

# Middle School & Upper School Curriculum Guide

Current Course Offerings 2025-2026



[menaulschool.org](http://menaulschool.org)



# Middle School Curriculum Guide

Current Course Offerings



# Middle School - Academic Philosophy

---

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 will apply the knowledge that they have already developed in elementary school. At the same time, they will expand their horizons with new challenges and experiences. Our middle school teaches through a combination of direct instruction, modeling, effective questioning, application of knowledge, and assessment. If a student has a question, they are 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 recess time outside before returning to class. Providing students with the tools to stay physically and emotionally fit 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 - Course Progression

| SUBJECT                           | 6 <sup>TH</sup> GRADE                                                                           | 7 <sup>TH</sup> GRADE                                                                           | 8 <sup>TH</sup> GRADE                                                                                         |
|-----------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| English Language Arts             | English Language Arts 06                                                                        | English Language Arts 07                                                                        | English Language Arts 08                                                                                      |
| Social Studies                    | Geography and Ancient Cultures                                                                  | Latin American and New Mexico History                                                           | United States History                                                                                         |
| Science, Engineering & Technology | Earth Science                                                                                   | Life Science (Biology)                                                                          | Physical Science (Chemistry & Physics)                                                                        |
| Mathematics                       | Mathematics 06                                                                                  | Mathematics 07<br><b>or</b><br>Integrated Mathematics 1 (High School Level 1)                   | Integrated Mathematics 1 (High School Level 1)<br><b>or</b><br>Integrated Mathematics 2 (High School Level 2) |
| Physical Education                | Team Sports<br>Strength and Conditioning<br>*Fencing                                            | Team Sports<br>Strength and Conditioning<br>*Fencing                                            | Team Sports<br>Strength and Conditioning<br>*Fencing                                                          |
| Religious Education               | Religion 06<br>Introduction to the Bible                                                        | Religion 07<br>Ethics and Morality                                                              | Religion 08<br>World Religions                                                                                |
| Competitive Electives             | Chess & Student Government<br>English Expo & Thespan<br>Science Olympiad & Model UN<br>*Fencing | Chess & Student Government<br>English Expo & Thespan<br>Science Olympiad & Model UN<br>*Fencing | Chess & Student Government<br>English Expo & Thespan<br>Science Olympiad & Model UN<br>*Fencing               |
| Electives                         | Ready for College<br>Intro to Choir/Theatre<br>Intro to Band                                    | Computer Science<br>Band                                                                        | Computer Science<br>Band                                                                                      |
| Arts Block                        | Musical Theater (Fall)<br>Choir (Spring)<br>Visual Arts                                         | Musical Theater (Fall)<br>Choir (Spring)<br>Visual Arts                                         | Musical Theater (Fall)<br>Choir (Spring)<br>Visual Arts                                                       |

\*Fencing is both a PE Credit and a Competitive Elective & it will appear twice in a student's schedule. If a student chooses Fencing for their PE credit, they are **not** able to join other competitive electives.

# Middle School - Academic Policies & Procedures

---

## ACADEMIC SUPPORT

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

Based on our NWEA MAP Growth testing, which is administered three times per year (September, December, April), students who are not demonstrating proficiency in English or Mathematics will be assigned to Support Class. Support Class will be either Humanities or STEM Support taking place during Flex/Competitive Electives period on the A/B schedule every day except Tuesday chapel. Humanities and STEM alternate each day, so students may be assigned to both support classes if needed.

Support classes utilize targeted individualized instruction through IXL and Delta Math to build proficiency in grade-level areas of individual concern.

Students are always encouraged to meet with teachers to discuss course topics and receive direct contact and instruction from their teachers. Teachers are typically available after school, before school and during advisory period Mondays-Fridays (11:00-11:10).

