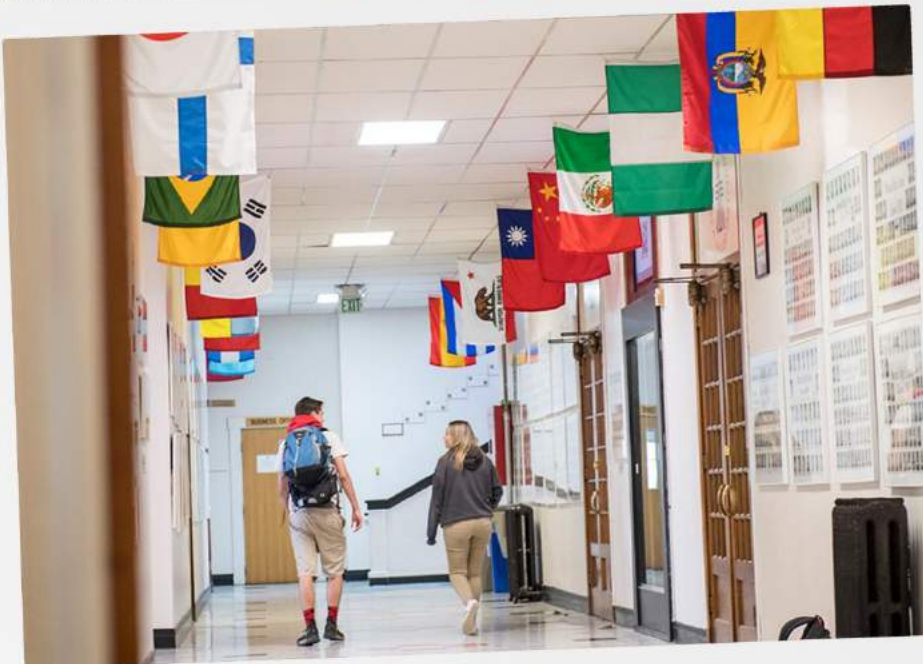


Middle School & Upper School Curriculum Guide

Current Course Offerings



menaulschool.org


MENAU
SCHOOL
World smart.

Middle School Curriculum Guide

Current Course Offerings





Middle School - Course Progression

| SUBJECT | 6 TH GRADE | 7 TH GRADE | 8 TH GRADE |
|-----------------------------------|---|--|--|
| Language Arts | Humanities 06 | Language Arts 07 | Language Arts 08 |
| Social Studies | Geography and Ancient Cultures | Latin American and New Mexico History | United States History |
| Science, Engineering & Technology | STEM 06 | STEM 07 | STEM 08 |
| Mathematics | STEM 06 | Mathematics 07 | Integrated Mathematics 1 |
| Physical Education | Team Sports Strength and Conditioning | Team Sports Strength and Conditioning | Team Sports Strength and Conditioning |
| Religious Education | Religion 06 Introduction to the Bible 1 Semester | Religion 07 Ethics and Morality 1 Semester | Religion 08 World Religions 1 Semester |
| Spanish | | Spanish 1 1 Semester | Continue Spanish 1 1 Semester |
| Electives | Intro to Instrumental Music (required) Drama Choir Creative Writing Math Options Studio Art (2D or 3D) | Drama Choir Creative Writing Math Options Studio Art (2D or 3D) | Drama Choir Creative Writing Math Options Studio Art (2D or 3D) |
| Arts Block | Musical Theater Visual Arts Culture and Classics | Instrumental Music Musical Theater Visual Arts Culture and Classics | Instrumental Music Musical Theater Visual Arts Culture and Classics |

Middle School - Academic Policies & Procedures

Middle school is an exciting time of transition in many ways; it is also a time for students to explore their various interests. As a school, we can best serve our students by providing them with opportunities to grow in mind, body and spirit.

Mind

In the academic realm, students are apply the knowledge that they have already developed in elementary school at the same time they expand their horizons with new challenges and experiences. Our middle school encourages inquiry-based learning. If a student has a question, they should be encouraged to pursue the answer with vigor. Our middle school provides an environment for students to feel supported in a rigorous academic setting as well as the freedom to explore new interests.

Body

Students have the opportunity to move throughout the day with daily physical education, a variety of team sports options and a 45-minute lunch period. Lunch is provided for all students as part of their net tuition, and they have plenty of time to play outside before returning to class. Providing students with the tools to stay physically and emotionally healthy is important to support physical development.

Spirit

Students' spiritual education is geared toward helping them find meaning in the world, an understanding of self, and ethical ways of interacting with others. Spiritual education is accomplished formally in religious studies classes and chapel. Informally, we help students to develop spiritually through classroom interactions, conversation and all-school programming throughout the school day.

Middle School - Academic Policies & Procedures

ACADEMIC SUPPORT

Menaul School provides resources for students who need support for achievement in academic subjects.

First, students who are struggling in a class will be assigned to support sessions for STEM (Science, Technology, Engineering and Mathematics) or Humanities (English and Social Studies) for one-on-one or small group tutoring and skill building. These support sessions take place during Flex Period and ensure that students leave school with the support they need to successfully complete homework and studying in the evening.

Second, students are always encouraged to meet with teachers to discuss course topics and get extra help. Teachers are typically available after school, before school and during part of the lunch period.

Third, the school offers the following accommodations: preferential seating, extra time on tests and other assessments, use of the iPad for note-taking, and use of the iPad for tests and other assessments. Specific interventions for dyslexia, ADHD, and other learning disorders, disabilities, and differences are provided by our liaison for learning support.

Finally, tutoring is available from a variety of sources. Peer tutors are high school students who volunteer to guide younger students through challenging material and can be a valuable resource for review. The school also maintains a list of paid tutors who accept individual students or small groups who are familiar with our school.

ADVISORY PROGRAM

Advisory groups meet intermittently throughout the week during Flex Period. Advisors track students' academic work and technology use. Advisors also pay attention to individual students' progress, both academically and socially, helping to form a safety net for each child. As a group, advisees get to know other students in a small group setting, form an identity as a group, and share in activities.

COUNSELING

The Middle School Director and students' advisors are the best sources for academic counseling. The Middle School Director will manage course selection with help from the Registrar. There is a licensed counselor available one day per week for students who may need to process personal struggles. If more than one day per week is needed, the school counselor will provide guidance and referrals for outside counseling. The School Chaplain also provides pastoral counseling.

Middle School - Academic Policies & Procedures

GOOD ACADEMIC STANDING

In order to be in good academic standing, a student must maintain at least a 2.0 cumulative GPA, including summer school grades. The Registrar will calculate a student's GPA at the end of each quarter (four times a year).

Any student who is not in good academic standing may be asked to leave Menaul School under the following circumstances:

1. Falling below a 2.0 for a semester.
2. Falling below a 2.0 for a total of three quarters any time during his or her attendance at Menaul School.

Students' eligibility for sports and other extracurricular activities is linked to overall academic standing. A student whose GPA falls below 2.0 or who has received an F during the nine-week quarter will be ineligible for sports and activities during following nine-week grading period.

GRADE POINT AVERAGE

The Grade Point Average (GPA) for each student is calculated by using the following system: Grade A - 4; B - 3; C - 2; D - 1; F - 0. GPA is calculated by dividing the total number of grade points earned by the number of credits taken per semester. Please note: Menaul School neither recognizes nor grants credit for courses with a grade of E or F.

GRADING SCALE

| | |
|---|-----------|
| A | 90-100% |
| B | 80-89% |
| C | 70-79% |
| D | 60-69% |
| F | below 60% |

HONOR ROLL

Students who earn a GPA of 3.25 to 3.74 in the first and second semesters are placed on Honor Roll. Students with a GPA of 3.75 or higher are placed on the President's Honor Roll for that period.

Middle School - Academic Policies & Procedures

REGISTRATION

Students will be scheduled for classes at time of registration. Schedule changes will be made in the event of improper placement of a student or for the purpose of balancing classes.

TESTING AND EVALUATION

The Menaul Middle School uses Easy CBM for English & Math to track student progress and skill development. This is implemented through a Fall, Winter and Spring benchmark. To evaluate basic skills, eighth grade students will be tested using the PSAT 8/9 test.

LEARNING EXPEDITIONS

Menaul School learning expeditions provide exploratory learning opportunities in cross grade-level groups. Through week-long immersive experience-based learning activities, students examine a theme relevant to current, real-world issues. The multi-disciplinary projects involved include service learning, field trips and collaborative work.

Middle School - Humanities

Cultures are not
barriers. They're
discoveries
waiting to
be made.



Middle School - Humanities

HUMANITIES 06

Students in humanities begin the interactive journey through the Five Themes of Geography. Students use emerging technology, explorative field trips and context-based literature to make reading, writing, speaking, and listening an engaging experience in examining the world and its people. Students develop reading and critical thinking skills using culturally relevant and diverse texts.

In Humanities 6, students read a variety of coming-of-age themed literature: short stories, essays, poetry, plays, and novels. Students explore new ideas and reflect on life experiences. Learning about elements of theme and characterization allow students to explore themes in their own lives. Ancient civilizations, the Middle Ages, the Age of Exploration, and people and places in the modern era—students dive into each time period, finding new things to be excited about when it comes to human history. In addition to text-based research, students learn a variety of presentation formats and correct formatting for academic papers.

