



**Course Descriptions**  
**College Preparatory Curriculum**

**Mathematics**

**Algebra I**

Students develop an organized approach to solving a wide variety of algebraic problems utilizing the symbols, methodologies, and language necessary to properly communicate and analyze the concepts of Algebra. The students gain confidence in conventional systems while strengthening their own intuitive development with problem solving and critical thinking skills. Topics include: basic operations, properties, functions, expressions, set theory, monomials, polynomials, factoring, algebraic fractions, variables, roots, radicals, quadratic equations, and word problems. Students review material as needed to succeed with mastery of the content.

**Geometry**

Geometry studies the mathematics of two-dimensional shapes and objects. Through investigation, students discover the theorems and conjectures and gain an understanding of the intricate relationships that exist. Each major topic is covered in a clear, understandable style. The following topics are covered: lines and angles; triangles; polygons; perimeter and area; ratio and proportion; parts of circles, chords, secants, and tangents; prisms, right circular cylinders, pyramids, cones, spheres; slope and equations of lines. Some hands-on projects are included.

**Algebra II**

The students develop an organized approach to solving a wide variety of higher-level algebraic problems utilizing the symbols, methodologies, and language necessary to properly communicate and analyze the concepts of Algebra II. Students master conventional systems while strengthening their own intuitive development with problem solving and critical thinking skills. Topics include: problem solving, linear relationships, quadratic functions, graphing, extending the real number system, polynomials and polynomial functions, rational expressions, equations and functions. Students review material as needed to succeed with mastery of the content.

**Pre-Calculus**

This course designed for students who are preparing to take calculus or other courses requiring a background in Pre-Calculus mathematics. Topics covered in the first semester include: algebra background, coordinates, graphs, inequalities, functions, polynomial and rational functions. The second semester covers: exponential and logarithmic functions; as well as trigonometric functions and graphs of trigonometric functions.

**Introduction to Calculus**

Introduction to Calculus provides an introduction to the foundational concepts of calculus. The course begins with a brief review of trigonometry and advanced functions that cement the student's pre-calculus background. During the remainder of the course, students complete a thorough study of limits, derivatives, and integration. Students will be asked to consider calculus concepts graphically and numerically. The goal of the course is a solid groundwork in the fundamental skills required for a student entering a college level calculus course.

### **Advanced Placement Calculus**

Advanced Placement Calculus is primarily concerned with developing the student's understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach with concepts and problems being expressed graphically, numerically, analytically, and verbally. First semester, students focus on limits and derivatives. Second semester, student's work revolves around integration and area under a curve. Application and usage in a variety of situations are critical to the curriculum. Students are expected to demonstrate their methods and solutions to problems clearly and with accuracy. AP Calculus is a college-level course with a concomitant degree of rigor and expectation. Students may prepare to take the Advanced Placement Calculus A/B test which provides the opportunity to earn college credit.

### **Statistics Course Description**

The primary purpose of this course will be the collection, organization, analysis, and interpretation of data. Students will be provided with the opportunity to explore descriptive and inferential statistics. The course guidelines are to emphasize statistical literacy, develop statistical thinking, stress conceptual understanding of procedures, foster active learning, and utilize current technologies. Students will develop the skills necessary to analyze experiment design, survey sampling, and statistical results.

## **Science**

### **Integrated Science/Environmental**

Students will recognize the critical importance of scientific developments in today's and tomorrow's world through gaining basic knowledge of Earth Science as it relates to themselves and to their own range of experiences. Topics include: the environment, global warming, air and water pollution, humanity's impact on earth, environmental challenges, geological history, fossils, continental drift, volcanoes, ecosystems, atmosphere, erosion, glaciers, weather, climate, and the solar system. Science labs focus on proper measurement, documentation and use of the scientific method; rock and mineral identification; and the use of chemical and biological analysis to assess environmental impact.