In addition, 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. Finally, tutoring can be made available from a variety of sources including teachers as well as peer and professional tutors. 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 every day Monday-Friday (11:00-11:10) for 10 minutes before their Arts Block. 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 Academics Department. There is a licensed counselor available throughout the week for students who may need to process personal struggles. If more help is needed, the school counselor will provide guidance and referrals for outside counseling. The Menaul School Chaplain also provides pastoral counseling and support to students and families.

# 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 semester (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 a periodic eligibility check will be ineligible for sports and activities during following nine-week grading period. If students bring their grades up by the next eligibility check, their eligibility may be reinstated.

## 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 F.

|   |           |
|---|-----------|
| 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/families will register for classes online using the FACTS SIS Family Portal (steps listed below). Please understand that this is a schedule request, but not a guarantee. Registration is accepted on a first-come, first-served basis until capacity is reached.

Schedule changes will be made in the event of improper placement of a student or for the purpose of balancing classes. Every effort will be made to schedule students in their first choices of classes and competitive electives, though academic necessity will generally override the desire for specific electives. If parents wish their children to be enrolled in specific electives, that desire should be communicated directly to the Middle School Director.

## HOW TO REQUEST CLASSES

1. Visit the FACTS SIS Family Portal: <https://familyportal.renweb.com/>

2. Enter the District Code: MS-NM

3. Log In with Your Credentials: Username/password (the same you use for enrollment/reenrollment)

\*If you have forgotten them: Click on "Forgot Username/Password" and follow the instructions to reset your credentials.

4. Access Course Scheduling:

Once logged in, select the "Student" tab.

Click on "Course Requests".

5. **Read the instructions together with your student and then select your first and second choices for each period. Please reference the schedule of courses and course progression on page 3 of this document.**

## TESTING AND EVALUATION

The Menaul School uses the NWEA MAP test to track student progress and skill development in English, Mathematics, and Science. This is implemented through a Fall, Winter and Spring benchmark. This test is used throughout middle and high school and is also the basis for recommendations as to specific coursework (for example, separating into Mathematics 07 versus Integrated Math 1 in 7<sup>th</sup> grade) as well as for enrollment in Support Classes.

Middle School - Humanities

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



# Middle School - Humanities

---

Middle School prioritizes strengthening students' engagement with literature. Through their English courses, students read multiple novels each year, building skills in concentration and sustained focus on whole texts rather than passages. To reinforce daily reading habits, students are assigned 30 minutes of reading at home, monitored through reading logs and other assignments. In Social Studies, students explore our collective story—understanding who we are and how we arrived here. This approach builds a solid foundation in the flow of human history, preparing them for more advanced history and AP courses in Upper School.

## MIDDLE SCHOOL COLLEGE PREP 6

Mandatory for all sixth-grade students this course equips students with the essential skills for a college preparatory environment. Through focused study skills, organization techniques, and handwriting practice, students develop habits that support academic success. The course emphasizes time management, goal setting, effective communication, and critical thinking, helping students understand and meet the expectations of advanced coursework. By exploring academic integrity, collaboration, and self-advocacy, students build confidence and resilience, preparing them for a seamless transition to Upper School and beyond.

# Middle School - History

---

## LATIN AMERICAN AND NEW MEXICO HISTORY

In this course, seventh-grade students explore the rich history and cultures that have shaped the Southwest. By examining the geography, climate, technology, art, architecture, and settlement patterns of South American, Latin American, and traditional Southwestern civilizations, students gain insights into the region's diverse influences, including those from Ancestral Puebloan, Mogollon, Pueblo, Plains, and European groups. The second half of the course focuses on New Mexico's history from Spanish colonization through World War II. Students study the impact of settlement, cultural exchange, geography, and climate, delving into topics like the Santa Fe Trail, the Civil War, railroads, and the atomic age to understand the historical roots of New Mexico's unique cultural landscape..