LANGUAGE ARTS 07

The purpose of this course is to motivate and equip students to be competent, confident and enthusiastic readers, writers, listeners and speakers. Seventh grader students study a variety of literary genres in novels, short stories, plays, and poetry. They pay close attention to defining literary terms, such as plot, theme, setting, and characterization. Students also get to regularly read outside high-interest texts. As students discuss literature and write about literature, they study grammar, usage, mechanics, and vocabulary to extend their skills. When writing essays, students write essays, students hone their creative writing skills by crafting pieces with narrative, descriptive, and explanatory passages.

Middle School - Humanities

LANGUAGE ARTS 08

The purpose of this course is to motivate and encourage students to be competent, confident and enthusiastic readers, writers, listeners and speakers, and to provide them with the skills to do so. Language skills are essential tools because they serve as the necessary basis for further learning and career development and enable the human spirit to be enriched. Mastery of language skills will ensure that the students enter the worlds of higher education and the workplace armed with the tools they need to be literate, confident communicators.

Eighth grade students further develop skills in language arts to enhance reading, writing, spelling, and grammar. They explore their own voices as writers and share ideas, thoughts, concepts, and values. Emphasis is placed in close reading and critical analysis of literary texts as well as developing composition skills in writing, expressive skills in poetry and analytical skills in essay writing. Thus, students are prepared for success in Upper School.

LATIN AMERICA AND NEW MEXICO HISTORY

Seventh grade students conduct an in-depth study of the history and cultures that influence the southwest in this history course by studying the geography, technology, climate, art and architecture, and human settlement patterns of many groups of people – South American and Latin American civilizations, traditional southwestern cultures (Ancestral Puebloan, Mogollon, early Pueblo and Plains civilizations), and Europeans.

The second half of this course focuses on New Mexico history, from Spanish Colonization to the close of World War II. Settlement patterns, cultural exchange, geography, and climate have combined to make the history of New Mexico a very rich source of study. Treasure hunts, revolts, colonization, the Santa Fe Trail, the Civil War, range wars, women in the west, railroads, automobiles, tourists, artists, and atomic bombs are just a few of the topics seventh grade students will explore in trying to determine why we do things the way we do in New Mexico.

U.S. HISTORY

This course is designed to examine American history using a chronological approach, beginning with the search for independence and concluding with the modern era. Students actively make connections between the formation and the development of the United States, and its cultural progress through literature, economics and geography. Class presentations, dramatizations, research projects, independent study, reading, and written compositions are all used as a means to discovery. Special emphasis is placed on issues of cultural diversity, constitutional government, national identity, and civil rights. Themes of multiculturalism, social and economic implications, conflict, and conflict resolution are explored as they apply to each stage of American growth and change. This class shares common themes with Language Arts 8.

Middle School - Humanities

SPANISH 07 AND 08

¡Bienvenidos a la clase de Español! In this course, students will practice speaking, listening, reading, and writing. Students will learn to speak and understand basic phrases as well as learn how to read and write using basic grammar. Cultural understanding of Hispanic cultures will be developed by studying music, art and traditions. Language is our connection to the community and to the world. It opens the doors to understanding other cultures and allows us to express our hopes and dreams as well as share our experiences and traditions with others.

RELIGION 06: INTRODUCTION TO THE BIBLE

Students in Religion 6 read and discuss selections from the Hebrew Scriptures (Old Testament) and New Testament. While content (e.g., examples, dates, cultural practices, names, and setting) has importance, this class centers on discovering and developing, in a group setting, the student's own method of inquiry and dialogue. This course's formal seminar structure encourages students to ask questions, lead discussions and listen actively.

RELIGION 07: ETHICS AND MORALITY

Students will examine and discover ethics through a variety of texts, media and group exercises. Students will read and discuss newspaper articles, fiction, case studies, and other sources to examine why people make judgments about what is good and bad, right and wrong, legal and illegal. In this class, the formal seminar structure encourages students to ask questions, lead discussions and listen actively. Students apply what they have learned to relevant issues within the middle school.

RELIGION 08: WORLD RELIGION

A broad range of cultures' views of the sacred are examined using stories and practices in this comparative religion course. Students will explore creation stories from around the world as well as non-fiction accounts of traditional practices to understand how the religious beliefs of different cultures influence people living within those cultures. Emphasis is placed on students learning to read deeply, ask open-ended questions using a text and participate in student-run dialogues.

Middle School - STEM

There's a
science to
teaching
science.



Middle School - STEM

All middle school students participate in all four STEM disciplines. Although they are only enrolled in math and science, the engineering and technology segments are a part of their science classes.

Middle School - Science, Engineering & Technology

SCIENCE AND ENGINEERING

Students all learn the scientific method as they spiral through Life Science, Physics, and Earth/Environmental Science each year. Throughout these courses students are learning and reinforcing the next generation of science and engineering practices. Science and Engineering at Menaul School includes: asking questions and defining problems; developing and using models; analyzing and interpreting data; engaging in argument from evidence; constructing explanations and designing solutions; planning and carrying out investigations; using mathematics and computational thinking; obtaining, evaluating and communicating information.

TECHNOLOGY

All middle school students receive a school issued iPad for coursework. Thus, it is important for students to learn responsible technology use, both academically and socially. This is emphasized at all grade levels.

STEM 06

Students focus on the human body systems with an emphasis on the following: health, fitness and nutrition; Newtons Laws of Motion through rocketry and flight; and basic astronomy. Engineering design process is used as students engage in engineering design challenges connected with each unit. This course is designed for students to explore and discover through hands-on activities, innovative ideas and concepts. Students learn to use various apps and processes on the iPads and in the computer lab to be able to efficiently use tech devices, including how to make presentations and movies. They begin coding with the Apple Swift language in a self-paced iPad program and also begin Java Script programming.

Middle School - STEM

STEM 07

Students study the natural world and its phenomena by examining the world with physical, earth and life sciences. The building blocks of matter provide the beginning of students' investigation, followed by cellular biology and genetics, energy, fossils, and geology. Students learn a basic CAD program (TinkerCAD) in order to draw their engineering design projects. Students continue both the Apple Swift and Java Script coding programs.

STEM 08

Students continue their exploration of the natural world and phenomena in Science 8 by delving into current and relevant issues, so topics may change from year to year while pursuing the same practices of science. Examples include pathogens and pandemics or climate change. Eighth grade students also engage in a more in-depth study of engineering, including career exploration of engineering fields and engaging in the entire design process. Students also learn HTML and CSS programming to code their own web page.

Middle School - Mathematics

STEM 06

The Common Core Standards developed throughout the sixth grade year include the following: making sense of problems and persevere in solving them; reasoning abstractly and quantitatively; constructing viable arguments and critique the reasoning of others; modelling with mathematics; using appropriate tools strategically; attending to precision; looking for and making use of structure; and looking for and expressing regularity in repeated reasoning.

Math is part of the STEM block, so it is often integrated into science activities. Students learn to use the metric system to measure length, mass and capacity in science experiments, then collect, display and analyze their data. This course continues the development of learned math skills and concepts and extends the student's ability to manipulate the basic operations with whole numbers, then emphasize the application of those operations to decimals and fractions. Further, This course introduces and extends the application of number theory to algebraic concepts employing perimeters, areas, ratios, proportions, percentages, integers, and one-step equations.

Middle School - Mathematics

MATHEMATICS 07

7th grade students continue to develop proficiency with the Common Core's eight standards for mathematical practice: to make sense of problems and persevere in solving them; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use the appropriate tools strategically; attend to precision; look for and make use of structure; and look for and express regularity in repeated reasoning.

Students in 7th grade will extend and apply many of the concepts they have learned in sixth grade in order to discover new types of relationships, new and efficient ways to solve problems and new ways to analyze and look at data and associations. Students will investigate proportional relationships and use this understanding to solve real-world problems involving discounts, interest, taxes, and scale drawings. Students will study the geometric concepts of area, surface area and volume. Seventh-grade students will apply the properties of operations to all rational numbers, including how it applies to expressions, equations and inequalities. They will also explore basic statistics. The "why" and "how" of problem solving are emphasized in this course to help students prepare for success in future math courses.

MATHEMATICS 08

Integrated Mathematics 1

The grade 8 Integrated Math course begins with connections of earlier work, efficiently reviewing algebraic onsets that students have already studied while moving forward into new ideas of ratios, proportional reasoning, linear functions, equations, and systems. They explore negative integer exponents and irrational numbers, and they deepen their understanding of geometric concepts through transformations as they investigate congruence and similarity.

Throughout 8th grade the students continue to develop proficiency with the Common Core's eight standards for mathematical practice: to make sense of problems and persevere in solving them; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use the appropriate tools strategically; attend to precision; look for and make use of structure; and look for and express regularity in repeated reasoning.

Middle School - Mathematics

FINANCIAL LITERACY

Financial literacy is an elective where students learn how math skills can apply to real-life situations. This class includes important topics like financial responsibility and money management. This class also helps students to build the skills necessary for a positive financial well-being. Through a series called “Check Your Math” students learn how to navigate through real world situations with characters like themselves. Students learn how to operate a business, buy a car and plan a vacation using project-based learning.

MATH IMPROVEMENT

Math Improvement is a mathematics course designed to build confidence while encouraging students to ask questions. This class is carefully designed to make space for curiosity. Math Improvement emphasizes conceptual understanding over procedure. The math problems in this class are designed so they increase students’ drive to engage with math. This course is used to support learning and includes a self-paced individualized plan of instruction for all students to use in this class. Most students improve one grade level per semester.