### **Biology**

This course provides for the full development of science skills inherent to Biology as well as other branches of science. Biology includes the following: the nature of life; basic chemistry; reproduction and development; genetics; evolution; diversity of living things; and ecology. Through investigations and activities, students gain first-hand experience with such learning skills and processes as observing, classifying, identifying, measuring, inferring, hypothesizing, interpreting, and predicting. Includes weekly thought-provoking, open-ended problems answered in essay form. Students write a semester term paper on a chosen topic.

### **AP Biology Course Description**

Advanced Placement Biology focuses on the development of the student's ability to apply the central concepts of biology to everyday life. The course emphasizes laboratory experience as a way to show students the hands-on nature of science as well as provide them with valuable laboratory skills. The scope of the course is vast and probes into the molecular structures and mechanisms of cells and complex organisms; the structure and function of living organisms; the intricacy of ecosystems; and animal response and behavior. Essential to the course is the ability to see science as an evolving process, to note the relationships between structure and function, to process the flow of energy through systems and to apply this knowledge to the greater good for society and technology. As an Advanced Placement course, students are being prepared for the AP Biology exam which provides the opportunity to receive college credit; consequently, the overall rigor of the course and expectations placed on these students are collegiate level.

## **Chemistry**

This course is a must for students desiring a technical career or for entrance into many colleges. Our course is both thorough and complete. Main topics include: periodic table; acids and bases; chemical bonding; compounds and mixtures; gas laws; and chemical equilibrium. A science lab can be constructed from chemistry experiments that interest the student.

## **Physics**

This course deals with scientific principles relative to physics. Each one of the lessons focuses on a specific topic and is covered in detail. The lessons consist of: force, motion, heat, waves, sound, electricity, magnetism, light, and mirrors. A science lab can be constructed from physics experiments that interest the student.

# **English**

## **English 9A**

Students in English 9A will learn how to write clearly and coherently for a variety of audiences and purposes. Students will be asked to: write in narrative, expository, descriptive, persuasive and critical modes; engage in a writing process with attention to audience, organization, focus, quality of ideas, and purpose; edit writing for correct grammar, capitalization, punctuation, spelling, verb tense, sentence and paragraph structure; and demonstrate an understanding of effective communication through active participation class discussion. Our discussions center around first proffering ideas and then refining those ideas based on class feedback. We'll also work on strategies to expand individual vocabularies so that students might more effectively communicate their hard-earned ideas.

## **English 9B**

English 9B focuses on continuing mastery of the fundamental conventions of grammar and syntax; moreover, this class nurtures within each student the spirit of inquiry necessary to become effective, discerning, and insightful consumers of literature. We shall accomplish this through dedicated attention to what has become the most American of genres: the short story. This introduction to the short story will prepare students to become proactive readers, readers who identify the hallmarks of craft and technique that propel certain stories to the pinnacle of their respective form. As Rosellen Brown points out, "What a reader needs to learn is how to ask questions of the story without the voice of that coach over his or her shoulder, without the questions at the bottom of the page." Not only will students know what questions to ask, they will take great strides in developing their ability to answer those questions. These inquiries find form in journal entries, in-class responses, and more formal critical analyses.

## **10<sup>th</sup> Grade**

English 10A and 10B provide students a dynamic, ever-shifting set of texts and curricula that offer a chance to hone the skills learned in 9B. No longer do we find questions at the end of our stories to direct our inquiries. Instead, students read novels and short stories of increasing complexity that force more intensive investigation. These courses analyze how fiction influences human interaction with the environment; how Victorian adventure literature reified and propagated British Empire; how the literature of India, South Africa and the Caribbean islands aids in the creation of a national identity in the wake of colonial abandonment; how the evolution of the detective novel mirrors broader trends in society and philosophy, specifically looking at the evolution of epistemology and our ability to determine absolute truth; and how fiction influences society's understanding of war's impact on the individual soldier and the social fabric.

