students are required to take the English Language and Composition Advanced Placement Examination (**Estimated exam cost: \$99**).

### **AP English Literature & Composition: Global Literature**

Prerequisite: English III or Analytical Mind AND Application Process

This course is intended to expose students to global literature spanning various genres from the 16th century to the present in preparation for the Spring Advanced Placement Literature and Composition Examination (**estimated exam cost: \$99**). Students will develop understandings regarding *character, setting, structure, narrator, figurative language* and will apply their understanding to construct sophisticated literary analysis and argumentation. As a college-credit, exam-culminating course, students will be expected to be conversant with a few seminal texts that center both canonical and historically excluded authors. Given that it is a college-level course, the student must be a critical thinker, a fluent writer, and an independent reader of challenging material. Time management skills are essential since work consistently entails completion of AP Classroom exercises, extensive and annotated reading and essay writing. Due to the course rigor, students must possess a strong command of mechanical conventions.

## **English Single Rotation Courses**

### **Science Fiction and Fantasy**

Fall Rotation

Prerequisite: English III or Analytical Mind

Cyborgs, fairies, hobbits, and monsters; creatures, clones, and mysterious portals—science fiction and fantasy have many a rabbit hole for us to discover! This class introduces students to science fiction and fantasy through a variety of forms. We will examine how each text produces cultural commentary and ultimately develop, through reading, writing, and discussion, a working definition of speculative fiction: what it is, what it does, and the kinds of meanings it can generate. Throughout our course we will consider questions like: What is “science fiction” or “fantasy?” What does it mean to be human? How can changes to our world improve, or deteriorate, our human condition? What is our relationship to technology? Whose voice is being heard in a narrative? Who makes the rules and who has the power to subvert them?

### **Propaganda Studies**

Fall Rotation

Prerequisite: English III or Analytical Mind

This course examines the nature of propaganda and persuasion, with special attention to 20th and 21st century trends. We start by discussing the psychology of belief in order to explain the success of common propaganda techniques in media and advertising. Next, we examine the role of propaganda in politics, focusing on the rise of dictatorships and legal challenges to free speech. In the third part of the course, students break into teams to compete against each other by creating their own propaganda campaigns, asking as they go whether the manipulative techniques of mass persuasion can be justified if

the propagandist uses them for a good end. Students will interview guest speakers in relevant fields, including politics, journalism, and law. This course may be taken for English or Social Studies credit.

### **Mystery Story**

Fall OR Spring Rotation

Prerequisite: English III or Analytical Mind

In this course, students will explore the elements, conventions, and pleasures of the mystery story. From Edgar Allan Poe's early works to the Golden Age classics of Arthur Conan Doyle and Agatha Christie, we will examine the puzzle-like plots, memorable characters, and atmospheric settings that define the genre. Our study will also include contemporary mysteries, such as Shirley Jackson's *We Have Always Lived in the Castle*, which delves into family secrets and isolation, and Celeste Ng's *Everything I Never Told You*, where mystery unravels the complexities of identity and societal pressures. Through these readings, we will consider the genre's limitations and potentials, exploring themes of memory, identity, and societal expectations. Students will analyze key elements like red herrings and unreliable narrators, and they will also write their own mystery stories, testing their powers of observation, close reading, and problem-solving.

### **Fiction Writing**

Spring Rotation

Prerequisite: English III or Analytical Mind

Do you have stories you want to tell? Have you ever wondered how writers put their stories together - how they come up with characters that are deeply imagined and real, or with plots that are exciting and engaging? This course will focus on fiction writing - short stories, flash fiction, and related forms. You'll learn about how plots develop, how scenes drive fiction and the seven essential elements of a scene. You'll read stories - likely from writers you've never heard of - and study how they put their tales together, and you'll write your own stories. We'll work together as a class to give extensive feedback at every stage of your writing process, learn about the tools writers use to manage the complexities of a story, and work on using all elements of a story - character, plot, setting, mood, theme - to capture your audience and thrill them with your tales.

# FINE ARTS

## The Fine Arts Department Mission

The mission of the Fine Arts program is to provide educational experiences that foster creativity, explore the artistic process, and help develop knowledge of and appreciation for the arts throughout history, and in our global society. The program enables students to produce and share well-crafted works of art that intensify and clarify the human experience.

## Fine Arts Transfer Goals

Students will:

1. **Appreciate:** Investigate the unique ways an art form impacts the individual and society.
2. **Produce:** Develop and refine artistic expression through technique.
3. **Share:** Publicly express themselves and communicate through their art.
4. **Respond:** Evaluate their own artistic work and that of others.
5. **Connect:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

## Belief Statements

To support our students, teachers will:

1. Provide all students with opportunities and time to function as artists by exploring, developing, and refining their creativity and self-expression.
2. Use a variety of resources and tools to help students understand basic knowledge and skills that will allow them to produce or perform well-crafted works of art.
3. Help students learn to communicate, collaborate, and analyze - all skills which can be applied to other disciplines.
4. Help students learn how to critique, interpret and analyze their own art works and the works of others.
5. Recognize that each student progresses on an individual basis in achieving art competencies.
6. Provide varied and diverse opportunities for students to learn content and demonstrate their understanding.
7. Use information from ongoing assessments, including self-assessments, to provide feedback and check for understanding continually during the creative process.
8. Encourage students to bring into the world new works beyond interpretation, and by composing, improvising, synthesizing and innovating.

## Fine Arts Intensives

### **Graphic Design and Digital Marketing**

Fall Intensive

Prerequisite: None

This course introduces students to the fundamentals of graphic design, combining artistic creativity with digital tools to communicate visually. Students will explore design principles, typography, branding, composition, and color theory while working on projects such as logos, posters, advertisements, and digital illustrations. Using Adobe Photoshop and Illustrator, students will develop technical skills in image editing, vector design, and layout creation. The course also emphasizes the design process, from brainstorming and sketching to digital execution and critique. By the end of the course, students will have a portfolio of work showcasing their ability to create visually compelling and effective designs.

### **Drumline 1 and 2**

Fall Intensive

Prerequisite: None for Drumline 1; For Drumline 2 it is Drumline 1

Drumline is an activity that fosters teamwork, self-discipline, problem-solving, and the desire to set and achieve challenging goals. In this intensive we will create a drumline and percussion ensemble that composes, practices, and performs original music tailored to the strengths, skills, and personalities of the class. Along the way, we will learn warmups and exercises designed to establish listening skills and ensemble cohesion across a range of percussion instruments. Students will learn how to match one's playing with a group; how to use dynamics, meter, rhythm, and tempo in a musical performance; and how to play in a range of indoor and outdoor settings, including a final performance on stage. All levels of musical ability are welcome, but no previous experience is required for this course.

### **History of Painting**

Winter Intensive

Prerequisite: None

This course is designed to give students the opportunity to discover, appreciate and acquire knowledge of the history of painting from the Paleolithic era to contemporary works. Students will be creating artworks that parallel the time periods they are studying. They will explore historical and contemporary processes from Italian frescos and egg tempera to impressionism and mixed media. Students will better understand how the process of painting has evolved over centuries by creating the painting processes of the time.

### **The Broadway Trip**

Winter Intensive

Prerequisite: None

Approximate Cost: \$1850 (A deposit of \$500 will be due on July, 15, 2025 for all travelers)

Students will travel to the center of commercial theatre in the United States, New York City (specifically the theatre district around Times Square). Before we leave, students will research the shows we will see, their creative teams, the theaters, and sights around NYC. While in NYC we will attend shows, workshops, and sights specifically tied to the entertainment industry (Radio City Music Hall, The Museum of Broadway) After we return, students will share their experience with our community. They will discuss best practices from the productions and share their audience experiences in performance or presentation.

### **Experiential Music Explorations (Winter Intensive 2026)**

Winter Intensive

Prerequisite: None

Students will dive into the world of music through a wide variety of creative approaches. From experimental soundscapes and rhythmic improvisation to collaborative composition and interdisciplinary projects, this class encourages students to explore music as an expressive, experiential art form. Using instruments, voice, found sounds, and digital tools, students will push the boundaries of traditional music-making while developing their own unique creative voice. Through hands-on workshops, group performances, and individual projects, this intensive experience fosters collaboration, experimentation, and a deep connection to the creative process of sound and music.

### **Student Directed Play**

Spring Intensive

Prerequisite: None

The student will participate in mounting a fully produced play for public performances. In addition to casting from within the class, students will receive individual responsibilities like costumes, set, props, sound effects, lighting, and publicity. The class will then collaborate taking on one or more roles in the production process to plan, rehearse and execute a public performance.

### **Digital Photography 1 and 2**

Spring Intensive

Prerequisite: None for Digital Photography 1; For Digital Photography 2 it is Digital Photography 1

In this course, students learn the basic principles of digital photography and explore the photographic process including pre-visualization, taking images, and adjusting and manipulating digital images. Students will investigate how to use photography to tell a story and will explore narrative both through individual images, series, and incorporation of text. This course will emphasize learning the design principles, composition, and fundamental history and theory of photographic media. Students will approach various subjects and narratives to create projects that are personal and expressive.

## **Fine Arts Yearlong Courses**

### **Schedule for Both Fall and Spring Rotations**

#### **Advanced Placement 2-D Design**

Prerequisite: 2 semesters of Drawing & Painting or Advanced Color & Design and Application Process, Instructor approval

The AP 2-D Design Course explores techniques, skills, and principles of color theory and design. Students expand their talents in drawing, painting, and design while mastering the elements of art and design through lectures, discussions, critiques, and written assignments. Lessons emphasize the combination of color theory and two-dimensional design, encouraging students to develop their own design vocabulary using traditional and nontraditional materials and methods. The course incorporates formal design strategies and explores historical, cultural, and contemporary artworks. Students build a comprehensive portfolio suitable for college-level classes, applying goal setting, informed decision making, and problem-solving skills to pursue their artistic interests. They demonstrate mastery in organizing the elements of art with the principles of design. **(Estimated portfolio cost: \$99)**

#### **Advanced Placement 3-D Design**

Prerequisite: 2 semesters of Sculpture and Ceramics and Application Process, Instructor approval

AP 3-D Design explores three-dimensional forms through various media, emphasizing individual expression and mastery in concept, composition, and design. Students build on existing art-making skills while developing their artistic voice, problem-solving abilities, and understanding of the elements of art and principles of design. Through individual and peer critiques and reflective writing, students expand their visual thinking, hone their skills, and engage in critical analysis. Students investigate the three components of the AP College Board Portfolio: quality, concentration, and breadth. They experiment with diverse media and processes while mastering multiple concepts and execution of ideas. Projects promote individuality and diversity, helping students create a well-rounded portfolio for submission to the College Board. **(Estimated portfolio cost: \$99)**

#### **Advanced Placement Music Theory**

Prerequisite: At least one semester of Music Theory and Application Process, Instructor approval

Students with advanced skills in the rudiments of music are encouraged to take this course. Students will study materials beyond the scope of basic scales and key signatures, and will begin to learn about four-part harmony and the analysis of musical scores. The students will also broaden their vocabulary with regard to musical forms and compositional styles. Additionally, the students will continue to develop individual skills in ear training and sight singing which are a portion of the AP Music Theory Exam.