Middle School - Visual & Performing Arts

Art is more than
a subject. It's
an expression
of the soul.



Middle School - Visual & Performing Arts

CHOIR

Students in choir are introduced to the fundamentals of vocal music production, various choral techniques and the performance of a variety of choral styles at the middle school level. Musical literature is chosen to develop the young singing voice and to give the student opportunities for public performance. The student will develop the musical and teamwork skills needed for involvement in the Upper School Choir.

MUSICAL THEATER

Musical theater focuses on the art of the singing actor. We train our bodies, minds and spirits to perform stories with music. Students will be trained in music, music theory, movement, dance, and repertoire. Repertoire is picked based on the student's level and will reflect their skills in performance and storytelling. Students will learn to engage their bodies and voices in a way that will encourage others to be engaged. Preparing students and communities for performances of standard Broadway and other musical works is the focus of this course. Students will learn to use their voices and bodies to effectively tell honest stories on stage.

BEGINNING BAND

The Middle School Beginning Band classes offer instruction on woodwind, brass, and percussion instruments with a focus on the skills necessary for long-term student success. Fundamentals stressed include proper posture, playing position, development of characteristic tone quality and training in music literacy. These groups will perform two concerts a year. No audition required.

INTERMEDIATE BAND

The Middle School Intermediate Band is a continuation of Beginning Band.

Middle School - Visual & Performing Arts

DRAMA

The focus of this course is to introduce students to the skills and knowledge necessary for building a firm foundation and understanding of the theatrical arts. Particular emphasis will be given to developing the actor's craft. Students will be introduced to physical, vocal and analytical investigation, and will apply these to creative drama, short monologues and scene work.

Middle School - Physical Education

A stronger body
helps build a
stronger mind.



Middle School - Physical Education

PHYSICAL EDUCATION

Physical Education is an important part of students' education about healthy lifestyles. This class helps students develop knowledge, skills and appreciation for sports and other types of recreation, along with the practices of good sportsmanship. The Physical Education class takes place during the end of the school day and overlaps with middle school sports practices. Team sports include flag football, volleyball, basketball, and track.

Students not participating in an organized sport do strength training and aerobic conditioning for Physical Education class.



Upper School Curriculum Guide

Current Course Offerings





Graduation Requirements

| SUBJECT | NOTES | REQUIRED CREDITS | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|--|------------------|--|----|-------|---|-------|----|-------|----|-------|---|-------|----|-------|----|-------|---|-------|----|-------|----|-------|---|-------|----|-------|---|--------|
| English | One credit per year is required. | 4 | 24.5 CREDITS ARE REQUIRED FOR GRADUATION A single-semester course is worth 0.5 credits. A full-year course is worth 1.0 credit. GPA is calculated by dividing the total number of grade points by the number of credits earned in a given period. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mathematics & Science | Three years of math and three years of science are required. After that, students may choose one elective from math, science or technology. | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Social Studies | Students take World Geography in 9 th grade, World History in 10 th grade, U.S. History in 11 th grade, and Government in 12 th grade. | 3.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Physical Education | Four semester of P.E. or Athletics are required. | 2 | GRADING SCALE <table><tr><td>A+</td><td>97.00</td></tr><tr><td>A</td><td>93.00</td></tr><tr><td>A-</td><td>89.50</td></tr><tr><td>B+</td><td>87.00</td></tr><tr><td>B</td><td>82.50</td></tr><tr><td>B-</td><td>79.50</td></tr><tr><td>C+</td><td>77.00</td></tr><tr><td>C</td><td>72.50</td></tr><tr><td>C-</td><td>69.50</td></tr><tr><td>D+</td><td>67.00</td></tr><tr><td>D</td><td>62.50</td></tr><tr><td>D-</td><td>59.50</td></tr><tr><td>F</td><td>59.4 ↓</td></tr></table> | A+ | 97.00 | A | 93.00 | A- | 89.50 | B+ | 87.00 | B | 82.50 | B- | 79.50 | C+ | 77.00 | C | 72.50 | C- | 69.50 | D+ | 67.00 | D | 62.50 | D- | 59.50 | F | 59.4 ↓ |
| A+ | 97.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | 93.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A- | 89.50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B+ | 87.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | 82.50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B- | 79.50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C+ | 77.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C | 72.50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C- | 69.50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D+ | 67.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D | 62.50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D- | 59.50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | 59.4 ↓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fine Arts | Four semesters of either performing arts or visual arts are required. | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Modern Languages | Courses must be taken in order and in consecutive years. | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Religion and Philosophy | One semester per year is required. | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Electives | A variety of elective courses are available. | 1.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Capstone Project | Students work on a project of their own design throughout the spring semester of their senior year, culminating in a formal presentation to the Menaul community. | 0.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL | | 24.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Upper School - Curriculum

All students must enroll in seven courses per semester every year. Many courses are year-long, and some are semester-long. A student receives one credit for a year-long course and one-half credit for a semester-long course. Required and suggested college preparatory courses for each grade level are listed to the right on this page and the next.

CREDIT COUNSELING

The Upper School Director is available to assist students in the evaluation of credit requirements and planning their course of studies. However, it is ultimately the responsibility of the students and parents/guardians to ensure that all graduation requirements are met.

CONCURRENT ENROLLMENT

With permission from the Upper School Director, junior and senior students may participate in a variety of special academic programs, including Independent Study, the Concurrent Enrollment Program at the University of New Mexico or Dual Credit at CNM and the various offerings of the Albuquerque Public Schools Career Enrichment Center. Students wishing to apply for these programs must give the Upper School Director a written proposal requesting permission, and the completed appropriate forms from the institution the student plans to attend. Students enrolled in these programs must provide their own transportation.

Credit for off-campus learning is accepted towards graduation only with the permission of the Upper School Director. Plans to receive credit from a study regimen outside the established curriculum must be reviewed by the Upper School Director before approval will be given. Students must submit their request for alternative credit to the Upper School Director before the planned study is undertaken.

FRESHMEN

- * English 09
- * Foundations of Science
- * World Geography (one semester)
- * Mathematics
- * Modern Language
- * Covenant (one semester)
- Performing or Visual Arts
- Physical Education
- Intro to Information Technology

SOPHOMORES

- * English 10
- * Chemistry
- * World History
- * Mathematics
- * Modern Language
- * World Religions (one semester)
- Performing or Visual Arts
- Physical Education
- Science and Technology

** Required*

Upper School - Curriculum

ADVANCED PLACEMENT COURSES

As a college preparatory school, Menaul encourages students seeking admission to selective schools to take Advanced Placement (AP) courses. Students may choose from a number of AP courses in both the humanities and STEM fields. AP courses are formulated to be equivalent to an introductory college course, and as such are graded on a different scale than most high school courses, with a grade above 90% being equivalent to a 5.0 on the grade-point scale. Colleges understand that a student who has succeeded in AP courses is a great candidate for admission. Students at Menaul will be well-prepared to take AP courses in their junior and senior years, with a select few being allowed to take AP courses in their sophomore year with the permission of the instructor.

CREDITS AND COURSE LOADS

Seniors in good academic standing who have earned enough credits to graduate may opt for certain alternatives; see Concurrent Enrollment on the previous page for more information.

Students taking summer school courses must consult with the Upper School Director to ensure that These courses taken will meet Menaul School requirements.

JUNIORS

- * English 11
- * Biology
- * United States History
- * Mathematics
- * Ethics (one semester)
- Modern Language
- Performing or Visual Arts
- Physical Education
- Science and Technology

SENIORS

- * English 12
- * Advanced Chemistry or Physics
- * Government (one semester)
- * Mathematics
- * Philosophy (one semester)
- * Capstone (one semester)
- Modern Language
- Performing or Visual Arts
- Physical Education
- Science and Technology

** Required*

Upper School - Curriculum

ADDITIONAL COURSES AVAILABLE THROUGH MENAUL SCHOOL

Students also have the opportunity to take online courses not offered in this Curriculum Guide. These courses include French, German or another foreign language. Other possibilities include computer courses such as Visual Basic or Java Programming, and courses in psychology and sociology. Students must receive permission from the Upper School Director before registering for these online courses.

REGISTRATION

Students will register for courses in the spring of the prior school year. The school will make every effort to accommodate students' elective requests without compromising core discipline requirements. Once classes begin, schedule changes will be made only for the purpose of balancing courses or to correct the improper placement of a student, and only on the first day of the semester with the permission of the Director of the Upper School.

GRADE POINT AVERAGE (GPA)

The grade point average (GPA) for each student is based on the following grade-point scale: A – 4; B – 3; C – 2; D – 1; F – 0. GPA is calculated by dividing the total number of grade points earned by the number of courses taken over a given period. Please note: Menaul School does not recognize or grant E grades.

ADVANCED PLACEMENT GRADE POINT SCALE

Due to their increased difficulty, the grade-point scale for AP courses is calculated as follows: A – 5; B – 4; C = 3; D = 2; F = 0. A student who receives an A in an AP course may as a result have an overall grade-point average higher than 4.0.

HONOR ROLL

Students who earn a GPA of 3.25 to 3.74 in two consecutive quarters are placed on the Honor Roll. Students with a GPA of 3.75 or higher in two consecutive quarters are placed on the President's Honor Roll.