## **English 11A: American Literature**

English 11A does not look at the whole of American literature, but rather focuses on specific eras, themes, and concepts that serve as strands in the tapestry of American Literature. We look at pre-Civil War authors such as Melville and Hawthorne, and we consider the ideas of Transcendentalism and certain of its major authors, such as Whitman, Thoreau and Emerson. As a melting pot of race, ethnicity

and culture, we focus on the Harlem Renaissance, its antecedents and its successors. As a literature that often defines itself by a sense of place, we explore the American West, especially ideas of individualism and expansionism. And as expansionism rarely occurs into areas not previously inhabited, we will examine Native American Literature, including novels, poetry, winter counts and firsthand testimony.

### **English 11B: British Literature**

Whereas American literature can be broken up by geographical as well as temporal lines, English 11B focuses on specific epochs in British Literature. The Romantic Period and the Victorian era receive primary consideration, but we will also have occasion to delve into earlier periods. In these literary meanderings we might look at the medieval work of Mallory, Spenser, and Chaucer; we might consider Shakespeare, Jonson and Marlowe; or we might look at the Metaphysicals, like Donne, Herbert and Marvel. Each of these periods deserves more thorough consideration than even a yearlong course might grant, but we will do our best to understand the primary concerns of each, contextualize these concerns within the larger framework of British Literature, and analyze how certain of the major players effect their aims.

### **12A: Introduction to Modernism**

The English novelist Virginia Woolf declared that human nature underwent a fundamental change “on or about December 1910.” Her proclamation underscores the modern writer’s fervent desire to break with the past, to reject literary traditions that seemed outmoded and inadequate in an era of global violence and rapid technological advancement. Themes of the modern age in literature include alienation, fragmentation, ontological uncertainty and pessimism. In this course we will examine modernist texts and authors as they react to and against the overwhelming changes of modernity. Students will learn the literary context of modernism, be able to recognize, define and understand common literary and poetic devices, and understand the historical, social, and cultural context of modernism at large. Students will read actively, question incisively, analyze profoundly, and, above all else, join the global conversation on the modern age.

### **English 12B: Introduction to Postmodernism**

In this course we will draw on our explorations into modernism as we immerse ourselves in that most unknowable of “isms”: postmodernism. Postmodernism continues modernism’s reaction to “the most profound spiritual and philosophical crises of our time—the failure of the Enlightenment” (Powell). Whereas the moderns seek a new center from which to view and understand Western culture, postmodern artists fail to see the need for a center at all. Whereas the moderns experiment with form, postmoderns put forth antiform; whereas the moderns privilege the art object/finished product, postmodern artists feel the process or performance of art is ultimately important. During the first section of this course we will read selections from the important thinkers who attempt to map the postmodern landscape. Having acquired as firm a grasp on postmodernism as is possible, we will then turn our critical eyes upon the novels of Ellison and Morrison in an attempt to identify defining characteristics of postmodernism. Because this fundamental paradox defines postmodernism: postmodernism cannot be defined. And there we will begin our exploration.

## **Social Science**

### **World History A/B**

This course develops a clear timeline of past events, recognizing their influences at the time of the event, and questions traditional historical records by viewing the whole picture of the period and its key constituents. Topics covered include: The Beginning of Civilization, Civilizations of the Mediterranean World, The World in Transition, The Emergence of Modern Nations, The Development of Industrial Society, and World Wars in the Twentieth Century. Students examine these past events while remaining focused on today’s issues.

**World History A** traces global history from the emergence of prehistoric peoples and the development of ancient and medieval civilizations through the European Renaissance and the Reformation. The goals of the class are for students to understand the interwoven factors, the cause and effect development of World History, and include the following themes: cooperation and conflict; revolutions versus cultural reactions; diversity versus uniformity; cultural diffusion; and regionalism versus nationalism. Additionally, students will critically examine the development of a variety of civilizations around the world and develop an understanding of differing cultural perspectives, a coherent knowledge base of world geography including location, human versus environment interactions, population movements and identifying regions.