**(Estimated Exam cost: \$99)**

## Fine Arts Single Rotation Courses

### **Advanced Color & Design 1 and 2**

Fall OR Spring Rotation

Prerequisite: None; recommended for 10-12 graders

The Advanced Color and Design course is designed to explore and build techniques, skills, theories, and principles related to color theory and design. Students will have the opportunity to fully explore, expand, and master their talents and abilities in drawing, painting, and design. The elements of art, design, and color theory will be emphasized in classroom lectures, written assignments, discussions, and critiques. Lessons will focus on the combination of color theory and two-dimensional design elements. Using a wide variety of traditional and nontraditional materials and methods, students are encouraged to develop their own design vocabulary and repertoire of practical techniques. In addition to introducing formal design strategies, the course emphasizes content from historical, cultural, and contemporary artworks.

### **2D Painting and Drawing 1/2/3**

Fall OR Spring Rotation

Prerequisite: None for 1, each level requires completion of previous level

In the Painting and Drawing course, students will be investigating various forms of 2-dimensional art within drawing and painting methods. Units and projects will combine inspiration from historical, cultural, and contemporary artworks with the development of technical skills and concepts. The basic elements of art, design and color theory will be emphasized in classroom lectures, written assignments, discussions, and critiques. Lessons will include a strong foundation of observational skills, including: perspective, landscapes, still life, and portraiture. Artworks will be created in a variety of mediums to explore and advance the students' drawing and painting skills.

### **Ceramics and Sculpture 1/2/3**

Fall OR Spring Rotation

Prerequisite: None for 1, each level requires completion of previous level

This course will provide an opportunity for students to explore the fundamentals of three-dimensional design, and develop an artistic appreciation of sculptural artworks. Lessons and projects will be tied to discussions of historical topics and art in modern societies. Students will explore a variety of methods, including assemblage, casting, carving, and modeling with diverse sculpture mediums.

### **String Ensemble**

Fall OR Spring Rotation; ¼ credit per term. This course is taken during a Co-Lab block, not a rotational block and does not count toward the five course limit.

Prerequisite: Experience on a stringed instrument

String Ensemble is a class designed for players who are continuing to develop technical and musical proficiency. This is not a beginning class. Literature is carefully chosen from a variety of genres for its musical interest and technical value. Emphasis is placed on music literacy, independent musicianship,

style, and expression, as well as techniques of ensemble playing. Students perform in both large group and small group settings. Assessment includes periodic practice checks, comprehensive playing exams, and public performances.

### **Music Appreciation I**

Fall Rotation

Prerequisite: None

This course will introduce students to the fundamentals of music and its role in cultures around the world. Students will explore the elements of music — rhythm, melody, harmony, form, and expression — while developing active listening skills and an understanding of musical terminology. Through the study of various genres, including classical, jazz, folk, rock, pop, and world music, students will analyze how music reflects and influences society. They will learn about key composers, influential artists, and major historical movements in music. Creative projects, written reflections, and class discussions encourage students to engage with music thoughtfully and personally.

### **Art of Video Games**

Fall Rotation

Prerequisite: None

The student will learn the history, artistry, and creative talents of video game makers. The course uses the creative disciplines of video game development to examine the diverse talents and career paths of game makers. Using examples throughout video game history, the student will explore major trends and breakthroughs in the game genres: Casual, Console History, Action, RPG, FPS, and Simulation. Topics include character design, level design, user interface, storytelling, and pathfinding. This is a deep analytical exploration of the industry and individual games so students can develop the skills to appreciate and work in the industry.

### **Director at Work**

Fall Rotation

Prerequisite: None

The student will learn the process of direction from first encounters with the script through performance notes. Beginning with script analysis, the student follows how the blueprints for the production are provided by the playwright. Attention will be paid to the conducting of auditions and casting, table work, blocking, and polishing rehearsals. The student will become familiar with the role of the director in production meetings and as consultant on design decisions. They will create a research and prompt book ready for production.

### **Music Theory 1**

Fall Rotation

Prerequisite: None

This course is designed for students who want to understand the inner workings of music and strengthen their musicianship. The course begins by establishing a solid foundation in reading and writing music,

covering clef signs, note names, scales, modes, key signatures, intervals, and triads. As students advance, they'll explore more complex topics like four-part harmony, two-part counterpoint, and basic musical forms. Listening assignments and ear training play a key role in the course, helping students recognize melodies, rhythms, scales, and chords by ear. Students will also develop their skills in melodic and rhythmic dictation and learn to perform sight-singing exercises with confidence.

## **Music Theory 2**

Spring Rotation

Prerequisite: Either Music Theory I OR a basic knowledge of elementary Music Theory

This course takes students' foundational knowledge of music and pushes it to the next level, offering a deeper exploration of musical structure and creativity. Building on concepts like scales, modes, key signatures, and four-part harmony, this course expands into advanced topics such as secondary dominants, modulations, extended and altered chords, and more intricate forms of counterpoint. Students will analyze complex musical forms, while also developing their own compositional voice through original music projects. A strong emphasis will be placed on advanced ear training and aural skills, with students identifying non-diatonic tones, complex rhythms, and chromatic harmonies by ear. Through creative assignments and in-depth analysis, students will strengthen their ability to interpret and create music with both technical precision and artistic expression.

## **Music Appreciation II**

Spring Rotation

Prerequisite: Music Appreciation 1 or Instructor approval

Will offer a deeper exploration of musical styles, history, and analysis. Students will refine their active listening skills and delve further into the cultural, social, and historical contexts of music from around the world. This course emphasizes more advanced music theory concepts and critical analysis, encouraging students to interpret and evaluate music with a more informed perspective. Students will explore a wide variety of genres — from classical symphonies and jazz improvisations to contemporary pop and global sounds — while also investigating the evolution of music and its impact on society. Creative projects, research, and discussions provide opportunities for personal expression and deeper engagement.

## **Actor at Work**

Spring Rotation

Prerequisite: None

The student explores creating a role for the stage. They start by using the tools of an actor (mind, body, voice) and apply these tools to a variety of in-class performances. An actor then learns how to critique their own performance and that of others. They will examine the three major rehearsal systems of the last one hundred and fifty years: Stanislavski's Method, The Meisner Technique, and Viewpoints. The application of these systems of research, vocal skills, and physical techniques will guide the creation of a solo performance. The student will then navigate the rehearsal process of a two person scene. In the end, the student will create a demo reel and audition set (monologues and a song) so they are prepared to connect to the professional world of the stage and screen.

## **Modern Drama (1945-Today)**

Spring Rotation

Prerequisite: None

Over the last 70 years, plays have expressed the human condition through a period of rapid societal change. The class will explore how class, war, gender, and race have been presented on stage. The class will also focus on experimental theatre forms throughout this time: expressionism, surrealism, and absurdism. Finally, the students will see how these stories and methods of theatrical production reflected their time.

# MATHEMATICS

## Mathematics Mission

The mission of the Maumee Valley Math Department is to provide our students with a solid base of mathematical knowledge, based on a sound sense of mathematics developed in a cooperative atmosphere of active exploration and constructivist learning. We will develop persistent and confident students who use multiple strategies to solve real-world problems, effectively communicate their logical solutions, and understand math's global impact and importance.

## Mathematics Transfer Goals

We believe mathematically proficient students should:

1. Make sense of problems and persevere in solving them. Explain to themselves the meaning of a problem and look for entry points to its solution. Make conjectures about the form and meaning of the solution and plan a solution pathway, rather than simply jumping into an attempt.
2. Reason abstractly and quantitatively. On a regular basis, students should make sense of quantities and their relationships in problem situations. Consider the validity and reasonableness of a solution by considering the context and relationships between values.
3. Construct viable arguments and critique the reasoning of others. It is important that students make conjectures and build a logical progression of statements to explore the truth of their conjectures.
4. Model with mathematics. Application of mathematics is used to solve problems arising in everyday life, society, and the workplace. With modeling, students are able to identify important quantities in practical situations, and map their relationship using tools such as diagrams, tables, graphs, flowcharts, and formulas.
5. Use appropriate tools strategically. Proficient students are sufficiently familiar with tools appropriate for their grade or course, to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and the tools' limitations.
6. Attend to precision. Paying attention to detail serves a mathematically proficient student well: they calculate both accurately and efficiently, and express numerical answers with a degree of precision appropriate for the problem context.
7. Make use of patterns and structure to express regularity in repeated reasoning. Emphasis is placed on analysis, synthesis, and application to develop reasoning behind applying specific strategies.

Students' success in mathematics relies on skill mastery within previous courses. The graduation requirement is four credits of high school mathematics that includes Algebra II.

## Math Intensive Courses

### **Calculating Fear**

Fall Intensive

Prerequisite: Algebra II. Due to the subject matter, only grades 11 & 12. (R Rated Movies)

This course explores the mathematical concepts behind horror and thriller movies, including probability in survival scenarios (28 Days Later), geometry in cinematography (The Shining), and statistics in real-world crime analysis (Zodiac). Students will analyze movie scenes, solve related math problems, and design their own horror/thriller-themed math projects.

### **Personal Finance**

Winter Intensive

Prerequisite: Algebra II

This course will give students the tools and resources needed to make wise financial decisions, both now and in the future. Students will analyze their personal financial decisions, evaluate the costs and benefits of their decisions, recognize their rights and responsibilities as consumers, and apply the knowledge learned to financial situations encountered later in life. The students will answer a variety of questions that arise in everyday financial dealings both personal and business. Through various activities, guest speakers, simulations, readings, and discussions, this course will focus on applications of the following concepts: understanding different types of interest (simple interest, discount interest, compound interest), Annuities, Investing in Stocks and Bonds, Gross Income, Net Pay, Budgeting, Checking Accounts, Savings Accounts, Cash Purchases and Earning Potential, Credit (Credit Cards and Loans), Transportation, Housing, Record Keeping, Filing Taxes, Insurance, and Return on Investments.

### **Geometry in Architecture**

Winter Intensive

Prerequisite: Geometry

This course on Geometry in Architecture combines a thorough exploration of fundamental geometric principles with practical applications in design. Students will delve into points, lines, angles, and shapes, using these concepts to create visually appealing and structurally sound architectural designs. Spatial skills will be honed through three-dimensional modeling, and students will explore proportions, symmetry, and geometric transformations. Students will critically analyze major architectural landmarks, locally, nationally, and globally. Through digital tools and effective communication, students will emerge with a strong geometric foundation and a nuanced understanding of architectural forms.

## **MV BBQ**

Spring Intensive

Prerequisite: English II or Writers and Readers AND Algebra II

Cost: \$100

In this three-week competition, teams combine culinary skills with business acumen, similar to *Top Chef* meets *Shark Tank*. With Americans set to spend over \$5 billion on barbecue in 2026, success requires both a great product and a solid business plan. In MVBBQ, you'll explore the art and science of American barbecue, focusing on market research, recipe creation, and business development. Learn the four major BBQ styles, safe food handling, and how to scale recipes. Create prototypes, marketing strategies, and polished presentations. Then, pitch your business to a panel of entrepreneurs, investors, and BBQ experts while selling your food to the MVCDs community. May the best pit crew win!