Upper School - Curriculum

DISTINGUISHED SCHOLAR

A distinguished scholar is a graduate who has taken two credits in excess of graduation requirements while maintaining an overall GPA of 3.5 or higher. This honor was implemented to recognize students who focus their education on their interests, challenge themselves with a rigorous schedule and strive for success even with those additional challenges. Being recognized as a distinguished scholar will help our students stand out during the college admissions process. All distinguished scholars will have their status and specialization noted on their transcripts.

GOOD ACADEMIC STANDING & ELIGIBILITY

Sports eligibility is tied to good academic standing. For example, any sports or activity participant who falls below a 2.0 GPA or has received an F during the grading period will be ineligible to participate for the following six weeks.

NATIONAL HONOR SOCIETY

Menaul School maintains an active chapter of the National Honor Society (NHS). Students may be nominated to apply for membership in the NHS sometime after 10th grade, having completed at least two years of study in the Upper School. During the application process, students will need to demonstrate their adherence to the four core values of scholarship, leadership, service, and character. Successful candidates will be inducted into the National Honor Society and that status will be noted on their transcripts.

SELECTION OF VALEDICTORIAN AND SALUTATORIAN

To be eligible to be named valedictorian or salutatorian of their graduation class, students must have attended Menaul School for the entirety of grades 10 through 12. The student with the highest overall GPA for those years is named valedictorian. The student with the second highest overall GPA for those years is named salutatorian. When multiple valedictorians are named, there is no salutatorian.

ASSISTANCE

From time to time, students may need extra help with academic subject matter. Teachers are available after school and, by arrangement, before school and during advisory. Menaul School also offers a full range of tutoring from both peers and outside tutors. Assistance with study and test-taking skills is also available on campus.

Upper School - English

We make the
world smaller
by expanding
theirs.



Upper School - English

STATEMENT OF PHILOSOPHY

The English program, in preparing students to succeed in college and beyond, is planned around a core of literary works. Faculty assumes that reading and writing are connected and that skill in each area feeds the other. Many other facets of the communicative arts are included, such as speaking and discussion skills, listening for detail, study and organizational skills, research, editing, and writing for a variety of purposes. We emphasize critical thinking and encourage students to make connections to other fields of knowledge. Students delve into universal themes and gain insight into their own life experiences through both classic and modern literary selections.

TOTAL CREDITS NEEDED: 4

| | |
|------------------|---|
| English 09 | 1 |
| English 10 | 1 |
| English 11 | 1 |
| English 12 | 1 |

ENGLISH 09

Freshman Composition and Reading Readiness
1 Full Year

Freshmen study basic elements of the expository essay such as outlining, explicit thesis design, unified development, and transitional links. Grammar study focuses on basic sentence patterns, subject-verb and pronoun-antecedent agreement, and sentence completeness. The short story and novel elements are the focal points of the multicultural reading component, along with literary analysis and correct MLA documentation. Essay exams, class discussions, in-class and take-home essays, and a final exam are required.

ENGLISH 10

Advanced Sophomore Composition and Language Skills
1 Full Year

Sophomores explore the four genres of multicultural literature with a focus on universal themes. To improve inference skills, students study the nuances of connotation, selective diction and context clues. Grammar will focus on refining basic skills, such as sentence style, parallelism, clear modification, and verb tense consistency. Students will write argumentative essays based on research as well as occasional analytical essays. Essays, projects, discussions, and semester exams/projects are also required.

Upper School - English

ENGLISH 11

The American Literary Experience

1 Full Year

Juniors experience American literature from the colonial to the modern periods with a focus on the distinct qualities of the American character. To advance writing proficiency, students will focus on mastery of analytical, argumentative and research-based writing. Essays, projects, discussions, and semester exams will culminate each semester.

ENGLISH 12

AP English Literature and Composition: Exploring and Analyzing Literature

1 Full Year

Seniors are prepared for college-level reading and writing by teaching and reinforcing the skills necessary to succeed in university. This course seeks to imbue students with confidence and skill in oral and written language to include critical reading, writing and thinking in analytical, evaluative and experiential ways. This is a college-level course, and as such, students can expect to encounter texts and materials that are challenging, engaging, provocative, and perhaps even controversial. Students will prepare extensively for class and are expected to enter class each day ready to engage in challenging discussion with their peers.

CREATIVE WRITING

1 Semester

In Creative Writing, students will explore the English language to develop a deeper understanding of what “creative” writing means and how to best employ creative writing techniques. Students will write constantly in order to develop themselves as creative writers and artists. The class will focus on several genres of writing: descriptive essays, short stories, poetry, scripts, memoirs, and personal narratives, among other possibilities.

HUMANITIES

1 Full Year

Humanities is open to juniors and seniors and functions as an interdisciplinary course combining English, U.S. government, and American history. Focused on the creation of American identity through collective myth, the overarching theme of This course is: What is American identity? Throughout This course students will read and discuss primary source materials, demonstrate understanding through classic literary fiction, presentations, debate, mock trials, artistic creations, and essays.

Upper School - English

SPEECH AND DEBATE

1 Semester

In Speech and Debate, students develop key skills in critical thinking and rhetoric. This course covers wide ground, including the history and purpose of debate in Western civilization, components of argumentation, organization and analysis of ideas, standards of evidence and proof, speech delivery techniques, debate decorum, research competence, and media literacy. To demonstrate firm acquisition of skills and enhance student confidence, all students take part in forensic competitions sponsored by the New Mexico Speech and Debate Association.

WORLD LITERATURE FOCUS

1 Semester

In World Literature Focus, students figuratively travel to a nation or cultural region to experience a broad, semester-long survey of the literary arts of that specific area. With every offering, World Literature Focus transports students to a different place in the world. Connecting historical and cultural knowledge to experience the world through the eyes of a different people, World Literature Focus enables students to see the world from a new point of view. Students may grapple with the history of colonialism from the direct experiences of African intelligentsia, or with industrialization from the diaries of a migrant worker in China.

MENAU PUBLISHING

1 Full Year

In Menaul Publishing, students focus on the creation of two works on behalf of the student body: a yearbook and a magazine of arts and literature. During the first half of the year, students work together to develop a theme and design for the school yearbook. Using a variety of software applications as well as photojournalism skills, students document their school year through photos and stories. During the second half of the year, the focus shifts towards the production of a student-edited Menaul Magazine which publishes some of the best works of arts and literature created by Menaul School students over the year. Working closely with teachers from the Fine Arts and English departments, students will curate a stylish product that honors the work of their peers.

Upper School - English

BOOK ARTS ACROSS THE AGES

1 Semester

Book Arts is a heavily interdisciplinary class. Students will learn the practical background of the creation of books, from the late classical period to the present; develop multiple skills such as simple woodworking and sewing; and learn about medieval literature and life, the history of monasticism in Europe, and the arts and crafts movement in Victorian England. Students will study and replicate calligraphic forms, medieval illuminated manuscripts, end band sewing and styles, paper marbling, and a variety of bookbinding forms. Students will take the role of an apprentice in a guild and learn the trade daily, producing work of increasing elegance and sophistication culminating in the creation of a “journeyman’s piece” of a complete leather-bound book at the end of This course.

GRAPHIC NOVEL

1 Semester

This class approaches a variety of literary, historical and artistic concepts through a study of graphic novels. We read graphic texts in a variety of genres, topics and styles. Students will discuss features they share as well as how they differ from each other to get a sense of what defines the graphic novel, what graphic novels add to the narrative experience and how they communicate to their readers. Students respond to the works we read in both class discussions and their own creative work.

PHOTOJOURNALISM

1 Semester

Students will develop appreciation and skills in photography, journalism, visual communications, and media literacy as we explore photojournalism. Students will determine and document what is newsworthy to our community as we consider topics, issues, and other kinds of stories. Students will also follow and evaluate how photojournalists are covering big stories throughout the semester. At the end of the semester, students will have the opportunity to demonstrate their visual communication skills by photographing a story that reflects a social issue that is relevant to our community.

Upper School - Mathematics

Everyone is
a student.
Everyone is
a teacher.



Upper School - Mathematics

STATEMENT OF PHILOSOPHY

Menaul School is a college preparatory school and the goal of the Mathematics Department is to teach basic math skills that will prepare students for college and the real world. As the world changes, students need to know that math is important in designing rockets, airplanes, bridges, and much more. It also is important in everyday activities such as calculating salary, measuring ingredients and determining how long an endeavor will take. A variety of methods are used in the hope that all students will come to enjoy problem solving.

Menaul School has made the change from traditional math progression to the newer “Integrated Math” system. The traditional progression in U.S. high schools is Algebra I, Geometry, Algebra II, and then Trigonometry and Precalculus. This approach silos each subject, making retention difficult.

Integrated Math teaches the same material, but combines Algebra, Geometry, and Probability in each course, rather than separating them. It is based on the best current educational theory and is proven to lead to better outcomes for students by constantly reinforcing and connecting math skills across disciplines. It is practiced worldwide and accepted by all colleges and universities.