## UNITED STATES HISTORY

This course guides eighth-grade students through American history in chronological order, from the nation's founding to the modern era. Students explore the development of the United States through its literature, economics, and geography, analyzing how these elements shaped the country's growth and cultural progress. With a focus on cultural diversity, constitutional government, national identity, and civil rights, students engage in projects, presentations, dramatizations, and independent study to deepen their understanding. Themes such as multiculturalism, social and economic impact, and conflict resolution are woven throughout, linking this course to shared themes in Language Arts.

# Middle School - Humanities - English

---

## **HUMANITIES 6**

In Humanities 6, students explore the Five Themes of Geography through interactive learning. Emerging technology, field trips, and context-based literature make reading, writing, speaking, and listening engaging as students examine the world and its cultures. Critical thinking and reading skills are developed through diverse, culturally relevant texts.

Students read a range of coming-of-age literature, including short stories, essays, poetry, plays, and novels, encouraging them to explore new ideas and reflect on life experiences. They study ancient civilizations, the Middle Ages, the Age of Exploration, and the modern era, fostering an appreciation for human history. Emphasis is also placed on academic research, presentation skills, and proper formatting for academic writing.

## **LANGUAGE ARTS 7**

In Language Arts 7, students build essential skills in reading, writing, listening, and speaking through a study of novels, short stories, plays, and poetry. With a focus on key literary elements such as plot, theme, setting, and characterization, students develop their analytical abilities and deepen their appreciation for literature.

Alongside class discussions and essay writing, students regularly read independently, building vocabulary and grammar skills through real-world application. Creative writing assignments challenge students to craft narrative, descriptive, and explanatory passages, honing their voices and preparing them for higher-level language arts studies.

## **LANGUAGE ARTS 8**

In Language Arts 8, students advance their reading, writing, and analytical skills, with a focus on enhancing grammar and spelling. Through close reading and critical analysis of diverse texts, students deepen their understanding of literature and refine their ability to interpret complex ideas.

Students are encouraged to explore and express their own voices through composition, poetry, and analytical essays. By developing these expressive and analytical skills, the course prepares students for the expectations and challenges of Upper School language arts.

## **HUMANITIES SUPPORT**

Students are placed in Humanities Support class when their level of proficiency is determined to be inadequate for the current or next steps of their literacy journey at Menaul School. Utilizing test scores and teacher recommendations, students who need support in developing their reading and writing skills are placed in this class every other day. There, they focus on individual skill improvement and targeted work support through our IXL program and direct instruction.

# Middle School - Humanities - Religion

---

## RELIGION 6: 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 7: 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 8: 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

---

STEM is an educational concept combining the fields of Science, Technology, Engineering, and Mathematics. All middle school students participate in all four STEM disciplines. Although they are only enrolled in math and science courses specifically, the engineering and technology segments are integrated into their classes.

Menaul School students regularly test in the Advanced bandwidth for Science on NWEA Map testing due to our rigorous curriculum and strong focus on the field.

# Middle School - Science

---

## SCIENCE, TECHNOLOGY, AND ENGINEERING

Students at Menaul School build a strong foundation in the scientific method through annual courses in Earth & Environmental Science, Life Science, and Physical Science. Each course emphasizes the development and reinforcement of next-generation science and engineering practices, preparing students for advanced scientific study. Students engage in key practices: they ask questions, define problems, develop and use models, analyze and interpret data, and construct explanations based on evidence. They also design solutions, plan and conduct investigations, apply mathematical and computational thinking, and communicate their findings—skills essential for a comprehensive scientific education.

## COMPUTER SCIENCE FOUNDATIONS

Computer Science Foundations introduces middle school students to coding, problem-solving, and digital literacy through hands-on projects and simple programming languages. Students explore key concepts like algorithms and data while creating interactive stories or games, developing both creativity and foundational coding skills. This course prepares students for more advanced study, including AP Computer Science Principles in Upper School.