## **Math Yearlong Courses**

### **Schedule for Both Fall and Spring Rotations**

#### **Algebra I**

Prerequisite: Pre-Algebra or equivalent course

Algebra 1 is a foundational math course that develops problem-solving skills and algebraic reasoning. Students will explore variables, expressions, equations, and functions while learning to simplify expressions, solve linear and quadratic equations, and analyze inequalities. Key topics include functions (linear, exponential, quadratic), graphing, systems of equations, polynomials, and factoring. Emphasis is placed on logical reasoning, pattern recognition, and real-world applications. Students will use algebraic concepts to model and analyze problems, incorporating graphing calculators and technology for deeper understanding. By the end of the course, students will have a strong foundation for higher-level math, including Geometry and Algebra 2, as well as essential skills for STEM fields and everyday problem-solving. Instruction includes interactive lessons, collaborative activities, and assessments through quizzes, projects, and exams. Algebra 1 provides the tools and confidence needed for academic success and future standardized testing.

#### **Geometry**

Prerequisite: Algebra I

This comprehensive Geometry course deepens students' understanding of geometric concepts through interactive and real-world applications. Key topics include congruence, similarity, transformations, trigonometry, coordinate geometry, and three-dimensional figures. Students will develop critical thinking and reasoning skills as they explore geometric relationships, proofs, and constructions. Using a blend of visual models, technology, and hands-on activities, the course emphasizes conceptual understanding and procedural fluency. Students engage in inquiry-based learning, collaborative problem-solving, and interactive digital resources to enhance comprehension. By the end of the course, students will have a strong foundation in geometry, preparing them for Algebra 2 and advanced math courses. Assessments, including quizzes, projects, and performance tasks, ensure mastery of key concepts. This course fosters

mathematical confidence and real-world problem-solving skills essential for STEM fields and everyday applications.

## **Algebra II**

Prerequisite: Geometry

This course extends Algebra 1 and Geometry concepts, focusing on functions such as polynomials, complex numbers, and fractional exponents. Students will explore graphing rational, logarithmic, trigonometric functions, and conic sections using graphing calculators. The calculator helps students solve real-life problems and manage complex numbers, making them easier to work with. Students will be taught how to use calculators effectively, emphasizing estimation and ensuring answer plausibility to identify potential calculator errors. This course will also develop problem-solving strategies, critical thinking, and learning techniques, providing a strong foundation for advanced math courses like Precalculus, Calculus, AP Calculus, and AP Statistics. The skills gained will be useful for standardized tests like the ACT and SAT, enhancing students' ability to approach problems efficiently and accurately.

## **College Algebra**

Prerequisite: Algebra II

College Algebra is a rigorous course designed to strengthen algebraic reasoning and problem-solving skills. Topics include linear, quadratic, polynomial, rational, exponential, and logarithmic functions, as well as systems of equations, inequalities, and introductory matrices. Students will analyze functions graphically, numerically, and algebraically, applying concepts to real-world problems. The course emphasizes critical thinking, mathematical modeling, and problem-solving strategies to explore and solve complex equations. Students will develop a strong foundation for higher-level mathematics, including Pre-Calculus and Calculus, as well as applications in business, science, and engineering. Assessments, including quizzes, projects, and exams, ensure mastery of key concepts. By the end of the course, students will have the algebraic skills and confidence necessary for academic and professional success in STEM and other fields requiring quantitative reasoning.

## **Precalculus**

Prerequisite: Algebra II

This advanced algebra course will focus on a wide variety of functions, with special emphasis on understanding their operations, properties, and behavior. A complete study of trigonometric functions — including their definitions, identities, applications, reciprocals, and inverses — will be a central part of the curriculum. The course will also introduce elements of analytic trigonometry and preview how trigonometric concepts extend into higher-level mathematics, including their role in calculus, complex numbers, and polar coordinates. Throughout the course, students will represent and analyze relationships using tables, verbal rules, equations, and graphs, and translate fluently among these forms. Concepts of calculus will be foreshadowed through an emphasis on graphing and limits. This exploration will provide a strong foundation for future studies by helping students build rich, intuitive understandings of functions and their representations.

## **Calculus I**

Prerequisite: Precalculus

In this introductory Calculus course, students will transition from studying finite to infinite concepts, building on previous knowledge of functions and average rates of change. We will explore limits, continuity, differentiation, and integration, focusing on instantaneous rates of change (derivatives) and accumulated change (integration). Starting with a review of precalculus concepts without calculators, students will study applications in math, physics, and economics, such as finding tangent lines, marginal cost, maximizing profit, analyzing motion, and calculating areas under curves. The course emphasizes active learning through exploration and activities to build an intuitive understanding. Students will use TI-83 or TI-84 calculators to visualize functions and solve problems. While covering similar topics to AP Calculus, this course is not designed to prepare students for the AP exam but will provide a strong foundation for college-level calculus.

## **Advanced Placement Calculus AB**

Prerequisite: Precalculus and Application Process

AP Calculus AB is a rigorous, college-level course that explores the fundamental concepts of calculus, including limits, derivatives, integrals, and the Fundamental Theorem of Calculus. Utilizing a flipped classroom model, students watch lectures at home and come to class prepared to engage in problem-solving, discussions, and hands-on applications. This approach allows for deeper exploration of concepts, collaborative learning, and immediate feedback. Emphasizing conceptual understanding and procedural fluency, the course prepares students for the AP Exam and future studies in mathematics, science, and engineering. **(Estimated exam cost: \$99)**

## **Advanced Placement Calculus BC**

Prerequisite: Precalculus and Application Process

AP Calculus BC is a rigorous, college-level course that includes and extends the concepts of AP Calculus AB to include parametric, polar, and vector functions, sequences and series, and additional integration techniques. Utilizing a flipped classroom model, students watch lectures at home and come to class prepared to engage in problem-solving, discussions, and hands-on applications. This approach allows for deeper exploration of concepts, collaborative learning, and immediate feedback. Emphasizing conceptual understanding and procedural fluency, the course prepares students for the AP Exam and future studies in mathematics, science, and engineering. **(Estimated exam cost: \$99)**

## **Advanced Placement Statistics**

Prerequisite: Algebra II and Application Process

AP Statistics is a rigorous, college-level course that introduces students to the major concepts and tools for collecting, analyzing, and interpreting data. Using the EFFL (Experience First, Formalize Later) method, students engage in hands-on activities and real-world applications before formalizing statistical concepts. The course covers four key areas: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students develop critical thinking skills, use technology to

analyze data, and apply statistical reasoning to draw conclusions. By fostering discovery and discussion, this course prepares students for the AP Exam and future studies in data-driven fields.. (**Estimated exam cost: \$99**)

# PHYSICAL EDUCATION AND WELLNESS

## Physical Education and Wellness Mission Statement

The mission of the Physical Education department is to inspire and cultivate optimal learning opportunities to enable our students to be competent and confident in pursuing a healthy, life-long physically active lifestyle. This will be accomplished in a positive environment that encourages good character and strong leadership qualities.

## Physical Education and Wellness Transfer Goals

1. Students will make independent and responsible choices to live healthy and physically fit lives by taking part in regular and enjoyable physical activity and by making healthy food choices.
2. Students will learn to be competent and confident in many individual and team sports so they can continue their physical activity outside of Physical Education class.
3. Students will be excited about establishing and maintaining an individual fitness program, using the FITT Guidelines (Frequency-how often, Intensity-how hard, Time-how long, and the Type-what kind) that can be utilized for a lifetime.
4. Students will be trustworthy, responsible, respectful, fair, compassionate, and good citizens in real world situations.
5. Students will be able to actively analyze their physical strengths and weaknesses and independently recognize their daily skill improvements.

## Physical Education and Wellness Belief Statements

In order to accomplish the mission of our department, the Maumee Valley Country Day School Physical Education teachers will provide a quality Physical Education program by:

1. Teaching and modeling the development of skills, knowledge, and confidence necessary, in order to become and remain physically active for a lifetime.
2. Maximizing participation with all students in a fun and supportive environment.
3. Teaching activities that will emphasize collaboration, communication, critical thinking, creativity, and good character.
4. Teaching a comprehensive curriculum that is guided by Ohio's Physical Education Standards and Benchmarks.
5. Encouraging continuous improvement, by providing constructive feedback and motivation to our students, so they can perform to the best of their abilities.
6. Administering ongoing assessments that are aligned with our adopted standards and curriculum.
7. Using technology to enhance the students' physical skills and physical fitness performance.

## **PE and Wellness Intensive Courses**

### **Fitness for Life**

Fall Intensive

Prerequisite: None

The goal of this course is to start or continue your journey to lifelong health, fitness and wellness. Instruction includes strength training, circuit training, cardiovascular activities, and the development of skills in lifelong individual and group activities. This course emphasizes the understanding of the importance of leading a physically active lifestyle and creates opportunities for students to take ownership of their personal fitness and physical activity. In addition, students will have the chance to collaborate with LS/MS physical education classes and build leadership skills. The overall goal of the program is to develop individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthy physical activities.

### **Health Education**

Spring Intensive

Prerequisite: None

Personal Wellness encompasses eight components in an individual's life. This course will introduce students to each of the eight components with a larger focus on physical, mental, emotional, social, and financial wellness. Students will gain the knowledge and skills needed to make responsible decisions and contribute to a healthy and safe society. Students also take the Red Cross First Aid for Severe Trauma (FAST) course for certification. Completion of this health course is a graduation requirement generally taken by sophomore students. Note: This course meets the financial literacy requirement by the state of Ohio.

## **PE and Wellness Single Rotation Courses**

### **Fitness for Life**

Fall Rotation

Prerequisite: None

The goal of this course is to start or continue your journey to lifelong health, fitness and wellness. Instruction includes strength training, circuit training, cardiovascular activities, and the development of skills in lifelong individual and group activities. This course emphasizes the understanding of the importance of leading a physically active lifestyle and creates opportunities for students to take ownership of their personal fitness and physical activity. In addition, students will have the chance to collaborate with LS/MS physical education classes and build leadership skills. The overall goal of the program is to develop individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthy physical activities.

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# SCIENCE

## Science Mission

The Science Department at Maumee Valley fosters an environment where students are observant of the natural world, make inquiries about their surroundings, and have the ability to analyze and reflect in light of accepted scientific research.

## Science Transfer Goals:

Students will be able to:

1. Construct and revise explanations based on valid and reliable evidence obtained from a variety of sources.
2. Develop and use a model based on evidence to illustrate the relationships between systems or between components of systems.
3. Use a developed model as a tool for prediction and problem solving.
4. Plan and conduct investigations individually and collaboratively to produce data to serve as the basis for evidence that will be critically evaluated via peer analysis and feedback.