TOTAL CREDITS NEEDED: 3 or 4

| | |
|--------------------------------|---|
| Integrated Mathematics 2 | 1 |
| Integrated Mathematics 3 | 1 |
| Trigonometry/Precalculus | 1 |
| AP Calculus | 1 |
| Statistics | 1 |

INTEGRATED MATHEMATICS 2

1 Full Year

Integrated Mathematics 2 continues teaching the basic structure and abstract nature of mathematics that began in 8th grade with Integrated Mathematics 1. The emphasis is on logical thinking and the application of algebraic and geometric skills and concepts. Problem-solving and graphing techniques are taught throughout This course. This coarse will cover, but not be limited to the following topics: operations with real numbers, exponent and root functions, polynomials and factoring, quadratics, complex numbers, triangle relation, quadrilaterals, circles, and probability.

Upper School - Mathematics

INTEGRATED MATHEMATICS 3

1 Full Year

Integrated Mathematics 3 continues teaching the structure and abstract nature of mathematics with an emphasis on logical thinking and applications of algebraic and geometric skills and concepts. This course focuses on furthering understanding of the types of functions while connecting to the similarity between all functions. Topics covered include, but are not limited to systems of linear functions, polynomial functions, rational functions, radical functions, exponential and logarithmic functions, trigonometric functions and identities.

TRIGONOMETRY/PRECALCULUS

Prerequisite: B or better in Integrated Mathematics 3

1 Full Year

This course covers concepts that are fundamental to the study of calculus, with a focus on functions, their graphs and applications. Functions are reviewed and used to investigate quadratic, polynomial, rational exponential, logarithmic, and trigonometric functions. Problem solving techniques are emphasized and used to analyze these functions and their graphs. A graphing calculator (such as Texas Instruments model 83-Plus) is strongly recommended.

AP CALCULUS

Prerequisite: C or better in Trigonometry/Precalculus

1 Full Year

This course will begin with a review of fundamental concepts that are necessary to the study of calculus and will introduce limits and their properties. Students will be introduced to derivatives, develop the concepts of explicit and implicit differentiation and explore applications of the derivative. This course also introduces the concepts of anti-derivatives and integrals.

Differentiation and integration will be used to explore exponential, logarithmic and trigonometric functions in calculus. This course will enhance students' algebraic skills and will familiarize students with concepts they will encounter in college math courses. A graphing calculator (such as Texas Instruments model 83-Plus) is strongly recommended.

Upper School - Mathematics

STATISTICS

Prerequisite: C or better in Integrated Mathematics 3

1 Full Year

Students will demonstrate understanding of the basic concepts involved in statistics including experimental design, probability distributions, random variables, estimation, hypothesis testing, and visualization of data. In addition, students will apply the methods of statistics to real-world application, problems involving estimation, experimental design, and relationships between variables.

Upper School - Science & Technology

We prepare
kids for
anything.
Including
college.



Upper School - Science & Technology

STATEMENT OF PHILOSOPHY

Literacy in science and technology are necessary for survival in today’s world. To this end, students at Menaul School are introduced to physical, chemical, biological, and environmental topics as well as the technological and reasoning skills that are inherent in these subjects. Computers are increasingly used as a tool to gather and generate information and students need to be comfortable in their use. The ability to analyze, problem solve and think and write logically is emphasized in the science and technology curriculum. Graduates are aware of current debates and ethical/moral dilemmas raised by scientific and technological advancements and are familiar with the historic contributions of important scientists.

TOTAL CREDITS NEEDED: 3 or 4

| | |
|--------------------------------------|-----|
| Foundations of Science | 1 |
| Chemistry | 1 |
| Biology | 1 |
| Physics | 1 |
| Advanced Chemistry | 1 |
| Intro to Information Technology | 0.5 |

FOUNDATIONS OF SCIENCE

1 Full Year

This introduction to physical science will focus on scientific processes and the relationship between science and mathematics. Students will explore scientific inquiry, methods and experimental design. Math skills used in science such as data analysis, graphs, measurement, and tools will be reviewed. Topics in physical science will include laws of motion, energy and chemical principles.

PHYSICAL SCIENCE

1 Full Year

This introduction to physical science will focus on scientific processes and the relationship between mathematics and the physical sciences. Topics will include the laws of motion and energy and fundamental chemical principles. Students will learn about scientific inquiry, methods and experimental design. Math skills such as data analysis, graphs and measurement tools will be reviewed.

Upper School - Science & Technology

CHEMISTRY

Prerequisite: Foundations of Science, a B or better in 8TH Grade Science and Integrated Mathematics 1
1 Full Year

This is a general chemistry course with life applications and basic math requirements. Many of the scientific concepts that students were previously exposed to will be explored in greater depth using cooperative learning, inquiry, research, and discovery methods. Students will soon understand how the basic principles of general chemistry can be used to explain the world around them. This course enables students to acquire useful laboratory, communication and reasoning skills that will be of great use to them in future science programs. This course also provides multiple opportunities for integration with math and technology and will make use of various resources including audio visual and electronic text.

BIOLOGY

Prerequisite: Chemistry
1 Full Year

Biology is the study of the chemical and physical properties of living organisms. The teaching style of this class is very similar to a college level biology class. Technical skills developed in this course are concept mapping and empirical analysis; it also serves as an introduction to scientific literature. Areas of study will include cellular structure, metabolism, biotechnology, and human environmental impact. This is a laboratory course that builds on the concepts taught in Chemistry and introduces students to cell biology through the use of microscopes, scientific methodology and critical thinking. These foundations form a platform for the study of organ systems. This course is designed to prepare students for 12th grade Physics.

PHYSICS

Prerequisite: Integrated Mathematics 3 and Trigonometry/Precalculus
1 Full Year

This course builds immediately on 9th grade Physical Science and introduces the concepts of mechanics using vector algebra. It is a laboratory course that familiarizes students with the essential concepts of physics, scientific experimentation and critical thinking. These fundamentals are taught using open resources from Rice University, which are used by many high schools and colleges.

Upper School - Science & Technology

CLASSICAL MECHANICS

Prerequisite: Foundations of Science and a B or better in Integrated Mathematics 1

1 Semester

Classical Mechanics is the study of motion based on the physics of Galileo Galilei and Isaac Newton. This is a conceptual physics course with real life applications and will require knowledge of algebra and geometry. Many of the scientific concepts that students were previously exposed to will be explored in greater depth using cooperative learning, inquiry, research, and discovery methods. Students will soon understand how the basic principles of classical mechanics can be used to explain the world around them. This course enables students to acquire useful laboratory, communication and reasoning skills that will be of great use to them in future science programs. This course also provides multiple opportunities for integration with math and technology and will make use of various resources including audio visual and electronic text.

ENERGY AND THERMODYNAMICS

Prerequisite: Foundations of Science and a B or better in Integrated Mathematics 1

1 Semester

Thermodynamics is a branch of physics that deals with heat, work, temperature, and their relation to energy, radiation and the physical properties of matter. This is a one semester conceptual physics course with real life applications and will require knowledge of algebra and geometry. Many of the scientific concepts that students were previously exposed to will be explored in greater depth using cooperative learning, inquiry, research, and discovery methods. Students will soon understand how the basic principles of thermodynamics can be used to explain the world around them. This course enables students to acquire useful laboratory, communication and reasoning skills that will be of great use to them in future science programs. This course also provides multiple opportunities for integration with math and technology and will make use of various resources including audio visual and electronic text.

GREEN HOUSE SCIENCE

Prerequisite: Foundations of Science or Biology

1 Full Year

This is a science elective course with real life applications. Scientific concepts related to the study and growing of food plants will be explored using hands-on, project-based learning. Students will soon understand how a basic knowledge of greenhouse gardening can be a useful and beneficial skill in today's world. This course also provides multiple opportunities for integration with technology and will make use of various resources including audio visual and text.

Upper School - Science & Technology

ETHNOBOTANY

Prerequisite: Foundations of Science or Biology

1 Full Year

This is a science elective course with real life applications. Scientific concepts related to the study of plants and their cultural uses will be explored using hands-on, project-based learning. Students will soon understand how a basic knowledge of plants can be used to explain the world around them. This course also provides multiple opportunities for integration with technology and will make use of various resources including audio visual and text.

ADVANCED CHEMISTRY

Prerequisite: Chemistry

1 Full Year

This course takes students on a journey beyond what they learned in the general chemistry course. We will focus on real life applications and use cooperative learning, inquiry, research, and discovery methods to master these new concepts. Students will gain further understanding in stoichiometry, solution chemistry, acid and bases, reversible reactions, and chemical equilibrium. This course enables students to acquire useful laboratory, communication and reasoning skills that will be of great use to them no matter what their future holds. This course also provides multiple opportunities for integration with math and technology and will make use of various resources including audio visual and electronic text.

HISTORY OF SCIENCE

Prerequisite: Integrated Mathematics 3, Chemistry and Biology

1 Full Year

In this course, students already familiar with the fundamentals of mathematics, physics, chemistry, biology, and engineering will revisit those principles in the context of human history; they will then project that history into areas such as astronomy, architecture and technology. At the same time, this is a laboratory course with an emphasis on guided lab design. This is very lab and experiential centered. Students have flexibility with guidance in lab design on select topics.

Upper School - Science & Technology

INTRODUCTION TO INFORMATION TECHNOLOGY

1 Semester

This course surveys multiple disciplines in information technology. Topics covered include hardware (identifying and connecting physical components of the computer); operating systems (install and configure multiple operating systems); networking (identifying types of networking devices, conceptualizing network interconnectivity and configuring networks in disparate operating systems); and software and coding (installing multiple programming language interpreters and compilers, concepts of coding and practical coding using shell scripting, interpreted and compiled languages). Students will work alongside Menaul School's Information Technology Director to learn how computers work separately and in networked environments, and how this benefits everyone at the school.