**World History B** traces the First Global Age to the present day and includes European, Middle Eastern, African and Asian Civilizations. Emphasizing the impact of global exploration and cultural diffusion, we will examine how historical data can be interpreted depending on cultural perspectives and social factors. The course begins with an exploration of the world during the “age of revolutions” and a comparison of various cultural experiences during global colonization and international imperialism. Special attention will be given to political and industrial developments as well as nationalism as causes of global change and conflict.

### **United States History A**

US History A begins by studying indigenous cultures and the impact of colonial development including the establishment of Jamestown in 1607. The course ends with an analysis of the Civil War and Reconstruction. Some of the topics addressed include: Colonial America, the American Revolution, the forming of the Constitution, and the opening of the Western frontier. Students are evaluated throughout the course by several in-class assessments, individual projects, essays and a research paper. Examples of projects include: PowerPoint presentations on a pre-Civil War historical figure, a Constitutional Convention assignment, a timeline, and role-plays of significant historical events, such as John Brown’s trial.

### **United States History B**

US History B studies the end of Reconstruction to the present day. Some of the topics addressed include: The Gilded Age, Labor Movements, American Imperialism, World Wars I and II, Great Depression, the Cold War, the Civil Rights and Women’s Rights Movements, the Vietnam War, Watergate, and the US role in Middle East. The class also closely examines socioeconomic conflict in 20th century America through the eyes of minority groups and the impoverished. Students are evaluated throughout the course by several in-class assessments, individual projects, essays and a research paper that takes a position on a historical event or figure. Examples of projects include: PowerPoint presentations; mock trials on subject matter such as the Haymarket bombing; a timeline; and role-plays of significant historical figures, such as Ida Tarbell and Mark Twain.

### **United States Government**

This government course is a comprehensive look at both the fundamental structure of the US government and some of the country’s most significant legislative, executive and judicial decisions; this course looks specifically at the effect that these decisions have had on the development of the US government, US foreign policy and the conditions of US citizens. Some of the constitutional issues examined in this class include: civil liberties, federalism, equality, state rights, and the evolution and scope of national power and presidential power. Through activities such as mock trials, debates and group projects, the class learns about major US Supreme Court cases, such as Marbury v. Madison, Brown v. Board of Education, US v. Nixon. Students are evaluated on court case analyses, class participation, reaction papers and tests, homework and a term project that is determined on a class-by-class basis. Examples of past projects include mock presidential debates, position presentations, and the creation of a nation-state, including the development of a constitution.

## **AP US Government**

AP US Government and Politics is a college level course designed to give a comprehensive understanding of government and politics in the United States. The course will include the study of broad concepts needed to understand U.S. politics and governmental systems as well as analyses of specific examples. It will require familiarity with ideas, individuals, groups and institutions that make up U.S. politics. It will require a significant level of abstraction beyond description, factual information or practical knowledge. Students will need to master political concepts and relationships as well as analytical and critical-thinking skills. The course is designed to teach students how to think rationally and write analytically. After completion of this course, students will have gained a strong foundation for understanding how government in America actually works.

## **Economics**

This course begins with the historical origins of economic thought and examines the evolutionary development of economic theories with an emphasis on capitalism. Students will read, analyze and critique the economic theories of Smith, Malthus, Ricardo, Marx, and more modern theorists. Students will examine the applications and results of various economic policies by individuals, businesses and governments. This examination includes a critical review of the U.S. military-industrial complex, global and national economic trends and the goals of socioeconomic justice. Students are introduced to these current economic topics via exposure to resources such as the Wall Street Journal, The Economist and The New Republic as well as online sources. Students will complete the course by presenting a creative project designed to represent their understanding of the major economic concepts and issues they learned during the term. Examples of past projects include the developing of ideal economies, creating a business plan and engaging in a mock economy.

## **Advanced Placement US History**

This course is a survey course of US History that covers the Pre-Columbian era through the end of the twentieth century. Many different aspects of U.S. History will be examined, including: economic development and trends; citizen diversity and identity; the development of a unique American culture; social development, reform and social movements; political events, institutions and their developments; the legacy of slavery and other minorities in America; as well as armed conflicts and foreign policy issues in U.S. History. The course is divided into units of time and focuses on the themes in the AP Course Description, including US national identity; diplomatic developments and foreign policies; as well as other events that have impacted US development on the world stage.