## Science Belief Statements:

1. Learning science is a collaborative, experiential and active process; therefore, teachers will foster an environment where students engage in collecting, sharing and evaluating qualitative and/or quantitative data.
2. Having studied the possibilities that science makes available, students should be made aware of the ethical considerations surrounding these possibilities; therefore teachers will design class lesson plans that will include discussion of ethical issues appropriate to each course that connect with the science lessons that have been taught.
3. We believe students must learn the value of scientific integrity at an early age, therefore teachers will educate students on the importance of giving credit to other sources used to gain information and will hold students accountable for accurately giving credit to these sources in their work.
4. Critical thinking skills are necessary for students to arrive at evidence-based conclusions regarding the world around them. Therefore, teachers will design class lesson plans that build students' critical thinking skills, giving students opportunities to form conclusions, both in writing and orally, and support them with scientific evidence.

*Note: Students must complete one full year (2 terms) of physical science, one full year (2 terms) of life science, and one full year (2 terms) of advanced study in Science as a requirement for graduation.*

## Science Intensives

### **Electrical Engineering**

Fall Intensive

Prerequisite: Physics I

Credit Earned: Physical Science

The first transistor, created at Bell Laboratories in 1947, was about 4 cm in size. Today, millions of transistors fit on a single computer processor chip about the size of a postage stamp. Innovations such as the miniaturization of the transistor are hallmarks of the exciting and challenging field of electrical engineering. In this course, students begin by learning foundational concepts from electromagnetism. For instance, they map the electric field lines generated by an electric charge. They investigate current, voltage, resistance, energy, and magnetism. Students apply their conceptual understanding as they draw and analyze series and parallel circuits, using mathematical tools such as Ohm's Law and Kirchoff's laws. They then design and construct their own circuits, working with resistors, capacitors, inductors, diodes, and transistors. Students examine electromagnetism's applications to practical, everyday devices such as motors, lifting magnets, and stereo speakers.

### **Forensic Science**

Winter Intensive

Prerequisite: Biology I

Credit Earned: General Science

Forensic Science is a science class designed for students who are interested in the application of science (chemistry, physics, and biology) to criminal and civil laws that are enforced by agencies in the criminal justice system. Students will gain experience in the major investigative techniques used by forensic scientists and crime scene investigators and develop an understanding of the scientific concepts which serve as the basis for these techniques. Students will be taught proper collection, preservation, and methods of analysis of various samples. Topics will include fingerprinting, drugs and poison detection, and the analysis of fibers, hair, urine, glass, soil, handwriting, blood, DNA, and human remains.

### **Physics of Superheroes**

Winter Intensive

Prerequisite: Physics I

Credit Earned: Physical Science

Ever wondered if Superman could really fly or how Spider-Man's webs hold up skyscrapers? In this lab-based course, we'll use superheroes to explore real-world physics concepts. From the forces behind super strength to the energy of laser vision, students will apply kinematics, energy, momentum, and more to analyze the science behind superpowers. Through hands-on experiments we will test what's possible, what's not, and what future technology might bring to life.

### **Surviving the Winter**

Winter intensive

Prerequisite: Biology I

Credit Earned: Life Science

How do people and organisms survive the winter? How do humans preserve food when the growing season ends? How do modern techniques compare to those practiced by our ancestors? Why do some animals migrate or hibernate while others don't? Why do some plants lose their leaves, while others are green all year long? Why do we dress in wool in the winter and not cotton? We will explore how organisms (including humans) have adapted behaviorally and structurally to handle the long, dark winters. In this intensive, we explored how organisms survive the cold, dark winters and harsh arctic conditions. Maximizing energy inputs, reducing energy outputs, meeting the challenges and using the benefits of icy water are all part of the difficulty of living in an extreme environment.

### **History of Medicine**

Spring Intensive

Prerequisite: Biology I

Counts toward life science credit

In this course, we will explore how our understanding of sickness has changed from prehistoric times to the modern age. Topics include how causes of disease were viewed, the types of disease most common in different times, what practitioners treated patients, and how disease was diagnosed. We will look at the differences in how disease was viewed and treated in different parts of the world historically. We will be using research, simulations, and many lab activities to recreate various techniques of diagnosis and treatment. We will also visit a modern medical lab to see how far we have come!

### **Organic Chemistry**

Spring intensive

Prerequisite: Chemistry I and Chemistry II

Credit Earned: Physical Science

This course is designed to provide a fundamental overview of organic chemistry to students interested in pursuing a career in the sciences. Upon successful completion of this class, students will understand the relationship between structure and function of molecules, the major classes of reactions, synthesis of organic compounds, and how to determine structure via various spectroscopic techniques. This course will have an extensive focus on laboratory experience and application of these concepts. Students will be challenged to consider how these concepts are related to the broader applications of science and think critically about how they could apply these applications in the laboratory setting. Students intending a career in chemistry, nursing, medicine, dentistry, pharmacy, medical technology, science laboratory work or related sciences would benefit from this course as organic chemistry will be a requirement for these professions in college.

## Science Yearlong Courses Schedule for Both Fall and Spring Rotations

### Advanced Placement Biology

Prerequisites: Biology I, Biology II, Chemistry I and Application Process

Recommended: Chemistry II.

Credit Earned: Life Science

AP Biology is a course for students interested in delving more deeply into the broad field of biology.. It is designed to be the equivalent of a college introductory biology course taken by biology majors during their first year. This course will delve deeply into the molecular and cellular aspects of biology. Respiration, photosynthesis, enzymes, homeostatic maintenance, and genetics will be covered. The evolutionary history of organisms is emphasized, and ecology will be reviewed. Experimental design and data accumulation and analysis will be explored in lab experiences. The ability to synthesize challenging scientific concepts, analyze, and then communicate this analysis in writing are critical skills required to be successful in this course. This course requires an extensive time commitment. Significant independent work outside of the classroom is expected. Additional work over school breaks may also be required in order to cover the content required by the College Board. **(Estimated exam cost: \$99)**

### Advanced Placement Chemistry

Prerequisites: Chemistry I, Chemistry II, Algebra II and Application Process

Credit Earned: Physical Science

AP Chemistry is equivalent to a college-level, general chemistry course that provides rigorous study in four major areas: structure of matter, states of matter, chemical reactions, and descriptive chemistry. Students must be highly motivated to tackle this rigorous course. Students will develop and demonstrate a basic ability to apply mathematical solutions to problems involving atomic theory and structures, chemical bonding, nuclear chemistry, kinetic theory, solutions, reaction types, stoichiometry, equilibrium, kinetics, thermodynamics, and descriptive chemistry. Evaluation will be based on homework, lab reports and tests. This course requires an extensive time commitment. Significant independent work outside of the classroom is expected, and students may need to complete additional lab work during their free periods. Additional work over school breaks may also be required in order to cover the content required by the College Board. **(Estimated exam cost: \$99)**

### Advanced Placement Physics

Prerequisites Physics I, Algebra II and Application Process

Credit Earned: Physical Science

AP Physics 1 is an algebra-based, introductory, college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion), work, energy, and mechanical waves and sound. It is most appropriate for those students with a strong interest in science who plan to continue to study related sciences in college such as physics, engineering, architecture, and medicine. **(Est. exam cost: \$99)**

## Science Single Rotation Courses

### **Biology I**

Fall Rotation

Prerequisites: None

Credit Earned: Life Science

Biology I is meant to give students a strong foundation in the core themes of life science. We begin the semester learning about the characteristics and organization of life; and then build on our knowledge by studying cell structure and function. Next we analyze patterns of interactions between populations before concluding with how these interactions result in evolution. Science skills are a focus of this introductory course, as students will be constructing their understanding by making claims based on gathered evidence, and presenting their reasoning and refining their understanding through frequent discussion and laboratory experiences. This course is a prerequisite for all other life science coursework.

### **Biology II**

Spring Rotation

Prerequisites: Biology I

Credit Earned: Life Science

Biology II follows and continues from Biology I by studying patterns of inheritance, genetics, ecology and energy flow. Biology II is the continuation of content necessary to meet the criteria for entry into AP Biology as well as other higher level elective biology coursework. Science skills are a focus of this course, as students will be constructing their understanding by making claims based on gathered evidence, and presenting their reasoning and refining their understanding through frequent discussion and laboratory experiences.

### **Environmental Science**

Fall or Spring Rotation

Prerequisites: Biology I

Credit Earned: Life Science

Students will develop a better understanding of the ecological principles of our planet to help them make intelligent, informed decisions regarding its use. During this course, students will study the natural environment, the major ecosystems, biotic and abiotic components of those ecosystems, nutrient cycles, energy flow, and population dynamics. Students will then turn to the human impact on the natural environment, including such topical issues as acid rain, the greenhouse effect, ozone depletion, resource use, the pesticide problem and endangered wildlife. Students conduct many short- and long-term lab investigations to model topics as they are considered in class.

## **Earth Science**

Fall or Spring Rotation

Prerequisites: None

Credit Earned: Physical Science

This course explores the dynamic systems of our planet. Students will investigate Earth's structure, processes, and history through topics such as geology, meteorology, oceanography, and astronomy. Key concepts include plate tectonics, rock and mineral formation, weather and climate, natural hazards, and the interactions between Earth's spheres. Emphasis is placed on scientific inquiry, data analysis, and critical thinking through hands-on labs, field investigations, and real-world applications. Students will also examine human impacts on the environment and explore solutions for sustainability. This course fosters a deeper understanding of Earth's past, present, and future while developing skills in observation, problem-solving, and scientific communication.

## **Chemistry I**

Fall or Spring Rotation

Prerequisites: Algebra I (Geometry encouraged)

Credit Earned: Physical Science

In Chemistry I, students explore the evolution of the atomic model, tracing its development from Democritus' early ideas to John Dalton's groundbreaking work. Through hands-on investigations and data analysis, students develop a fundamental understanding of key chemical concepts including the physical properties of matter, the energy associated with particle motion, the differences between mixtures and compounds, and how to count particles too small to see. Additionally, students will examine the energy changes involved in phase transitions, such as melting and boiling. This course provides a foundation for understanding the behavior of matter at a molecular level, setting the stage for deeper exploration in Chemistry II and beyond. Students will build essential skills in observation, measurement, and scientific reasoning through active learning and inquiry-based investigations.

## **Chemistry II**

Fall or Spring Rotation

Prerequisites: Chemistry I

Credit Earned: Physical Science

Students pick up where Chemistry I left off and delve deeper into the atomic model, focusing on the advancements from Dalton's atomic theory to the models of Thomson, Rutherford, and Bohr. Through in-class investigations and data analysis, students gain a deeper understanding of the structure of atoms and the nature of chemical reactions. Topics include the organization of subatomic particles, principles behind chemical reactions, and fundamentals of stoichiometry. We will also explore the conservation of mass and balancing chemical equations. By conducting experiments and solving real-world problems, students will develop essential skills in quantitative analysis and scientific reasoning. This course builds on foundational concepts to prepare students for more advanced study in chemistry, emphasizing both theoretical knowledge and practical application of everyday chemical processes.