Upper School - Social Studies

When you cross
international
borders, you
leave social
barriers behind.



Upper School - Social Studies

STATEMENT OF PHILOSOPHY

The Social Studies department believes students should learn how to access and organize information to make it beneficial. We believe students should study specific content areas and be able to think about content using critical thinking to form judgments and put ideas together. Every opportunity is taken to encourage students to develop an appreciation for and interest in the content areas. We believe that students who work through our offerings will emerge ready to take on the responsibilities of citizenship with an appreciation of their position in time and space as well as an appreciation for the events that have shaped their past.

TOTAL CREDITS NEEDED: 3.5

| | |
|---------------------------------|-----|
| World History & Geography | 0.5 |
| World History | 1 |
| U.S. History | 1 |
| Government | 0.5 |
| Social Studies Elective | 0.5 |

SOCIAL STUDIES 09

World History & Geography
1 Semester

This course introduces students to geography through a broad study of ancient world history. Material will focus on culture from the birth of human civilization in Mesopotamia to the achievements of ancient Greece and Rome. Students will develop skills in geography, close reading and historical thinking.

SOCIAL STUDIES 10

World History
1 Full Year

This course takes students through a chronological and geographical survey of world history and cultures, from the Enlightenment to the present. Material includes Asian and African history, with a particular effort not to view the work from an exclusively Western perspective. Critical thinking and competent writing are expected of all students.

Upper School - Social Studies

SOCIAL STUDIES 11

United States History

1 Full Year

This course is a survey of themes across U.S. history from 1776 to the present. Students will study key events, figures and patterns. Intentional emphasis will be given to the histories of Native Americans, African Americans, Latinos, and women. Students will develop their skills in critical analysis of primary source documents, evaluation of secondary sources and research methodology.

SOCIAL STUDIES 12

Government

1 Semester

This course examines the foundations of American government: the Constitution, the Bill of Rights and the three branches of government. Students will learn the history of the government and the responsibilities of citizens today. They will also further develop their skills in source analysis, research methodology and argumentation.

PERSONAL FINANCE

1 Semester

This is an introductory course that aims to help students develop real-world financial skills for today's changing, global economy. This course will focus on budgeting, investing, marketing products, and innovative ideas. Projects, presentations and argumentation will be expected of all students.

AP PSYCHOLOGY

1 Semester

Why are people superstitious? Why do we blush when we are embarrassed? What is intelligence? Why don't psychopaths feel guilty when they harm others? How reliable are childhood memories? Why do we laugh? How does emotional stress affect our bodies? Questions such as these have been asked for centuries, but only recently has psychology begun to provide answers by applying the tools of scientific investigation.

In this course students will receive a broad introduction to the science of psychology from the history of the field and its major advances to current research on topics such as perception, memory, intelligence, morality, sexuality, mental illness, language, and creativity. Students will also learn about the methods psychologists use to investigate the mind.

Upper School – Social Studies

ECONOMICS

1 Semester

In this course, students will learn to analyze human decision-making on both the macro- and micro-economic scale. Students will work from a theoretical base to understand the nature of our market-based economic system, its successes and difficulties and concepts such as supply and demand, employment, inflation, the business cycle, debt, and monetary policy. How do governments turn economics to political purpose? What are the positive and negative outcomes which may result? This course will emphasize research and debate, demanding a high standard of evidence-based argumentation to sway the invisible hand of the instructor.

AP U.S. GOVERNMENT AND POLITICS

1 Semester

This is a more rigorous version of our Government course. This course will delve more deeply into the primary source documents and discussions between the founders about the nature of the American republic. Students will engage with multiple primary source documents such as the Federalist Papers, a wide variety of Supreme Court cases, the Declaration of Independence, Articles of Confederation, and the Constitution. Topics will include the foundations of American democracy, the interactions between the three branches of government, civil liberties and civil rights, American political ideology, and how students themselves can participate in the political process. There will be a strong focus on primary source documents and analysis. The goal of this course is to prepare students not only for college, but for citizenship.

WORLD DIPLOMACY

1 Semester

This course is a comprehensive introduction to international relations designed to serve as a basis for further study both at Menaul School and eventually in college studies of political science with cross-disciplinary skills in geography, economics, law, demographics, journalism, philosophy, logic, and statistics. Students will learn to understand the external actions of nations in an analytical framework. They will learn various theories of international relations, then use those theories to analyze the actions of actors on the international stage. They will examine questions such as: Where do states come from? How are they formed? How do they establish their power structures, spread, cooperate, and compete with others, and eventually build competing orders? This course will leave students with an understanding of our modern post-WWII liberal world order, the role and workings the United Nations and concepts such as universal human rights and the responsibility to protect.

Upper School - Social Studies

AP HUMAN GEOGRAPHY

1 Semester

This course is a comprehensive introduction to the science of geography in its physical and human dimensions. The major points considered in every unit relate to the nature of geography, the perspectives of geography, population geography, cultural patterns and processes, political organization of space, agriculture and the use of rural land, industrialization and economic development, cities and the use of urban land, analysis of landscape, differing scales of spatial relationships, analysis of maps and spatial data, and how to use and interpret geographic models. As a truly “World Smart” course, AP Human Geography develops a clear understanding of the position of humans within the physical world and in relation to each other from nearly every perspective.

HUMANITIES

1 Full Year

Humanities is a course open to juniors and seniors which functions as an interdisciplinary course combining English, US government, and American history. Focused on the creation of American identity through collective myth, the overarching theme of this course is: What is American identity? Throughout this course, students will read and discuss primary source materials and classic literary fiction, and demonstrate understanding through presentations, debate, mock trials, artistic creations, and essays.

CURRENT EVENTS

1 Semester

Current Events is a course that focuses on media literacy. Students will learn about the importance of a free press, the history and influence of the news media and the challenges today that impede media literacy. In addition to engaging with content related to current events, students will also have the opportunity to hone their media literacy skills by identifying different kinds of media, their primary purposes and their biases. Students will apply what they have learned through research, classroom discussions, debates, and an individual research project.

Upper School - Social Studies

MODEL UNITED NATIONS

1 Semester

This course is devoted to the skills and knowledge necessary to compete in Model UN events throughout the United States and the world. Available to students in grades 9 through 12, expectations are adjusted based on each student's prior experience and relevant courses. Students will learn the ins-and-outs of parliamentary procedure, research, strong organizational skills, and contemporary geopolitical issues such as spread of epidemic disease, the need for infrastructure, international rivalry, weapons of mass destruction, crimes against humanity, building good governance, and fighting poverty worldwide. The final exam is participation in New Mexico's premiere Model UN event, the Santa Fe Conference held in the Roundhouse. Students will find new appreciation of what "World Smart" looks like in action, and those who do well in the class may be invited to join Menaul's highly regarded competitive Model UN team.

BOOK ARTS ACROSS THE AGES

1 Semester

Beginning with the practical background of the creation of books from the late classical period to the present, this is a heavily interdisciplinary class which will develop multiple skills such as simple woodworking and sewing; instill and understanding of medieval literature and life; survey the history of monasticism in Europe; and explore the arts and crafts movement of Victorian England. Students will study and replicate calligraphic forms, medieval illuminated manuscripts, end band sewing and styles, paper marbling, and a variety of bookbinding forms. Students will take the role of an apprentice in a guild and learn the trade daily, producing work of increasing elegance and sophistication, with the goal of creating a "journeyman's piece" – a complete leather-bound book – at the end of this course.

PUBLIC SPEAKING AND LEADERSHIP

1 Semester

This course gives students the opportunity to explore careers and colleges while learning about public speaking and leadership. Effective leadership skills, communication skills, problem solving skills, resource management, and facilitation of meetings will be studied through practical applications such as using Robert's Rules of Order to coordinate a class meeting. Some skills students will work on include evaluating their own speaking abilities, preparing and giving speeches, giving impromptu talks, controlling their voices, vocabulary and gestures, and giving and taking constructive feedback. Reading will include materials from the Toastmasters for Youth Leadership Program, The 7 Habits of Highly Effective Teens by Sean Covey, The Energy Bus by John Gordon, and The Alchemist by Paulo Coelho.

Upper School – Social Studies

INTRODUCTION TO FINANCIAL MARKETS

1 Semester

What does it mean to house hack? Is a BRRRR a reasonable exit strategy for an investment property? What does it mean to be a value investor? What are the risks associated with various investments? These are just a few of the questions that will guide our learning as we take a look at the real estate, stock and business markets. Students will get introductions into analyzing properties and stocks as well as the basics behind a business plan. They will receive a general understanding of what it takes to start down the road of passive income towards financial independence.

INTRODUCTION TO THE LAW

1 Semester

In Intro to Law, students will explore the foundations of their constitutional rights through caselaw. They will research landmark Supreme Court cases as well as current cases on the docket to understand the extent and restrictions of our fundamental rights. Are you allowed to burn your draft card in protest (if we still had them and carried them around)? Does a teacher need probable cause to search a student's bag? Does the Fourteenth Amendment incorporate the Second Amendment? This course will analyze the reasoning behind these questions in order to make judgements on new scenarios with new facts.