## EARTH AND ENVIRONMENTAL SCIENCE 6

In 6th Grade Earth and Environmental Science, students explore Earth's structure, weather patterns, geological processes, and ecosystems, while examining the impact of human activity on the environment. Aligned with the Next Generation Science Standards, the course combines hands-on experiments, interactive lessons, and outdoor exploration to investigate topics like the water cycle and ecosystem dynamics, fostering both scientific understanding and a sense of responsibility for Earth's preservation.

# Middle School - STEM

---

## LIFE SCIENCE 7

In 7th grade Life Science, students will delve into the fascinating world of biology, guided by the Next Generation Science Standards. This course will introduce students to the diversity of life on Earth, from microscopic organisms to complex ecosystems. Topics will include cell biology, genetics, evolution, and the interdependence of living organisms. Through hands-on experiments, laboratory investigations, and interactive discussions, students will explore the wonders of life, gain insights into the scientific process, and develop a deeper appreciation for the natural world. This course lays the foundation for a lifelong understanding of biology and its relevance to our everyday lives.

## PHYSICAL SCIENCE 8

In 8th grade Physical Science, students will embark on an exciting exploration of the fundamental principles that govern the physical world, in accordance with the Next Generation Science Standards. This course will provide students with a comprehensive introduction to chemistry and physics. Topics will encompass the structure of matter, chemical reactions, forces, energy, and waves. Through engaging experiments, hands-on activities, and critical thinking exercises, students will develop a deep understanding of the physical laws that govern our universe. By the end of the course, students will have a solid foundation in physical science and a newfound appreciation for the wonders of the natural world.

# Middle School - Mathematics

---

## MATHEMATICS 6

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

---

## **PRE-INTEGRATED MATHEMATICS (PRE-ALGEBRA AND PRE-GEOMETRY)**

In 7th Grade Mathematics, some students continue to build proficiency with the Common Core's eight mathematical practice standards, which include problem-solving, abstract and quantitative reasoning, constructing arguments, and applying precision. This course deepens students' understanding of concepts introduced in 6th grade, encouraging them to discover new relationships and efficient problem-solving methods while analyzing data and associations.

Key topics include proportional relationships and their real-world applications, such as discounts, interest, taxes, and scale drawings. Students also explore geometric concepts like area, surface area, and volume and apply the properties of operations to all rational numbers in expressions, equations, and inequalities. Basic statistics are introduced, and the course emphasizes both the "why" and "how" of problem-solving to prepare students for future math success.

## **INTEGRATED MATHEMATICS 1 (HIGH SCHOOL LEVEL)**

Some 7th grade and all 8th grade students take Integrated Math 1, which builds on foundational concepts to prepare students for advanced mathematical reasoning. Students further develop proficiency in problem-solving, reasoning, and precision while exploring topics like solving equations and inequalities, linear equations, functions, and systems of equations. They study linear and exponential functions, applying these concepts to real-world scenarios, and expand their understanding of geometric principles, including measurements, constructions, and transformations.

The course emphasizes critical thinking and application, with topics covering proportional reasoning, statistics, and rational operations. By the end of Integrated Math 1, students are prepared to analyze data, construct and critique arguments, and develop mathematical models. This course provides a solid base for higher-level mathematics courses, encouraging a blend of conceptual understanding and practical skill.

## **STEM SUPPORT**

Students are placed in STEM Support class when their level of proficiency is determined to be inadequate for the current or next steps of their mathematical journey at Menaul School. Utilizing test scores and teacher recommendations, students who need support in developing their mathematics skills are placed in this class every other day. There, they focus on individual skill improvement and targeted work support through our Delta Math program and direct instruction.

## Middle School - Visual & Performing Arts

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



# Middle School - Visual & Performing Arts

---

## VISUAL ARTS

This class is a foundation class that offers students lessons that develop skills, their imaginations and their knowledge of Art History. Semester 1 of this class will focus on a variety of 2d lessons, techniques and materials such as watercolors, paint, ink, paper, glue, clay, and collage that are linked with Art History and understanding visual arts around the world.