## **Physics I**

Fall or Spring Rotation

Prerequisites: Geometry

Credit Earned: Physical Science

This introduction to classical mechanics provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include data collection and graphical analysis of position, velocity, acceleration, forces, and gravity. Students will also develop critical thinking and problem solving skills, which will be practiced during laboratory activities and projects. With this strong conceptual foundation, students are better equipped to understand the equations and formulas of physics, and to make connections between the concepts of physics and their everyday world. Thus, Physics I is a prerequisite to several physical science courses, including AP Physics

# Social Studies

## Social Studies Mission Statement

An MVCDS graduate will be able to draw on foundational knowledge in history, geography, economics, civics, and culture to understand current events and their historical underpinnings. They will ask questions, problem-solve, and engage in civil discourse for the ethical stewardship of our democracy and our world. In their exploration, students will fluidly and analytically employ diverse sources, conveying their conclusions in a variety of ways.

## Social Studies Transfer Goals

MVCDS Social Studies students will:

- Demonstrate the knowledge and attitudes necessary to be active, empathetic participants in a democracy and in the world.
- Collaborate and problem-solve in a civil, productive manner.
- Understand the importance of civil, informed discourse in the process of democracy.
- Locate, evaluate, and synthesize information from a variety of sources.
- Formulate well-reasoned positions, consistent with basic democratic, social, and political values.
- Demonstrate sensitivity to cultural similarities and differences, and a commitment to social responsibility.
- Understand the role of the past in shaping the present, while recognizing that creating a sustainable future might involve innovative approaches to problem-solving.

## Social Studies Belief Statements

MVCDS Social Studies teachers will:

- Provide opportunities for inquiry-based learning, allowing students to construct knowledge that they can apply to new situations.
- Create an atmosphere of mutual respect in which students consider the ethical dimensions of topics, and develop well-reasoned support for their opinions.
- Model open-mindedness, responsible citizenship, and cultural sensitivity.
- Teach students to think critically and make value-based decisions.
- Emphasize depth over breadth in content to enable students to formulate concepts that they can apply to new information.
- Develop meaningful activities that call for students to solve significant human issues.
- Provide multiple sources from various points of view, teaching students to analyze and compare these views.
- Provide opportunities for students to express understanding in a variety of formats that address different learning styles.

The Social Studies Department is dedicated to giving students an understanding of Social Studies as a discipline through an inquiry-based approach. This includes comprehension of fundamental social science concepts as employed by the historian, and the ability to use basic historical techniques, 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.

## Social Studies Intensive Courses

### Totalitarianism

Fall Intensive

Prerequisite: Evolution of Human Thought or English Foundations: Writers and Readers

This course examines the rise and fall of Totalitarian regimes in the modern world. Through a special emphasis on Adolf Hitler's Third Reich and Joseph Stalin's Soviet Union, we explore the means through which regimes take power, rule absolutely, and inevitably collapse. Topics include the development of cults of personality, the creation of terror apparati, the curtailing of political and social freedoms, international jingoism, the fate of citizens and enemies of the state branded as "others," and propaganda in the creation of a Totalitarian national identity. Weeks one and two will focus on Totalitarian states that have risen and fallen, while week three will focus on existing trends in Totalitarianism that can be seen in modern political systems today.

### Film Criticism

Winter Intensive

Prerequisite: English II or English Foundations: Writers and Readers

What makes a film good or bad? Can a movie be better than the book? Can a film review be objective? How do economic forces shape movies? What is a "spoiler"? This intensive will dive into the art of film criticism and the history of film as popular and serious art. In addition to watching great films and writing reviews and criticism, we will read related works of fiction and nonfiction and analyze their relationship to film as forms of storytelling. Students pursuing English credit will explore the links between film and literature, while students seeking Social Studies credit will focus on markets, publicity, and other factors that shape the filmmaking industry. The last part of the intensive will be devoted to creating, directing, and premiering an original film for the Maumee Valley community.

### Ordinary Decent Folk: Genocide Studies

Spring Intensive

Prerequisite: Globalization 1 (or **Globalization for incoming 11th and 12th graders**)

Estimated cost: TBD (A deposit of \$500 will be due on July, 15, 2025 for all travelers)

Students will learn about the origin of the term genocide in the context of World War II and in the deeper context of history. They will tour sites related to the Holocaust in Germany, Poland, and possibly the Czech Republic, while critically examining other aspects of history and current events to determine whether the criteria for genocide apply. Students will also examine the ways in which memorials create a shared narrative of history. By the end of the course, students will have deeply studied several events that could be construed as genocide and be able to debate whether they met the criteria for genocide. They will also create a design and artistic rationale for a memorial to the event they studied.

## **Medieval History**

Spring Intensive

Prerequisite: Evolution of Human Thought or English Foundations: Writers and Readers

We will be examining the time period between the fall of Rome, and the beginning of the Enlightenment and Renaissance in Europe. The development of the Feudal system will play a key role, as will the rise and fall of many kingdoms and empires. The role that Christianity played in the everyday life of peasants, as well as how it impacted larger political aspects of society (the Crusades for example) will also be examined. There will be many hands-on activities, such as working with a blacksmith, making chainmail, medieval cooking, etc.

## **Social Studies Yearlong Courses Schedule for Both Fall and Spring Rotations**

### **“An Eye for an Eye”: Law, Power, and Politics in the Ancient World**

Prerequisites: 8th grade Social Studies

Required for all 9th grade students

The purpose of this course is to provide students with a foundation for advanced work in Social Studies. Through a study of the laws, politics, religion, and art of the ancient world, students work directly with primary sources to inquire into the past and bring the study of history to bear on present events, grappling along the way with perennial questions: Is justice the same everywhere or does it change over time? How should we draw conclusions about an event when witnesses disagree? Should historians focus more on good evidence or on telling a good story? Topics include the origin of law codes, the foundations of religions, the rise and fall of empires, and the establishment of political constitutions. Field trips and guest speakers play a prominent role, as do class discussions and debates. Assessments include several projects, a series of simulations and debates, and a portfolio of student writing.

### **Advanced Placement United States History**

Prerequisites: Evolution of Human Thought, Globalization, and Application Process

Fulfills the same graduation credit as American History & Government

The purpose of the Advanced Placement United States History course is to acquaint students with the ideas, events, values, conflicts, and achievements of the United States, from its earliest beginnings to the modern period. This course is to be viewed not as an end – not as the last course in American history you will ever take – but rather as a beginning – your first detailed look at the people and ideas that have shaped this nation. Classes consist of teacher and student-led lessons, discussions, and analyses of reading; in-class projects and activities; audio-visual materials; writing assignments; and a variety of other historical activities. Facts, names, and events are important, but they are not the sum total of history. This course is designed to move beyond that to look at other issues. The reading load is significant, and students must be motivated to keep up with the workload. **(Estimated exam cost: \$99)**

## **Social Studies Single Rotation Courses**

### **Globalization 1: Exploration to Enlightenment**

Fall Rotation

Prerequisite: Writers and Readers

Globe 1 will begin with an examination of the cultures of Central and South America. Looking at how empires such as the Toltec, Aztec and Inca developed between 600 CE and the arrival of the Europeans in 1492 CE. We will then look at the European Age of Exploration, as well as the growing conflict between the Ottoman and Habsburg Empires. How these events help shape the civilizations of Africa (Timbuktu and triangular trade) and Asia, with a focus on China and Japan from roughly 1500-1800 will be a major focus. We will end with the Enlightenment and the Scientific Revolution, setting up Globalization 2. Throughout the course, we will be using primary sources in an effort to understand how and why different civilizations made the decision they did, and how these set up the modern world.

### **Globalization 2: Industrialization to Modernity**

Spring Rotation

Prerequisite: Globalization 1

Globe 2 starts with the French, American, and Haitian revolutions, and will explore how these revolutions set the stage for what is considered the modern world. From there we will move into the Industrial Revolution, and the complete cultural and economic shifts which result from it. This will allow us to pull together the threads of imperialism, nationalism, and other forces that result in World War 1. The interwar years, and the rise of fascism, ending in WW2 and the fall out from it are next. Finally, we will examine the Cold War, and see how the current world order was heavily influenced by the many issues of that conflict.

### **American History & Government 1: Colonialism to Reconstruction**

Fall Rotation

Prerequisite: Globalization for incoming 11th and 12th graders

This course explores the historical and political foundations of the United States. We start by examining competing narratives of the colonial era with the goal of understanding how written history arises from incomplete primary sources, and how the role of past events in historical consciousness changes over time. We then explore how different regional narratives fused in a national consciousness during the Revolutionary Era, and how the U.S. Constitution reflects a series of compromises that gave structure to the new nation. Further topics include the development of an American national identity, expansion over the American continent, social and political reform movements, and the causes of the Civil War. Assessments include projects and a series of class discussions and debates, as well as in-class exams.

## **American History & Government 2: Industrialization to Modernity**

Spring Rotation

Prerequisite: Globalization for incoming 11th and 12th graders

This course explores the development of the contemporary United States and the evolution of modern political and social ideologies. We begin by exploring the rise of industrialization following the Civil War, and how America transformed from an agrarian nation to an economic and mechanized world power. We then look at the departure from isolation and the emergence of the United States as a global empire. Further topics include the unresolved economic questions of the Progressive Era and New Deal, the national debates over American interventionism and growth of American power, and the legacies of the Civil Rights Era and Cold War. Assessments include several projects and a series of class discussions and debates, as well as in-class exams.

## **Economics**

Fall Rotation

Prerequisite: Globalization 1 (or Globalization for incoming 11th and 12th graders)

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.

## **Propaganda Studies**

Fall Rotation

Prerequisite: English III or Analytical Mind

This course examines the nature of propaganda and persuasion, with special attention to 20th and 21st century trends. We start by discussing the psychology of belief in order to explain the success of common propaganda techniques in media and advertising. Next, we examine the role of propaganda in politics, focusing on the rise of dictatorships and legal challenges to free speech. In the third part of the course, students break into teams to compete against each other by creating their own propaganda campaigns, asking as they go whether the manipulative techniques of mass persuasion can be justified if the propagandist uses them for a good end. Students will interview guest speakers in relevant fields, including politics, journalism, and law. This course may be taken for English or Social Studies credit.

## **Comparative Religion**

Spring Rotation

Prerequisite: Globalization 1 (or Globalization for incoming 11th and 12th graders)

This course focuses on religion in the modern world. We start by drawing on guest speakers from Toledo's religious communities to explore the beliefs and practices that contribute to religious diversity in the United States. We examine competing arguments about the future of religion, including recent Supreme Court decisions that deal with religious freedom and its relationship to other legal rights. Along the way, we explore questions that confront every society that values religious freedom and a separation between church and state: What is the relationship between reason and faith? How should religious convictions inform politics? Can different religious groups unite under a common national identity? By exploring competing approaches to these questions, students will develop a framework for thinking about the nature of religious pluralism in a democratic society.