Upper School - Visual & Performing Arts

Some of the
best learning
environments
aren't just in
classrooms.



Upper School - Visual & Performing Arts

STATEMENT OF PHILOSOPHY

TOTAL CREDITS NEEDED: 2

The Menaul School Fine Arts Program focuses on providing students with diverse exposure to the arts as well as to nurture authentic idea development, tenacity, creativity, and performance skills. All courses encourage students to be both inquisitive and inventive. Our program offers supportive classes with instructors who are professional artists with the goal of preparing students for excellence in the community and the world.

FOUNDATIONS OF ART

1 Semester

This class will give students the opportunity to develop their own artistic voices while building technical skills. Students will expand on their earlier art experiences and learn to express more creative freedom in more complex ways. Working on 2D and 3D projects using a variety of techniques, tools and media, students will develop new ways of seeing, transposing and communicating.

2D ART

1 Semester

This course is an extension of Foundations of Art, in which students seek deeper understanding of the connections between technical ability and artistic expression. Focusing principally on drawing, printing and painting, this class enables students to further develop their capacities for making art, interpreting and evaluating visual images, understanding the cultural and historical contexts of art, and raising questions about the nature of art.

3D ART

1 Semester

3D Art is a hands-on studio course promoting creativity and personal artistic expression with a foundation of proven design principles. By exploring a variety of media including wire, plaster, metal, and clay, students will learn to identify key elements of art and basic tenets of strong design. Students will learn to bridge their visual and actual perceptions, and will hone their abilities to discern shape, form and aesthetic content.

Upper School - Visual & Performing Arts

SENIOR VISUAL ART

1 Semester

This course is designed for students who plan to study visual arts in higher education as well as those who are seeking lifelong enrichment through visual arts. Students are encouraged to push their own creative boundaries and question their own cultural expectations. This is a thought-provoking course in which students develop analytical skills such as problem solving and divergent thinking while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from various perspectives and in various contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

PHOTOGRAPHY

1 Semester

Students in this course will focus on principles and approaches to fine-art photography. They will explore manual film and darkroom processes as well as digital photography. In addition to technical and creative processes, students will learn the history of photography from camera obscura to cell phone imagery. Images made by students are expected to be proficient examples of processes and techniques learned in this course including elements and principles of design, technical ability, craftsmanship, originality, and creativity. Students will use photography as a communication and critical thinking tool within the scope of fine art and photojournalism.

INDEPENDENT STUDY

1 Semester

Students are encouraged to do an independent study if they have taken all the other visual arts courses. They may choose their medium of interest such as painting, drawing, printmaking, photography, or ceramics. This course requires an in-depth focus on the chosen medium as well as an exhibition, art history and/or portfolio preparation.

Upper School - Visual & Performing Arts

THEATER

1 Semester or 1 Full Year

This course is structured around preparation for two productions. Students learn about character development, gestures, facial expressions, projection, memorizing lines and blocking, improvisation, and working as an ensemble. In addition to preparing for productions, students learn about stage directions, types of stages, parts of the theater, and the roles of theater staff. Students gain self-confidence, express their creativity, lose inhibitions, and learn how to tell a story through their developing acting skills.

GUITAR

1 Semester or 1 Full Year

Guitar is open to all Upper School students. The emphasis of the class is on developing proper technique and performing individually, in small groups and as a class. Students will also be introduced to music language, both spoken and written. There will be one public performance per semester.

BEGINNING BAND

1 Semester or 1 Full Year

The Upper School Beginning Band classes offer instruction on woodwind, brass, and percussion instruments with a focus on the skills necessary for long-term student success. Fundamentals stressed include proper posture, playing position, development of characteristic tone quality and training in music literacy. These groups will perform two concerts a year. No audition required.

Upper School - Visual & Performing Arts

ADVANCED BAND

Pre-requisite: Prior experience required

1 Semester or 1 Full Year

The Advanced Band class offers advanced instruction on woodwind, brass, and percussion instruments with a focus on performing different musical styles and genres. From Jazz to Contemporary Pop, students will learn to perform and appreciate a wide variety of music. The Advanced band will perform two concerts a year.

CHORUS

1 Semester or 1 Full Year

This course is designed to teach young musicians the basics of choral singing. Students will learn proper vocal technique, sight singing, part singing, and elementary music theory. Choral literature spans many time periods and styles. Requirements include performances within and beyond the Menaul School community.

ART OBSERVATION

1 Semester

Art observation is a course designed to help students communicate artistic ideals in their own lives. The class receives art history lectures that span centuries from the Renaissance to the present, with a focus on period, style and philosophy. After each lecture, the students observe various media and articulate how they perceive the art to have diverse period influences.

WORLD POP MUSIC HISTORY

1 Semester

In this course, students learn the basics of music history and how to apply historic structures to modern ideals. This course has two major components. In lectures students will learn the styles and significance of music and through observation students will analyze and discuss how all forms of music have both historical significance and modern importance.

Upper School - Modern Languages

Differences
should be
celebrated.
Not feared.



Upper School - Modern Languages

STATEMENT OF PHILOSOPHY

Language and communication are the core of human experience. We educate students so that they are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. All students are expected to develop and maintain proficiency in English and at least one other language.

TOTAL CREDITS NEEDED: 2

The graduation requirement in Modern Languages is two years of a language, or equivalent proficiency as determined by a written test and an oral interview. Courses must be taken in order and in consecutive years.

SPANISH 1

1 Full Year

In this course students will begin to acquire the skills needed to communicate in Spanish. Lessons will consist of common vocabulary, common expressions and emphasis of the practice necessary to become skilled in using the language effectively. Themes covered in class will be taken from the student's everyday life experiences and will include topics such as family, home, descriptions of people and neighborhoods, food, clothing, school, etc. The grammatical focus will be on the present tense. Students will be exposed to activities in class throughout the year where Spanish is used for listening, speaking, writing, and reading.

SPANISH 2

1 Full Year

In this course students will continue their acquisition of the skills needed to communicate at an intermediate level in Spanish. Lessons will consist of common theme-based vocabulary, common theme-based expressions and emphasis of the practice necessary to become more skilled in using the language effectively. Themes covered in class will be more global than those covered in Spanish 1 including travel, airports, train stations, geography, hotels, restaurants, car travel, directions, shopping, banks, and journeys into Spanish-speaking countries. History and culture of Spain and Latin America will be incorporated into lessons. Tenses mastered will include the past and future. Class presentations and projects in Spanish will be assigned throughout the year as students strengthen their listening, speaking, writing, and reading skills.

Upper School - Modern Languages

ADVANCED SPANISH

1 Full Year

Students will continue their growth and development of listening, speaking, reading, and writing skills in Spanish. An emphasis will be placed on conversation and writing using more sophisticated Spanish. Student will do frequent projects and presentations on a variety of topics reflecting students' interests such as world sports, Latino traditions, foods, film, music, Latino holidays, heritage, travel, current events, current trends in fashion and culture, etc. throughout the year. These projects and presentations will be used to acquire and strengthen the use of theme-based vocabulary, writing in Spanish, and oral skills at a more advanced level. The grammatical focus will be on the more advanced tenses and expressions used in spoken and written Spanish.

CHINESE 1

1 Full Year

This course introduces first-time students to the modern Chinese language while focusing on listening and speaking fluently and intelligibly. This course also introduces students to reading both simplified and traditional characters. Students will work with both other learners and with native speakers to create dialogues, read and discuss short stories, explore differences and similarities between Chinese and other languages, and describe themselves and their own world to a Chinese-speaking audience while exploring the Chinese-speaking world through listening, speaking, and reading. The goal of this course is to develop expressive fluency, confidence and basic literacy. Therefore, writing will not be taught, and Pinyin Romanization will be used to support learning goals.

CHINESE 2

1 Full Year

This course builds upon the foundation laid in Chinese 1, increasing students' command of grammar and vocabulary and beginning to build strong foundations for reading and writing Chinese characters without the aid of Pinyin Romanization. Through dialogues, composition exercises and frequent exchanges with native Chinese students on campus and at Menaul's daughter school in Qingdao, students will develop the command and confidence they need to use Chinese in everyday contexts with speakers from a variety of locations. By the end of the year, students should be ready to attend a scaffolded study-abroad program at Menaul Qingdao or another Chinese school, if they so desire.

Upper School - Religion and Philosophy

Every school
has spirit.
Not every
school has
spirituality.



Upper School - Religion & Philosophy

STATEMENT OF PHILOSOPHY

The Department of Religion and Philosophy aspires to develop within Menaul students a basic understanding of world religious teachings and traditions, an appreciation of the centrality of the religious and spiritual dimension of human experience, and the curiosity to struggle with the “big questions” about the purpose and meaning of life.

An emphasis on Scripture and the Reformed Christian tradition reflects Menaul’s Presbyterian roots and continuing affiliation with the Presbyterian Church (USA); however, the department has no sectarian or doctrinal agenda. Students are encouraged to explore their own faith and beliefs freely and creatively.

TOTAL CREDITS NEEDED: 2

Students must take one semester of religion/philosophy each year.

COVENANT

Freshmen Required 1 Semester

An Introduction to Biblical Narrative - The Hebrew scriptures and the New Testament are not merely religious books but the most influential collections of literature in our Western culture, comprised of texts which are at the heart of the art, literature, ethics, and politics of our world today. This course will introduce students to the content and context of these books, focusing on the foundational theme of covenant as it is developed first in the Hebrew scriptures and later in the gospel tradition.