Semester 2 has lessons that focus on 2d projects with printmaking and drawing. Students will work with paper, mylar and xacto knives in making a variety of relief and other kinds of prints. Students will also see examples of historical and contemporary prints. The second semester will also feature 3D art projects, crafting sculptures using materials like cardboard, paper, wood, and paint. This hands-on experience encourages creative experimentation with form and texture.

Students will also work with ceramics and clay, where students will create both decorative and functional pieces, finishing them with paint and glaze. One exciting highlight is the introduction of Raku ceramics, a unique and fun Japanese firing technique that adds an element of surprise to the artistic process. Throughout the course, students will not only develop their artistic skills but also gain a deeper appreciation for Visual Art in 2D and 3D and how it is related to innovation and Art History.

## INTRODUCTION TO CHOIR/THEATRE 6

This course introduces 6th grade students to both choir and theatre. During the first 9 weeks, students will learn the basics of acting and theatre production. During the second 9 weeks, students will learn the basics of choral performance and music theory.

Performance opportunities will exist throughout the course. 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.

## MIDDLE SCHOOL 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. Choir gives students the opportunity to learn the basics (or further their knowledge) of singing, music theory, and performance etiquette. Students will grow their skills by participating in concerts throughout the semester and the New Mexico Choral Music Performance Assessment. The student will develop the musical and teamwork skills needed for involvement in the Upper School Choir.

# Middle School - Visual & Performing Arts

---

## MIDDLE SCHOOL MUSICAL THEATRE

The course focuses on the specific art of Musical Theatre - singing, dancing, and acting. 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. Students will grow their skills by participating in a Fall Showcase and/or Spring Musical.

## INTRODUCTION TO BAND 6

This foundational course is tailored for beginners, emphasizing the essentials of instrumental play and music literacy. Sixth graders will become acquainted with 5 to 6 fundamental notes and immerse themselves in a variety of folk songs, which serve as practical exercises for reinforcing their note reading and playing skills. As a compulsory part of the 6th-grade curriculum, this course lays the groundwork for future musical education and enjoyment, ensuring all students have a solid base from which to grow their musical talents.

## MIDDLE SCHOOL BAND

Band is composed of middle school students who have played a musical instrument for at least one year. In class, students will practice the fundamentals of good breath control, sound production and music reading. Students will also hone their performance skills as they prepare for public performances with the ensemble. Band also serves as a steppingstone to greater involvement in the music world in Albuquerque; students have the opportunity to audition for District Honor Band, participate in the Solo/Ensemble Festival, and audition for All-State Band, and the Albuquerque Youth Symphony. The Band also participates in the Music Performance Assessment, where they receive scores and feedback for their performance.

Middle School - Physical Education

A stronger body  
helps build a  
stronger mind.



# Middle School - Physical Education & Sports

---

## **PHYSICAL EDUCATION (BOYS AND GIRLS) YEAR-ROUND**

Physical Education is an important part of students' education about healthy lifestyles. This activity-oriented 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 will take place after middle school lunch. For students not participating in an organized sport, strength training and aerobic conditioning will be the focus of Physical Education.

## **BASKETBALL (BOYS AND GIRLS) WINTER**

Middle School Basketball offers students an opportunity to develop basketball skills, teamwork, and sportsmanship. Led by experienced coaches, this course emphasizes fundamental aspects such as dribbling, shooting, passing, and defensive strategies. Through structured practice and gameplay, students can enhance their proficiency while fostering camaraderie with their peers. Join us for a focused and engaging basketball experience that promotes skill development and teamwork.