**Purpose, Content and Scope of Course:** The purpose of this course is to provide students with a comprehensive overview of U.S. History along with the analytical skills and factual knowledge necessary to deal critically with contextual issues in U.S. History. Students will learn how to develop conclusions based on the information presented to them from multiple sources. Students will also learn to access primary and secondary historical materials; access relevance to a given historical issue or set of issues being examined; determine reliability and significance of sources; and to weigh the evidence presented in the historical scholarship examined. The APUSH course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasoned evidence clearly, persuasively, and concisely in an essay format. After their successful completion of this course, students should have the ability and confidence to handle a second year or higher college U.S. History course. The course will prepare students to take the College Board's Advanced Placement U.S. History Exam.

## **Foreign Language**

### **Spanish I**

Students learn the fundamentals of understanding and speaking Spanish. They work from a text and an accompanying workbook, as well as learn songs, read stories, listen to instructor-selected music and lyrics and watch occasional videos in Spanish.

## **Spanish II**

Students review the fundamentals of understanding and speaking Spanish, and proceed with more complex verbal and reading usage of the language. They work from a text and an accompanying workbook, as well as learn songs, read stories, listen to instructor-selected music and lyrics and watch occasional videos in Spanish. Spanish II students are also expected to converse in Spanish with the teacher and with each other.

## **Spanish III**

Students study the combination tenses and the subjunctive tenses. This requires good command of the past participles and a large vocabulary. Spanish III students do more complex reading, and assignments include translations of current news articles from BBC's "Mundo" (British Broadcastings Spanish equivalent), as well as readings of teacher-selected short stories. These stories have progressively more difficult exercises and questions to answer regarding the story. Stories are also used as topics of conversation. Spanish III students are addressed in class in Spanish and are expected to respond in Spanish. This also occurs outside of class and at Spanish lunch. Spanish III students also listen to music/lyrics, and watch occasional Spanish videos.

## **Spanish IV**

The class is conducted in Spanish and focuses on listening, speaking, reading and writing in Spanish. Spanish IV students are responsible for more writing and translation than Spanish III students, as well as more in-depth reading assignments and analyses. Short stories are assigned to read, with discussion and written analysis. Novels include, among others, Casa de Muñecas and Lazarillo de Tormes, as well as reading and essay assignments from National Geographic en español. Students work on continued expansion of previously learned vocabulary, and review all of the verb tenses, both indicative and subjunctive. Regular attendance and participation at Spanish lunch on Thursdays is also a part of the Spanish IV curriculum. Hispanic cultures and some history is also covered in the class.

## **AP® Spanish Language**

**Course Overview:** The AP Spanish Language course is conducted in Spanish. Students are encouraged throughout their Spanish studies to practice the target language consistently with the various staff who have a working command of Spanish, and other students. Students should be able to use Spanish in order to:

- Express themselves orally through convincing, arguing, inquiring and describing
- Express themselves well in a variety of styles, using different strategies for different audiences

**Course Outline:** To teach the AP Spanish Language course, The Monarch school uses Album, Authors: Valette & Renjilian-Burgy (Heath Books), Abriendo Paso Gramática, Authors: Díaz, Nadel and Collins (Prentice Hall), and Barron's AP Test Preparation book. A fourth book, Practice Makes Perfect – Spanish Verb Tenses, Author: Devney (Passport Books) is used for reference and fine-tuning.

Monarch School is a boarding school that works on a quarterly 10-week block system, for 40 weeks of instruction per year. On the eleventh week between blocks, students will be assigned to read magazine articles, novels or short stories. There is another break between the 5th and 6th week in which students will only be encouraged to read and study.