COMPARATIVE WORLD RELIGIONS

Sophomore Required 1 Semester

This course will provide students with a brief introduction to the development of religion from prehistory to the present and focus on the origins, beliefs and practices of eight major religions: Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, Taoism, and Shinto.

Upper School - Religion & Philosophy

ETHICS

Juniors Required 1 Semester

This course will provide students with an introduction to the philosophy of ethics, offer approaches to moral decision-making and encourage reflection on the values that will shape their lives. Students will learn the classic theories of normative ethics, wrestle with the larger questions of meta-ethics (what makes an action right or wrong) and then choose a contemporary issue in such areas as bioethics, the environment, law, or business as an exercise in applied ethics.

CREDO: SENIOR RELIGION SEMINAR

Seniors Required 1 Semester

This class provides seniors the opportunity to reflect on their beliefs and values, specifically how their life experiences have shaped their current religious, ethical and spiritual worldview. Short literary texts, poetry and film will be introduced to spark philosophical and theological discussion, but the primary text of the class will be each student's own life story. Students will write spiritual autobiographies to help them recognize and critically examine the genesis and development of their beliefs. The goal is that every senior will graduate with good self-understanding and the ability to articulate thoughtfully not only what they believe, but also why.

APOCALYPSE: THE BOOK OF REVELATION

1 Semester

The last book of the New Testament, the Revelation or Apocalypse, is a violent and puzzling text that offers a very different vision of Christ from the one portrayed in the gospels. Curiosity about the book intrigues many for whom the rest of the Bible holds little interest.

This course will provide students the opportunity and tools to read, interpret, discuss, and animate their imaginations with this strange yet incredibly powerful and ultimately hopeful text. What did the book mean for its original first century audience, and how might it speak to us today? While our focus will be on the text of Revelation, we will also consider other apocalyptic literature, the history of millenarian and apocalyptic movements and contemporary interpretations of the Revelation in film, music, popular literature, and the visual arts.

Upper School - Religion & Philosophy

RELIGION IN AMERICA

1 Semester

This course will survey the central role of religion, especially Biblical themes and theology, in the unfolding history of the United States from the colonial period to the present. From the Puritan vision of the 'city on a hill' to current ideas of American exceptionalism, it is impossible to understand American society, political life and national psychology without an appreciation of the history of religious motivation and conviction in the most religious wealthy country in the world. Religion has been at the core of the development of an American identity.

Students will study court decisions and interpretations of the First Amendment, consider the recent sharp rise in religious non-affiliation, the impact of pluralism, and debate the proper place of religion in public life.

GOD AND SCIENCE

1 Semester

Are faith and science mutually exclusive? Can a person have faith in God and also believe the claims of science? These are questions both ancient and modern. Students will consider diverse solutions, from conflict to dialogue to integration. Students will be exposed not only to traditional theology and science, but to those contemporary fields in which science and faith seem to converge, such as cosmology, quantum mechanics, fractals, and neurotheology. Special attention will be given to the ongoing debate about evolution by natural selection and creationism/intelligent design.

Upper School - Physical Education

Physical
health is
academic.



Upper School - Physical Education

STATEMENT OF PHILOSOPHY

The goals of the Menaul School physical education program include general physical fitness, mastery of skills that ensure a lifetime of personal enjoyment and acquiring the specific skills students need for the sports in which they are involved.

TOTAL CREDITS NEEDED: 2

Four semesters are needed to complete this requirement.

PHYSICAL EDUCATION

1 Semester

Upper School PE has three elements. First, we mirror the activities of the varsity teams in training. Second, we engage in non-varsity sports that are intramurals at many colleges and universities. Finally, we place special emphasis on muscular and cardio-vascular development. Students have access to the weight room, where they are introduced to a free-weight training program to strengthen all muscle groups.

FOOTBALL

1 Semester

This class is for students who will participate in team football. During the season, football players will participate in practice to develop and improve skills. When the sport is not in season, students will work on muscular and cardiovascular development. This class requires time outside of school hours for extra practice, games and events. Students will be required to travel with the team to events. Enrollment in this class requires approval from the coach.

VOLLEYBALL

1 Semester

This class is for students who will participate in team volleyball. During the season, volleyball players will participate in practice to develop and improve skills. When the sport is not in season, students will work on muscular and cardiovascular development. The class requires time outside of school hours for extra practice, games and events. Students will be required to travel with the team to events. Enrollment in this class requires approval from the coach.

Upper School - Physical Education

CROSS-COUNTRY RUNNING

1 Semester

This class is for students who will participate in cross-country running. During the season, cross-country runners will participate in practice to develop and improve skills. When the sport is not in season, students will work on muscular and cardiovascular development. The class requires time outside of school hours for extra practice, games and events. Students will be required to travel with the team to events. Enrollment in this class requires approval from the coach.

BASKETBALL

1 Semester

This class is for students who will participate in team basketball. During the season, basketball players will participate in practice to develop and improve skills. When the sport is not in season, students will work on muscular and cardiovascular development. The class requires time outside of school hours for extra practice, games and events. Students will be required to travel with the team to events. Enrollment in this class requires approval from the coach.

SOCCER

1 Semester

This class is for students who will participate in team soccer. During the season, soccer players will participate in practice to develop and improve skills. When the sport is not in season, students will work on muscular and cardiovascular development. The class requires time outside of school hours for extra practice, games and events. Students will be required to travel with the team to events. Enrollment in this class requires approval from the coach.

TRACK AND FIELD

1 Semester

This class is for students who will participate in track and field. During the season, track athletes will participate in practice to develop and improve skills. When the sport is not in season, students will work on muscular and cardiovascular development. The class requires time outside of school hours for extra practice, games and events. Students will be required to travel with the team to events. Enrollment in this class requires approval from the coach.

Upper School - Physical Education

STRENGTH AND CINDITIONING

1 Semester

In this non-competitive course, students will receive individualized support as they work to improve their strength and achieve their physical goals. Conditioning activities include but are not limited to learning to warmup, creating and keeping to a workout schedule, learning how weight exercises can benefit you, and mastering cooldown and recovery techniques. Weight training involves using a wide range of techniques to help students develop a full body workout.

YOGA

1 Semester

Yoga/flexibility is a system of training for the body and the mind. The word yoga means “union,” and students will seek this union through posture, breathing and meditation. This is a physical discipline that supports both physical and mental development. Classes consist of warmup, dynamic stretches, light workout with emphasis on balance and posture, and static cooldown (both standing and sitting).

Upper School - CAPSTONE

We don't just
learn about
the world.
We learn about
ourselves.



Upper School - Capstone

The Senior Capstone Project is an activity of discovery, exploration and participation. Each student chooses a topic of personal interest that requires creativity and curiosity and explores personal competencies, future goals and personal biases. The Senior Capstone Project requires the student to be an independent learner, creating and engaging in personally meaningful activities. With the aid of faculty and a community mentor, students will complete a research paper, a product and portfolio, and give a presentation about their project. During the Capstone experience, seniors also hear from guest speakers and participate in life-skill lessons.

EXEMPLARY CAPSTONE PROJECTS:

Growing up in the hot and sunny clime of Morocco and then coming to Menaul School in sunny Albuquerque, Inas El Ouazguiti (class of 2019) was drawn to the topic of solar energy and its possibilities for her Capstone Project. Mentoring with an associate professor and a postdoctoral researcher at UNM's Center for High Tech Materials, Inas conducted in-depth research on thermophotovoltaic (tpv) solar cells, a new technology in the field, and gained experience working in a cleanroom environment at UNM. By the end of her Capstone Project, after arduous trial and error, Inas succeeded in building a functioning TPV cell, an achievement that will help advance her educational and professional pursuits in the engineering field.

Bonita Murara (class of 2019) grew up in Rwanda watching her deaf grandmother become more and more marginalized. Rwanda does not recognize sign language as an official language. Bonita decided to do something about that. With the help of a mentor in Rwanda and one in Albuquerque, Bonita learned advocacy skills that helped her build a website to help advance the cause of the deaf in Rwanda. Bonita also partnered with existing NGOs in Rwanda that are working on behalf of the deaf. Thanks to Bonita and others, Rwanda is closer to completing an official sign language dictionary, which is the first step towards having sign language recognized by the Rwandan government.

Dylan Lerch (class of 2019) combined his skill in woodworking with his passion for music in his Capstone project entitled "Luthiery." Dylan apprenticed with a local luthier to make his own electric guitar, with the ultimate goal of bringing happiness to others through music. During his time with his mentor, Dylan sketched a design, created a template and followed the steps necessary to create a work of art that played music. His unique design was informed by research into the history of luthiery, as well as common design tropes. The expert guidance of this mentor allowed Dylan to deepen his research and put his creative ideas into practice. He worked with wood and hardware that eventually, through trial and error, became a successful finished product. The song "Sultans of Swing," played to an audience of faculty, family and friends, sounded incredible on a truly one-of-a-kind electric guitar.



Menaul School Accreditation

Menaul School is accredited by the New Mexico State Board of Education and Cognia. Our graduation requirements meet or exceed those of the accrediting agencies. The special focus of the school prescribes additional requirements.



World smart.

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