## **VOLLEYBALL (GIRLS) FALL**

Middle School Volleyball offers students an opportunity to develop volleyball skills and teamwork. Led by experienced coaches, this course focuses on serving, passing, setting, spiking, and defensive tactics. Through practice and gameplay, students will refine their abilities while fostering camaraderie with fellow participants. Team members will participate in interscholastic competitions, providing students with a chance to test their skills against other schools. Join us for a rewarding volleyball experience that encourages skill development, teamwork, and friendly competition.

## **CROSS COUNTRY (BOYS AND GIRLS) FALL**

Middle School Cross Country is an excellent opportunity for students to delve into the world of long-distance running and teamwork. Under the guidance of experienced coaches, this course emphasizes running techniques, endurance building, and race strategies. Through regular training sessions and practice races, students will enhance their running skills on the individual and group level. Students will participate in regular meets, allowing them to showcase their progress and determination on the racecourse. Join us for an exhilarating cross country experience that promotes physical fitness, goal achievement, and friendly competition.

# Middle School - Physical Education & Sports

---

## **FLAG FOOTBALL (BOYS) FALL**

Middle School Flag Football offers students a dynamic introduction to the world of football and teamwork. Led by experienced coaches, this course emphasizes flag football fundamentals, including passing, receiving, defense, and strategy. Through regular training sessions and practice games, students will refine their skills while building strong bonds with their teammates. An exciting aspect of this course is the opportunity for students to compete in interscholastic flag football competitions, where they can put their skills to the test against other schools. This competition not only provides a chance to showcase their abilities but also fosters sportsmanship, teamwork, and a sense of achievement. Join us for an action-packed flag football experience that promotes physical fitness, strategic thinking, and friendly competition.

## **TRACK AND FIELD (BOYS AND GIRLS) SPRING**

Middle School Track and Field provides students with a diverse sporting experience, covering a range of events from sprinting and long-distance running to jumping and throwing. Under the guidance of dedicated coaches, students will develop their athletic skills while fostering teamwork and individual achievement.

Participants will refine their running techniques, including sprints and longer distances, and explore jumping events such as long jump and high jump. Additionally, they will learn the art of throwing, with a focus on shot put and discus. One of the course highlights is the opportunity to compete in local track and field meets, allowing students to showcase their abilities, compete against other schools, and nurture sportsmanship and determination. Join us for an exciting track and field experience that promotes physical fitness, skill development, and a sense of accomplishment.

## **GOLF (BOYS AND GIRLS) YEAR-ROUND**

Middle School Golf introduces students to the fundamentals of the game, fostering skills in technique, strategy, and sportsmanship. Students learn the basics of swinging, putting, and navigating a golf course while understanding essential golf etiquette and rules. Emphasis is placed on developing focus, coordination, and patience, as well as building confidence and respect for the game.

Through practice on the range, drills, and course play, students work to improve their individual skills and learn the value of self-discipline and perseverance. This class aims to create a positive and supportive environment for students to appreciate golf both as a sport and a lifelong recreational activity.

# Middle School - Physical Education & Sports

## FENCING (BOYS AND GIRLS) YEAR-ROUND

Step into the competitive world of fencing at Menaul School, where students train in one of the fastest-growing NCAA sports under the guidance of **Olympic medalist** and **three-time Olympian Courtney Hurley**. This course offers intensive instruction in footwork, blade work, and tactical strategy, all rooted in the official rules and techniques of modern fencing. Fencing builds not only physical strength, balance, and agility, but also develops focus, resilience, and quick decision-making—skills essential for both athletic and academic success.

As a recognized pathway to college recruitment and scholarships, competitive fencing opens doors to top universities across the country. This course fulfills a PE credit and counts as a competitive elective, preparing students for regional and national competition.



© (Rio Bound: Hurley Sisters Aim for Another Olympic Medal, 2016)

Courtney Hurley (right) lunges towards her opponent, Canadian Julie Leprohon. Photo by Serge Timacheff.