Monarch School, being a boarding school, gives a great opportunity for the AP student to access instruction and interact with his/her teacher(s) outside of classroom time. Whether it be for questions on studies or for conversation, there is usually a Spanish teacher available for "mini-immersions."

The class will use a number of sources. The primary sources are:

1. *Abriendo Paso Grammatica*, for advanced grammar review and practice of what students learned through Spanish 3 or 4. The book has a wide array of review styles, is presented mostly in Spanish, and is very complete.

2. *Album*, a compilation of short stories which progress in complexity from the beginning to the end. Each story selection has questions that directly relate to the story with answers that are easily found in the story. There are also grammatical exercises ranging from present tense verbs to the subjunctives, and more difficult questions that require original, analytical responses. Each selection from *Album* also provides classroom discussion, whether from the group discussion questions from the book, or as may apply to various students' issues.
3. *Practice Makes Perfect – Spanish Verb Tense* is used to review verbs with practical exercises and exams on an as-needed basis.
4. *Barron's AP Spanish Test Preparation* book. Along with keeping current with short stories, news articles, writing and conversation, students will work from this material in anticipation and preparation for the AP test. Barron's AP Spanish Test Prep includes 4 CD's of audio dialogues, short narratives, longer narratives, formal writing exercises, model exams, oral presentations and practice conversations. The written materials include vocabulary work, short stories, multiple choice questions, reading strategies, free response tasks, grammar review, and model exams.

Other learning, reading and writing sources will be National Geographic en Español and BBC Mundo.

As the class nears the exam, the class will phase in to the Barron's AP Test Preparation Book & Audio CD's.

AP Spanish students will watch movies in Spanish in lieu of what the other students at the school are watching on Sunday nights at least two Sundays per month. These movies are usually popular Disney cartoons that the student probably viewed repeatedly in their younger years and with which they are quite familiar. These will be followed by discussion the following week.

AP Spanish students enjoy weekly meals together with the Spanish teacher, speaking only in Spanish.

## **Physical Education and Health**

### **Physical Education**

All of the physical education classes focus on cardiovascular activities, strength training, basic coordination and positive self-image as well as teach specific sports skills. We offer basketball, soccer, volleyball, Ultimate Frisbee, aerobics, and marathon training.

### **Monarch School Milers**

This course is a year round running program that is an opportunity for students to commit to personal fitness goals in a supportive environment. The program, originally developed as training for the annual Coeur D'Alene Half Marathon in May, now incorporates ten local races of varying distances spaced throughout the year that allow students to tailor their exercise goals to fit with their schedules at Monarch. Students enrolled in this course will learn how to prepare for either a 5K, 10K or 13.1 mile road race, maintain a training log, and care for their physical health by enhancing their knowledge of injury prevention and cardiovascular fitness as well as strength and stretching techniques. Students will be evaluated on the quality of their class participation and consistent completion of their training logs. The overarching goals for students participating in this course are to encourage them to realize their physical capabilities, boost their physical fitness knowledge and support their emotional well-being.

## **Electives**

### **World & National Issues/Current Events**

The World & National Issues/Current Events class will examine world and national issues as well as current events as a vehicle for the development of students' critical thinking, public speaking and writing skills. Students in the class will identify and research materials associated with specific political and economic topics each week. They will then be required to write and deliver speeches and to engage in formal weekly debates associated with these topics. During these processes students will have the goal of critically analyzing and challenging their peer debaters by creating well-reasoned questions and responses to the arguments of fellow classmates. This class is designed to prepare students who wish to be candidates for the annual "Presidential Classroom" trip to Washington D.C. as well as to support any student who is wishing to take AP social studies courses.

### **Drama**

The theater arts program is an integral part of the Monarch school. It is offered every academic quarter, though every student does not participate ever quarter. As groups cycle through the drama program they focus on developing tools such as concentration, imagination, creativity, fluidity with body control and voice through dramatic games and improvisation. This course begins the process of creating character from the starting place of the natural self by using improvisation and scene work. Emphasis is placed on guiding the actors to focus their attention on the creative life of the stage in order to free themselves from their own constraints.