## **International Relations**

Spring Rotation

Prerequisite: Globalization 2 (or Globalization for incoming 11th and 12th graders)

International relations constantly evolve. Iconic images, from Tiananmen Square to counterterrorism in the Middle East, reflect shifting global dynamics. This course explores the historical and political causes of regional instability and examines whether the nation-state remains the dominant power amid globalization and humanitarian crises. Students will analyze how the transnational flow of people, goods, and ideas impacts state security and sovereignty. They will engage with geopolitical theories and methodologies to understand global interactions, considering factors like culture, religion, environment, technology, history, and economics. Through debates and simulations, students will critically assess the forces shaping our world and test their skills as global leaders.

# WORLD LANGUAGES AND CULTURES

## World Languages Department Mission Statement

The mission of the World Languages and Cultures Department is to educate students to become proficient in communication and informed global citizens, by promoting linguistic competence and providing critical insights into world cultures.

## World Language Transfer Goals

Students will:

- Communicate in languages other than English.
- Gain knowledge and understanding of other cultures.
- Develop insight into the nature of language and culture.
- Connect with other disciplines.
- Participate in multilingual communities at home and around the world.

The Department of World Languages and Cultures provides sound instruction in the four language acquisition skills: listening, speaking, reading, and writing. Students develop an enthusiasm for language learning and an understanding and appreciation of the world, in order to become confident and culturally aware global citizens.

Students must successfully complete at least two years of one world language in the Upper School in order to graduate. Able and interested students are strongly encouraged to pursue language studies throughout their tenure at Maumee Valley and consider applying for the Ohio Seal of Biliteracy. Students who choose to pursue the Global Leadership Program Certificate must complete three years of language study. Students new to the school will be placed in sections in accordance with their past record, placement testing, and departmental recommendation.

## World Languages and Cultures Intensive Courses

### **Latin America: The Fight for Justice**

Fall Intensive

Prerequisite: None

This course explores Latin America's history, politics, environmental challenges, and resilience through the lens of film. Using a variety of films, students will examine themes of human rights, environmental justice, corporate responsibility, and social innovation. Through discussions, debates, and creative projects, students will analyze how historical memory shapes national identity, how indigenous communities resist environmental exploitation, and how creativity can transform lives in marginalized communities. Beyond film analysis, the course incorporates research, readings, and a final project where students create a documentary, podcast, or advocacy campaign inspired by course themes. By the end of the course, students will gain a deeper understanding of Latin America's complexities, the power of storytelling, and their own role as global citizens. This class is ideal for students interested in Latin American history, activism, social justice, and the impact of media on social change.

### **A Survey of Hispanic Cultural Studies**

Winter Intensive

Prerequisite: None

During this intensive, students will be presented with a variety of cultural themes and investigate them through the lens of a specific Hispanic country as a focus for their studies. They will document their findings in a blog, compare cultures, and engage in traditional practices such as dancing, cooking for a potluck, and artistic styles. As part of their research, students will set up and conduct interviews. The class will also engage with Hispanic Maumee Valley community members and connect with Spanish-speaking organizations and professionals both domestically and abroad. Field trips may include visiting a local Hispanic restaurant, creating an art project at the Sofia Quintero Art & Cultural Center, taking a cooking class, and experiencing a curated visit to the Toledo Museum of Art. Students will complete a project-based learning experience on a chosen topic. This course is open to all students, though students studying Spanish will be encouraged to use their skills when appropriate.

### **The Global Citizen: Building Cultural Awareness & Competence** (previously known as Cultures of the World or World Cultures)

Spring Intensive

Prerequisite: None

This course will examine how we can engage with diverse cultures without judgment, fostering cross-cultural awareness and intercultural competency. Students will explore their own cultural identity while learning to navigate differences in values, beliefs, and worldviews. A diverse selection of readings, including *All American Boys* by Jason Reynolds and Brendan Kiely, will serve as a foundation for developing cultural competency, fostering empathy, deepening understanding, and encouraging critical engagement with social issues. By cultivating a greater appreciation for diversity, students will enhance their ability to communicate across cultures, recognize biases, and approach differences with openness.

and respect. Conducted in English, this course fulfills World Language credit and equips students with essential skills for thriving in today's interconnected world.

### **Chinese Language and Cultural Studies**

Spring Intensive

Prerequisite: None

Credit Earned: World Language

Estimated cost: \$3,500-\$3,900 (A deposit of \$500 will be due on July, 15, 2025 for all travelers)

The Rising China Intensive aims to enhance global competencies and explore Chinese culture. This course is open to all students. Chinese language learners will practice conversational Mandarin with native speakers, improving comprehension and communication skills. Those not studying Chinese will focus on cultural studies, Chinese society, and China's global role. The travel portion will most likely include Beijing, Shanghai, Qinhuangdao, and Chengdu, with a special collaboration at Yanshan University for cultural and linguistic exchanges. Students will visit landmarks like the Great Wall and Forbidden City, explore historical and modern aspects of China, and might even interact with pandas. Through immersive experiences, students will gain a deeper understanding of China's traditions, society, and global influence. Preference will be given to Chinese language students.

## **World Languages and Cultures Year Long Courses Schedule for Both Fall and Spring Rotations**

### **Mandarin Foundations**

Prerequisite: None

This introductory Mandarin Chinese course focuses on basic communication, grammar, and culture. It is open to non-native speakers. Students will extensively use Chinese characters, with Pinyin as a pronunciation guide, which is gradually phased out as proficiency grows. Class activities include dialogues, music, and paired/group practice, using diverse materials to reinforce language skills. By the end of the course, students should be able to hold short conversations on topics such as name, age, residence, likes/dislikes, sports, food, and family. Students who successfully complete this course are expected to achieve a Novice Mid proficiency level, as outlined in the ACTFL Proficiency Guidelines.

### **Mandarin Building Blocks**

Prerequisite: Department recommendation or a competency test.

This course builds on foundational Mandarin skills, focusing on improving oral proficiency through situational conversations. Students learn more complex sentence structures, read simple articles, and write short compositions. Pinyin is gradually phased out as character recognition improves. Cultural understanding is enhanced through video programs and projects. By the end of the course, students should be able to discuss daily routines, clothing, shopping, dining at a restaurant, and the weather. Students who successfully complete this course are expected to achieve a Novice Mid/High proficiency level, as outlined in the ACTFL Proficiency Guidelines.

### **Mandarin Language and Society**

Prerequisite: Department recommendation or a competency test.

This course builds on previous language and cultural studies, focusing on improving oral and written proficiency. Students review basic skills while learning more complex sentence structures and expressions. In addition to the textbook, students engage in extensive reading on various topics. After eight lessons, they should be able to discuss and write about school life, leisure activities, health, and travel. Students who successfully complete this course are expected to achieve a Novice High/Intermediate Low proficiency level, as outlined in the ACTFL Proficiency Guidelines.

### **Mandarin Perspectives**

Prerequisite: Department recommendation or a competency test.

This course is designed for non-native speakers who have completed at least three years of mandarin studies. Students engage in frequent oral presentations and spontaneous conversations on modern Chinese culture and daily life. Through reading and discussing Chinese articles, news, and real-life scenarios, students expand their vocabulary and reinforce grammatical structures. Chinese videos and films further enhance cultural understanding. By the end of the course, students should be able to discuss and write about holiday activities, personalities, technology, environmental issues, part-time jobs, and social topics. Students who successfully complete this course are expected to achieve an Intermediate Low/Mid proficiency level, as outlined in the ACTFL Proficiency Guidelines.

### **ESOL**

Grades 9-12 by placement

This course will focus on various aspects of English language acquisition to help our English Language Learners (ELLs) be successful in their content area classes and beyond. Students will continue to develop strategies and techniques for their writing, reading, listening, speaking, vocabulary, and grammar skills, in order to be full participants in a multicultural and multilingual society. This class is open to our non-native English speakers by placement.

### **Spanish Foundations**

Prerequisite: None

This introductory Spanish course immerses students in the language and cultures of the Spanish-speaking world. Students will develop basic proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. Through structured and meaningful activities, they will ask and answer simple questions, discussing themselves, their families, friends, and surroundings. Students will also respond to written prompts about their daily lives and responsibilities. Spanish will be used as much as possible during instruction to foster language immersion. By the end of the course, students will be able to communicate orally and in writing on familiar topics using practiced and memorized vocabulary. They will present information about themselves and others, write short messages, and infer main ideas from authentic texts. Upon completion of this course, students are expected to achieve a Novice High level according to the ACTFL Proficiency Guidelines.

### **Spanish Building Blocks**

Prerequisites: Department recommendation or a competency test.

This course continues the students' study of essential grammar and vocabulary. The aim of this course is to develop higher proficiency in the three modes of communication: Interpretive, Interpersonal, and Presentational. Students will continue to participate in extensive oral grammar and pronunciation activities, and participate in simple conversations to improve oral proficiency. Upon completion of this course, students should be able to ask and answer questions, and write about topics within the range of their experiences, including the expression of personal opinions or ideas; and talk about basic cultural similarities and differences between the United States and Spanish-speaking countries. Readings, conversations, and music will enhance our understanding of the language. By the end of the year, students will develop a richer appreciation of both the language and the culture of Spanish-speaking countries. Upon completion of this course, students are expected to achieve an Intermediate Low/Mid level according to the ACTFL Proficiency Guidelines.

### **Spanish in Context: Life, News and the World**

Prerequisites: Department recommendation or a competency test.

This course provides students with opportunities to enhance language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. Students engage with authentic materials that reflect current issues related to life, news, the environment, and global perspectives within the Spanish-speaking world. The focus extends beyond self, family, and community to include discussions on contemporary challenges and cultural insights. By the end of the course, students should be able to participate in oral and written exchanges on various topics, using appropriate vocabulary and grammatical structures. They will present information on these themes in both written and oral forms, connecting insights from authentic resources to their own perspectives and experiences. Upon completion of this course, students are expected to achieve the Intermediate Mid/High level according to the ACTFL Proficiency Guidelines.

### **Spanish Perspectives**

Prerequisites: Department recommendation or a competency test.

In this course, students will continue developing higher proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. Students will engage in increasingly complex grammar, vocabulary and pronunciation activities, and participate in conversations to improve oral proficiency. Upon completion of this course, students should be able to: speak Spanish with the facility necessary to participate in conversations about themselves, their immediate surroundings, and their community; support opinions; write organized compositions on chosen topics, and demonstrate some knowledge of geographical, artistic, and economic aspects of Hispanic culture, based upon class materials. Readings and media will be selected by the instructor and may vary from year to year. Upon completion of this course, students are expected to achieve the Intermediate High level according to the ACTFL Proficiency Guidelines.

### **Spanish: 21st Century Challenges**

Prerequisites: Department recommendation or a competency test.

This course offers students an opportunity to continue to enhance their language proficiency while exploring critical contemporary issues that affect Spanish-speaking communities in the United States and worldwide. This advanced course emphasizes all modes of communication: Interpretive, Interpersonal, and Presentational, enabling students to engage deeply with the language. Students will examine topics such as environmental sustainability, technological advancements, education, identity, and artistic expressions through authentic materials and real-world scenarios. By the end of the course, students will be equipped to analyze information, articulate and defend their opinions, and present comprehensive insights on a range of relevant subjects. This course not only prepares students for success in the AP Spanish Language and Culture class but also serves as a meaningful capstone experience, allowing them to apply their language skills to address the challenges and opportunities of the 21st century.

### **AP Spanish Language and Culture**

Prerequisites: Spanish IV, Advanced Topics in Spanish, and department recommendation, or a competency test.

This advanced language course enhances students' cognitive, analytical, and communicative skills while preparing them for the AP Spanish Language and Culture exam. Following the College Board's guidelines, the course integrates the three modes of communication: interpersonal, interpretive, and presentational. Language structures are taught in context, emphasizing fluency and accuracy. Students explore cultural products, practices, and perspectives in both historical and contemporary contexts to develop cultural awareness and appreciation. By the course's end, students will engage in conversations, analyze information, express and support opinions on various topics, and write cohesive persuasive essays with appropriate grammar and syntax. The course requires significant independent work outside the classroom, including potential assignments over breaks. In the spring, students must take the AP Spanish Language and Culture Exam. This rigorous curriculum ensures students are well-prepared for college-level Spanish and fosters a deeper understanding of the language and its cultural nuances. **(Estimated exam cost: \$99)**

# INTENSIVE OFFERINGS 2025-2026

Intensive Offerings 2025-2026 Quick Reference		
Fall Intensive	Winter Intensive	Spring Intensive
<b>Introduction to MV (O)</b> (For all incoming 9th and 10th grades)	<b>Golden Age of Children's Lit (E)</b> Prereq: Eng II/Ws & Rs	<b>Hip-hop and Language (E)</b> Prereq: Eng II/Ws & Rs
<b>Madwoman in the Attic (E)</b> Prereq: Eng II/Ws & Rs	<b>Film Criticism (E or SS)</b> Prereq: Prereq: Eng II/Ws & Rs)	<b>Dystopian Literature (E)</b> Prereq: Eng II/Ws & Rs
<b>Women in Lit (E)</b> Prereq: Eng II/Ws & Rs	<b>□ Broadway Trip (FA)</b> Prereq: None	<b>Digital Photography (FA)</b> Prereq: None (unless taking II)
<b>Drumline (FA)</b> Prereq: None (unless taking II)	<b>Experiential Music Explor. (FA)</b> Prereq: None	<b>Student-Directed Play (FA)</b> Prereq: None
<b>Graphic Design/Marketing (FA)</b> Prereq: None	<b>History of Painting (FA)</b> Prereq: None	<b>MV BBQ (M)</b> Prereq: Algebra II, Eng II/Ws & Rs
<b>Calculating Fear (M)</b> Prereq: Alg II, 11/12 grades	<b>Geometry in Architecture (M)</b> Prereq: Geometry	<b>Health (O)</b> Prereq: None
<b>Fitness for Life (O)</b> Prereq: None	<b>Personal Finance (M)</b> Prereq: Algebra II	<b>Organic Chemistry (S)</b> Prereq: Chem I and Chem II (phys. science credit)
<b>Electrical Engineering (S)</b> Prereq: Physics I (phys. science credit)	<b>Forensic Science (S)</b> Prereq: Bio I (general science credit)	<b>History of Medicine (S)</b> Prereq: Bio I (life science credit)
<b>Totalitarianism (SS)</b> Prereq: Evol. of Human Thought or Ws/Rs	<b>Physics of Superheroes (S)</b> Prereq: Physics I (phys. science credit)	<b>Medieval History (SS)</b> Prereq: Evol. of Human Thought or Ws/Rs
<b>Latin America: Fight for Justice (WLC)</b> Prereq: None	<b>Surviving the Winter (S)</b> Prereq: Bio I (life science credit)	<b>□ Ordinary Decent Folk (SS)</b> Prereq: Evol. of Human Thought or Ws/Rs
	<b>Survey of Hispanic Cultural Studies (WLC)</b> Prereq: None	<b>□ Chinese Lang/Culture (WLC)</b> Prereq: None
		<b>The Global Citizen (WLC)</b> Prereq: None
<b>Independent Study</b>	<b>Independent Study</b>	<b>Independent Study</b>

Credit Key	
E = English FA = Fine Art M = Math O = Other (Elective, Health, PE)	S = Science SS = Social Studies WLC = World Language □ Denotes Travel

# ROTATION OFFERINGS 2025-2026

Rotation Offerings 2025-2026 Quick Reference (page 1)		
Yearlong Course	Fall Rotation	Spring Rotation
<b>English Foundations: Writers and Readers (E)</b> (For incoming 9th & by placement)	<b>Mystery Story (E)</b> Prereq: Eng III/Analytical Mind	<b>Mystery Story (E)</b> Prereq: Eng III/Analytical Mind
<b>English Foundations: The Analytical Mind (E)</b> Prereq: Eng II/Ws & Rs	<b>Propaganda Studies (E) or (SS)</b> Prereq: Eng III/Analytical Mind	<b>Fiction Writing (E)</b> Prereq: Eng III/Analytical Mind
<b>AP Language and Comp (E)</b> Prereq: Eng III/Analytical Mind and AP application process	<b>Science Fiction and Fantasy (E)</b> Prereq: Eng III/Analytical Mind	
<b>AP Literature and Comp (E)</b> Prereq: Eng III/Analytical Mind and AP application Process	<b>String Ensemble (FA)</b> Prereq: String Instr. Experience ¼ credit; meets during Co-lab time	<b>String Ensemble (FA)</b> Prereq: String Instr. Experience ¼ credit; meets during Co-lab time
<b>AP 2-D Design (FA)</b> Prereq: 2 semesters of P&D or Adv C&D and AP application process	<b>Advanced Color &amp; Design 1 &amp; 2 (FA)</b> Prereq: None, rec. For 10-12 graders	<b>Advanced Color &amp; Design 1 &amp; 2 (FA)</b> Prereq: None, rec. For 10-12 graders
<b>AP 3-D Design (FA)</b> Prereq: 2 semesters of Sculpture and AP application process	<b>2D Painting/Drawing 1/2/3 (FA)</b> Prereq: None for 1, each level requires completion of previous	<b>2D Painting/Drawing 1/2/3 (FA)</b> Prereq: None for 1, each level requires completion of previous
<b>AP Music Theory (FA)</b> Prereq: At least one semester of Music Theory and AP application process	<b>Ceramics/Sculpture 1/2/3 (FA)</b> Prereq: None for 1, each level requires completion of previous	<b>Ceramics/Sculpture 1/2/3 (FA)</b> Prereq: None for 1, each level requires completion of previous
<b>Algebra I (M)</b> Prereq: Pre-Algebra or equivalent	<b>Music Appreciation 1 (FA)</b> Prereq: None	<b>Music Appreciation 2 (FA)</b> Prereq: Music Appreciation 1
<b>Geometry (M)</b> Prereq: Algebra I	<b>Music Theory 1 (FA)</b> Prereq: None	<b>Music Theory 2 (FA)</b> Prereq: Music Theory 1
<b>Algebra II (M)</b> Prereq: Geometry	<b>Art of Video Games (FA)</b> Prereq: None	<b>Modern Drama (FA)</b> Prereq: None
<b>College Algebra (M)</b> Prereq: Algebra II	<b>Director at Work (FA)</b> Prereq: None	<b>Actor at Work (FA)</b> Prereq: None
<b>Precalculus (M)</b> Prereq: Algebra II	<b>Fitness for Life (O)</b> Prereq: None (counts for PE credit)	<b>Health (O)</b> Prereq: None
<b>Calculus (M)</b> Prereq: Precal (taken in previous year)		
<b>AP Calculus AB (M)</b> Prereq: Precalc (taken in previous year) & AP application process		
<b>AP Calculus BC (M)</b> Prereq: Precalc (taken in previous year) & AP application process		
<b>AP Statistics (M)</b> Prereq: Alg II & AP application process		

## Rotation Offerings 2025-2026 Quick Reference (page 2)

Yearlong Course	Fall Rotation	Spring Rotation
<b>AP Biology (S)</b> Prereq: Bio I & II, Chem I and application process	<b>Biology I (S)</b> Prereq: None (life science credit)	<b>Biology II (S)</b> Prereq: Bio I (life science credit)
<b>AP Chemistry (S)</b> Prereq: Chem I & II, Alg II, and application process	<b>Environmental Science</b> Prereq: Bio I (life science credit)	<b>Environmental Science</b> Prereq: Bio I (life science credit)
<b>AP Physics (S)</b> Prereq: Physics I and application process	<b>Earth Science (S)</b> Prereq: None (physical science credit)	<b>Earth Science (S)</b> Prereq: None (physical science credit)
<b>Ancient World (SS)</b> (For incoming 9th)	<b>Chemistry I (S)</b> Prereq: Alg I (physical science credit)	<b>Chemistry I (S)</b> Prereq: Alg I (physical science credit)
<b>AP US History (SS)</b> Prereq: Globalization* and application process	<b>Chemistry II (S)</b> Prereq: Chem I (physical science credit)	<b>Chemistry II (S)</b> Prereq: Chem I (physical science credit)
<b>Mandarin Foundations (WLC)</b> Prereq: None	<b>Physics I (S)</b> Prereq: Geom. (physical science credit)	<b>Physics I (S)</b> Prereq: Geom. (physical science credit)
<b>Mandarin Building Blocks (WLC)</b> Prereq: Dept. rec or competency test	<b>Globalization I (SS)</b> Prereq: Eng II/Ws & Rs	<b>Globalization II (SS)</b> Prereq: Globalization I
<b>Mandarin Lang &amp; Society (WLC)</b> Prereq: Dept. rec or competency test	<b>American Hist/Gov I (SS)</b> Prereq: Globalization*	<b>American Hist/Gov II (SS)</b> Prereq: Globalization*
<b>Mandarin Perspectives (WLC)</b> Prereq: Dept. rec or competency test	<b>Economics (SS)</b> Prereq: Globalization*	<b>Comparative Religion (SS)</b> Prereq: Globalization*
<b>ESOL (WLC)</b> Grades 9-12 by placement	<b>Propaganda Studies (E) or (SS)</b> Prereq: Eng III/Analytical Mind	<b>International Relations (SS)</b> Prereq: Globalization*
<b>Spanish Foundations (WLC)</b> Prereq: None		
<b>Spanish Building Blocks (WLC)</b> Prereq: Dept. rec or competency test		
<b>Spanish in Context (WLC)</b> Prereq: Dept. rec or competency test		
<b>Spanish Perspectives (WLC)</b> Prereq: Dept. rec or competency test	<b>Credit Key</b>	
<b>Spanish: 21st Cent. Chall. (WLC)</b> Prereq: Dept. rec or competency test	E = English FA = Fine Art M = Math O = Other (Elective, Health, PE)	S = Science SS = Social Studies WLC = World Language * please see SS dept.course descriptions for specifics
<b>AP Spanish (WLC)</b> Prereq: Spanish IV, Adv Topics, dept. rec or competency test, AP application process		

## EARNING CREDIT

In terms of ways students earn credit toward graduation, Maumee Valley Country Day School will clearly continue to provide credit through classes offered at Maumee Valley and taught by Maumee Valley teachers. We anticipate that the vast majority of our students will continue to accrue credit this way.