### **Guitar Level One**

Guitar level one teaches the basics of playing the guitar. The fundamental chords, flat picking or finger picking techniques are taught at a pace based upon the individual student's practice time and ability. Lessons are a half hour long, once a week. Students are encouraged to select songs to learn that they like as this helps greatly with their interest level. Over all, learning the guitar is hard and frustrating in the early phases. Even producing simple tones is a physical challenge and so a lot of encouragement is needed. Our goals are to learn the standard fingerings for the most commonly used chords in simple modern music, including major, minor, dominant seventh, and minor seventh type chords. The visualization of these basic chords builds a foundation for more advanced learning later on. Also we look at the pentatonic and blues scales as a starting place for single note playing. The right hand with the flat pick is trained to have proper wrist movement, steady motion, and accuracy. If the student chooses to finger pick, the "Travis" picking style is taught, which organizes the fingers and groupings of strings into an orderly, logical system.

### **Guitar Level Two**

Guitar level two builds further on the basic concepts learned in level one. The shapes of chord and scale patterns basic to simple modern music are set in place to become the foundation for more growth. As always the pace is fitted to the individual and session time is a balance of new concepts and practical application. Students explore the major scale and the nomenclature of chord structures to create an overview of how music is structured. This course also emphasizes the blues tradition and its influence in modern music. Students find songs that they want to learn and some begin to write their own songs. We try to follow the student's interests and use them as the context in which to view new knowledge. Refinement of right and left hand techniques are a constant, as is the development of rhythmic concepts and abilities.

### **Guitar Level Three**

Guitar level three is a continuation and a general expansion of guitar two, and students explore in greater detail their chosen directions. Some will pursue their interests in songwriting, others in single note soloing, and some will develop their chord knowledge and the use of harmonic structures. A lot of time is spent on application and the more subtle nuances of technique. Students are encouraged to interact with each other. Level three introduces the more complex chord types and their scale sources, and an understanding of key areas and modulation common to more complex music, such as jazz. We also emphasize phrasing, tonal colors, and emotional impact.

## **Art**

Visual art includes basic drawing and painting. Each student follows a curriculum that teaches drawing techniques such as line, shape, light source, shadows and values. Students practice using a series of still lifes, learning to “trust what they see.” This foundation of drawing skills prepares each student for ink and watercolor painting. When a clear understanding of values is shown in the pencil, charcoal and ink mediums, students then begin to explore color theory. Students become familiar with the color wheel (primary, secondary and intermediate colors) and how it works. Some basic watercolor techniques are taught: dry, wash and wet on wet. The experimentation with brush strokes and color palettes open their minds to endless creative ideas. Each term, art holds two formal class critiques. Each student chooses 1-2 pieces of their work and displays the art in the studio. Every student has an opportunity to speak about his or her art as well as discuss a fellow classmate’s process and experience. The use of art terminology (proportion, composition, fore/back ground etc.) during these critiques is strongly encouraged. Throughout the course(s), students accomplish “final” pieces to show their growth in class. These are called portfolio pieces.

## **Advanced Art**

Advanced Visual Art is a class specifically tailored to each student. This intimate structure is designed to address each student’s strong and weak points using mediums of their choice. In addition, this unique curriculum assists students with the proper display and organization of specific criteria for a portfolio, which is mandatory for admittance into any learning facility concentrating on the subject of art. Each term, the class holds four formal class critiques. Each student chooses 1-2 pieces of his or her work and displays the art in the studio. Every student has an opportunity to learn to speak about his or her own art as well as discuss a fellow classmate’s process and experience. The opportunity to use advanced art terminology (foreshortening, chiaroscuro, perception etc.) during these critiques is mandatory. Students also learn about different artists and their style through five reproductions of artwork with an accompanying description of the artist’s life, interpretive diagrams, maps and timelines. Students are also required to write a brief paragraph about an inspiring artist.

## **Personal Finance**

Personal finance looks at all aspects of functioning in the financial world: personal budgeting, careers and salaries, insurance, taxes, banking, investing, and more. The investment unit focuses primarily on passive investment in index mutual funds, using Burton Malkiel’s [A Random Walk Down Wall Street](#) as a guide. Students are evaluated on essays, budgeting exercises, and class participation.

## **Debate**

Debate is a class that focuses on both developing public speaking skills and learning more about modern political controversies. Students research each topic, give lectures and present speeches using the National Forensic League rules (with some modifications) for Student Congress and Team Debate.

## **SAT/ACT Preparation**

The SAT/ACT preparation class is designed to give students the necessary information and practice to excel on the SAT and ACT assessment tests. The class uses both the Kaplan and Princeton Review guides and involves taking timed sections, discussing test strategies, and presenting lectures and activities centered on math, verbal, and writing content areas. Students complete practice tests, learn test strategies, and work in small groups. Students commonly improve their score 100-150 points over the 10-week class.

## **Journalism**

Journalism focuses on the fundamentals of writing. This class encourages students to be accurate, clear, and complete in their writing, meet a deadline, gather and verify material, and develop an understanding of several subject areas that are essential to reporting. Student pieces are published in a student newsletter.

### **Shakespeare in Literature**

This is a 10-week course that culminates in a 6-day trip to the Shakespeare theater festival in Ashland, Oregon. In this class, the students will read, study, research and analyze 5-7 plays in repertory at the Festival. After students have become familiar with each play, they will act as directors of a play of their choice and will create a portfolio of their production. This portfolio will include research on the play (setting, time period, etc.), analysis of the play's major themes, costume and set drawings, and a cast list with supporting material for their choice. The completion of the portfolio is necessary for participation in the trip.

### **Sewing Class**

Students in Sewing Class learn the basics of sewing, including sewing machine and serger operation, hand-stitching techniques, basic garment construction, and clothing care and repair.

Students begin with a simple pillowcase project that teaches basic fabric cutting and handling techniques, sewing with a machine, clean finishing, and proper pressing. The next project is a zipper bag that reviews skills learned and teaches how to apply a zipper. Students then sew a basic pair of pants or skirt during which they learn to use patterns, follow directions, and understand basic garment construction. Following successful completion of a beginning project, students plan and complete a project that follows their own interest. Advanced students plan and complete increasingly complex projects with the goal of learning at least one new skill on every project. Other textile arts such as quilting and weaving can also be explored.

### **Drum Lessons**

Drum lessons emphasize a focused study of learning drum set and percussion techniques tailored to the individual's level of experience and ability. Contemporary and traditional teaching methods and materials are employed. The styles of music covered are diverse and include jazz, blues, rock and orchestral genres. The course aims at fostering a solid base of musicianship skills while allowing for personal tastes and preferences, and does include some fun and recreation along the way.

### **Voice Lessons**

Individual voice lessons are tailored by the instructor to meet the abilities and desires of each student. Basic vocal production, ear training, phrasing, interpretation, and performance presentation are stressed. Opportunities are created for public and peer performance when students are ready.

### **Piano Lessons**

The focus of piano lessons is for individual students to learn to play the piano/keyboard, basic music theory and an introduction to composition and improvisation. In order to play the piano, students need to learn how to listen and then how to synthesize aural perception with visual perception, theory, emotions, and physical coordination. Beginning students learn basic skills, and students with experience are expected to improve their skills. Also students are guided in understanding their body movements: they are introduced to feeling the center of the body and to relaxing their bodies.

### **Woodshop Course Description**

Students begin the course using hand tools to make a perfectly square block. Once proficient with hand tools, students are introduced to power tools and the safety procedures of the woodshop. Students then select a project, map out the steps necessary to complete the project, and work on the project with guidance from the woodshop teacher. Project ideas include but are not limited to: a clock, chessboard, chair or bookshelf. Advanced students have the opportunity to draft their own plans for a project if they choose to do so.

***For more information please call Monarch School, Admissions 1.406.847.5095***