Yet, MVCDS seeks to broaden the scope of curricular options available to students, increase the depth of study possible for a particular subject, and allow tailoring of learning time and conditions. This flexibility provides ways in which aspects of learning can be customized around student interests and needs, which is directly in line with the personal aspect of a Maumee Valley education. Credit flexibility is intended to motivate and increase student learning by allowing:

- Access to more learning resources, especially real-world experiences;
- Customization around individual student needs; and
- Use of multiple measures of learning, especially those where students demonstrate what they know and can do, apply learning, or document performance.

So, Maumee Valley students may earn credit in the following ways:

- Independent Studies
- Physical Education Waiver
- Constellation Learning (during the MV school year)

The following pages will describe each of these three options further.

# INDEPENDENT STUDY GUIDELINES

Students may develop a plan for pursuing an independent study. The MV Independent Study Program has evolved from the MV tradition of Winterim Independent Studies. Students may indicate their intention to take an independent study when they sign up for classes. However, students must submit an independent study preliminary form, and gain approval, prior to the term in which the independent study is to take place. Students who do not earn approval for their independent studies prior to the stated deadlines will need to sign up for an intensive class instead. Independent studies are typically approved for general elective credit. However, students may petition to design independent studies that must be approved for departmental credit before the start of the intensive. Independent studies are generally appropriate for sophomores, juniors, and seniors. As a general rule, students should pursue no more than four independent studies in their final three years of high school, and no more than two in any given year. All students are encouraged to complete at least one independent study prior to graduation. Students are responsible for arranging their own transportation and meals during their time off campus.

## Independent Study Process

1. The student discusses with their advisor and parents their independent study ideas and plans.
2. The student notes their intention to pursue an independent study on their course sign-up form. Once a student has declared their intent to pursue an independent study, they will get access to all necessary forms.
3. The student participates in a mandatory goal-writing workshop.
4. The student submits an independent study proposal form (with their advisor, parent, and sponsor approval) to their advisor by the preliminary deadline.
5. The advisor reviews the student's independent study proposal with the student and submits the proposal to the independent studies committee.
6. Proposals will be reviewed and approved by the independent study committee and the appropriate department, if necessary.
7. The student revises and submits their final proposal to the independent study committee by the final approval deadline.
8. In addition to an off-campus sponsor (identified by the student), each student will be assigned an on-campus mentor who will monitor the progress of the independent study as it occurs.
9. Grades for independent studies will be determined by the quality and depth of learning as demonstrated in the work, blog entries, presentations, and products created by the student; the feedback from the sponsor and on-campus mentor; and the assessment of the department for which credit is sought.

### Fall Intensive 2025 Independent Study Deadlines

Informational Lunch for Students: March 19, 2025

Preliminary form due to advisors: April 8, 2025

Advisors submit forms to committee: April 16, 2025

Revised goals due to committee: April 25, 2025

Final form due to committee: May 2, 2025

## PHYSICAL EDUCATION WAIVER

State of Ohio statute permits students who participate in Maumee Valley Country Day School interscholastic athletics (including cheerleading) to “opt-out” of state required Physical Education (P.E.) courses if they meet specific eligibility requirements set by Maumee Valley. Students who participate in **three full seasons** of MVCDS varsity or junior varsity athletics, including cheerleading, **over at least two academic years** may opt-out of MVCDS P.E. classes.

In addition to fulfilling the three full season requirement, the following guidelines will apply:

- Students **must** complete a Maumee Valley Country Day School [Physical Education Waiver Initial Application](#) form (also available in the Student Union). The PE Waiver Initial Application states all of the requirements for completion and requires signature of student, advisor and guardian. In addition, students **must** also fill out a [P.E. Waiver Season of Completion](#) form *no sooner* than the conclusion of all regular season contests and *no later* than two weeks after the conclusion of their season. A Season of Completion form must be filled out for **each** individual season. Forms get turned into the Physical Education Department Chair.
- No credit will be issued and no letter grade will be received.
- The P.E. Waiver option may not be used in combination with Physical Education (P.E.) credit or other Flex Credit option to satisfy the total 1 credit MVCDS P.E. requirement. In other words, a student may not take a semester of PE and then complete the P.E. requirement by playing interscholastic athletics. This is a State stipulation.
- Students who have completed part of their P.E. credit by taking P.E. courses are strongly encouraged to continue taking P.E. to complete the P.E. requirement.
- Upon completion of each athletic season, the athletic director will verify that each student has completed the season in its entirety.
- Should a student be cut from the team, or quit the team, for ANY reason and thus not complete the season, he or she may not count that season toward the P.E. requirement.
- Should a student become injured and not complete the entire season, he or she must find an alternate way to satisfy the P.E. requirement.

### ***Maintaining Records and Reporting to the State***

The Physical Education Department Chair and Upper School Registrar will maintain records of students who “opt-out” of P.E. classes and fulfill the State and MVCDS requirements, by utilizing the P.E. Waiver option. All records will be available and reported to the State whenever the State seeks them.

## CONSTELLATION LEARNING

Maumee Valley has partnered with Constellation Learning, an online learning consortium. Through our partnership with Constellation Learning, we will continue to offer a variety of online courses that complement and enhance our MV curriculum during our school year.

Constellation Learning features small classes (maximum of 17 students) that allow students and teachers to interact and develop the type of relationship that we value in our on-campus classes. Each of the online instructors has received training and is an experienced teacher. Constellation Learning offers exciting online course options that can extend and enrich a student's high school experience by complementing and enhancing courses currently offered at Maumee Valley.

Each course is fully online, and does not meet in a classroom during the school day. Students are responsible to independently schedule time to log on to their course site on the computer and complete work. When live meeting times are required with the teacher for lectures and discussions, or with peers for collaboration, students and teachers will collectively decide on mutually agreeable times.

Year-long and semester courses are offered each year, and include Advanced Placement and elective options. Starting in 2024, we do not have a summer term with Constellation Learning. Enrollment into courses held during the fall and spring terms will be done through the Upper School office.

Students may not take a course through Constellation Learning that is offered on campus unless there is an unresolvable course conflict. Due to the experiential mission of MV, students may take only **ONE** Constellation course per rotation. MV will not enroll students in more than one Constellation course per rotation. Upon enrollment of a Constellation course, the student will be enrolled in a structured, supervised HAWK Block. Classes taken through Constellation Learning in the fall and spring terms will be documented on the MV transcript and included in the GPA calculation.

Maumee Valley will cover the membership expense for Constellation Learning, and students may enroll in an online course for an additional fee: \$500 for semester courses and \$1,000 for full-year courses. Online course fees are billed to student accounts.

The full listing of Constellation Learning course offerings for the 2025-2026 academic year will be posted at a later date.

# SPECIAL PROGRAMS

Special programs are designed to supplement and enrich curriculum and support the needs of the Maumee Valley community. These programs may be available during and after normal school hours, as well as during the summer months. Special programs include:

## **Global Leadership Program Certificate**

*The Global Leadership Program fosters the development of compassionate, aware global citizens, while building skills in leadership, communication, and civic action.*

The Global Leadership Program offers us a way to recognize students who embrace opportunities to learn more about world issues and events, make connections across borders, dedicate themselves to service, and have made a strong commitment to preparing themselves to live in a globalized world. Students will investigate a different global topic each year, educate each other and the MVCDS community on the topic, and then take action locally and globally.

1. A student who completes the GLP certificate will be:

- culturally aware.
- driven to action.
- a leader in a variety of settings.
- empathetic to the needs and injustices faced by other cultures.
- dedicated to serving others.
- passionate in their desire to understand a variety of cultures.
- conversant with a variety of global issues.
- competent in one or more world language.

2. Students may enroll in the program at any time during their freshman or sophomore year, however, it is strongly suggested that students enroll as early as possible to allow for a greater amount of time and more flexibility in meeting the requirements of the program. Interested juniors should consult with the GLP Co-Directors to plan a viable path toward certification (if certification is desired).

## **GLP Certificate Requirements by Graduation:**

**1. Academic Requirements:**

- Three credits of a world language (including intensives).
- Three and a half credits of social studies (including electives and intensives).
- One globally relevant intensive.

Choose two or more of these suggested GLP-relevant classes (several count towards the social studies or world language requirement):

- Applied Ethics
- Cold War
- Comparative Religion
- Cultural Anthropology
- Ecology of the Maumee River Watershed
- Economics
- Environmental Science
- History of the Rest of Us: Neglected Narratives
- International Relations
- Political Rhetoric
- Problems in Philosophy
- Propaganda Studies
- The Real World, Now: Human Geography
- World Wars
- Social Issues in Latin America
- A Survey of Hispanic Cultures
- World Cultures/ The Global Citizen: Building Cultural Awareness & Competence
- Global Public Service Academy
- Spanish: Challenges of the 21st century
- Latin America: The Fight for Justice

## **2. Other Requirements:**

- Take a leadership role on a GLP committee or on Issue Day.
- Attendance at speaker series events (at least two per year).
- Participate in five hours or more of theme-related community service each year.
- Choose at least one of these suggested GLP relevant activities to get involved with:
  - Involvement in the Dayal House (possible examples: organize an off campus activity for residents, work with students at study tables at least once a week)
  - MUN
  - Foreign Language Club (create one and organize activities)
  - Hosting an International Student
  - International intensive
  - GLP theme-related book clubs/book talks
  - International exchange year/semester

# EXTRACURRICULAR ACTIVITIES

Maumee Valley encourages student participation in extracurricular activities. The challenging curriculum, student-centered school life, and supportive community inspire and equip students for a lifetime of learning. Recognizing that learning happens outside, as well as inside, the classroom, a wide variety of extracurricular activities are offered to students. These extracurricular activities do not receive a letter grade or credit.

A hallmark of the Maumee Valley Upper School is the high level of student engagement and ownership. We expect students to provide the vision and leadership of these activities. Campus clubs go through a proposal and approval process each year through the Student Council. The process will be outlined with students each fall. This list is representative of our offerings.

## EXAMPLES OF CAMPUS CLUBS

Announcements Club  
Art Club  
Chinese Club  
Cinema Club  
Computer Science Club  
Dance Team  
Environmentalists' Club  
Future Business Leaders of America  
Gender Sexuality Alliance (GSA)  
GLP  
Indian Student Association (ISA)  
Investment Club  
Latin American Student Organization (LASO)  
Maumee Valley Young Entrepreneurs  
Mock Trial  
Muslim Student Association (MSA)  
Neurodivergent Student Alliance  
Philosophy Club  
Writing Club  
Youth Outreach

## EXAMPLES OF ACADEMIC COMPETITIONS/ACTIVITIES

American Math Council  
Math Madness  
Model United Nations  
Quiz Bowl  
Robotics  
Speech and Debate  
Valley Voice (student newspaper)  
Weathervane (Yearbook)

## STUDENT COUNCIL/GOVERNMENT EVENTS/ACTIVITIES

All School Assemblies  
Spotlights  
Coffee Houses  
School Dances  
Homecoming Events  
All School Prom