# Middle School - Competitive Electives

---

## **CHESS (A DAY)**

Chess can be viewed as a form of exercise for the brain. Students will enhance their cognitive thinking and strategy skills while playing chess in an interactive and competitive atmosphere. They will have the opportunity to enhance their skills with a wide variety of activities, including instruction, reviewing rated games, studying strategies, lectures, and playing recreationally. Chess is an excellent example of an activity that requires a high level of sportsmanship and grit. Chess has multiple competitions each year and the top 5 players in the class will represent Menaul. The corresponding B day elective is Student Government.

## **STUDENT GOVERNMENT (B DAY)**

The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out school activities and service projects, as well as advocating for positive changes to the school community. Student government plays a crucial role in representing the student body and making sure students' voices are heard in key decisions. These organizations work closely with school administrations and teachers to advocate for student interests, influence policies, and plan major events like homecoming, prom, fundraisers, or school-wide initiatives. In this course, students will develop their collaboration, leadership, and decision-making skills. The corresponding A day elective is Chess.

## **ENGLISH EXPO (A DAY)**

English EXPO gives students a place to study literature, poetry and creative writing samples in a relaxed environment, and to meet new people. English EXPO will participate in the state English EXPO competition each February. The corresponding B day elective is Thespian Arts.

## **THESPIAN ARTS (B DAY)**

Thespian arts is for students dedicated to the art of theatre. Students in this class will serve as support for the various in class productions that will be held throughout the school year. There will be opportunities to work on props, costumes, sets, lights, sound, front of house, and more! Students will also be involved in fundraising for the theatre department, play theatre games, and attend the state Thespian Festival each year. By being involved in theatre, students earn points towards induction into the International Thespian Society to become official members of Menaul School Thespian Troupe 5210. The corresponding A day elective is English Expo.

# Middle School - Competitive Electives

---

## SCIENCE OLYMPIAD (A DAY)

The purpose of this class is to develop students' interest and participation in the practical application of the knowledge related to different branches of science. Science Olympiad touches every letter in STEM, from life science to manufacturing to engineering. Students will participate in the state competition in the spring semester. The corresponding B day elective is Model UN.

## MODEL UN (B DAY)

Model UN is a simulation of the UN General Assembly and its other multilateral bodies where students take on a simulated ambassadorial role while debating topics such as gender equality, climate action, global health, and more. Through public speaking, critical thinking, and in-depth research, the Model UN experience allows students to cultivate skills and enrich their global affairs knowledge. Each year, students from across the state participate and are divided into multiple committees to discuss pressing global issues. The corresponding A day elective is Science Olympiad.

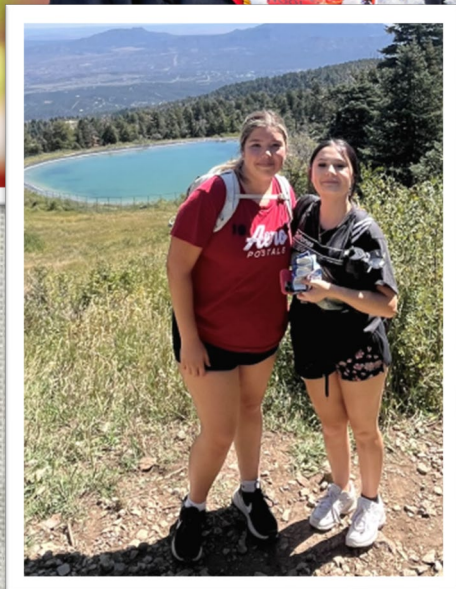
## FENCING (A & B DAY)

An introductory course that teaches the fundamentals of fencing for attack and defense according to set movements and rules. Fencing is a multi-faceted sport giving the fencer a workout that requires strength, cardiovascular endurance and mental skills. Coached by Olympic medal winner Courtney Hurley.

Fencing is both a PE credit and a competitive elective. If you choose Fencing, you cannot compete in the other competitive electives.

# Upper School Curriculum Guide

Current Course Offerings



# Graduation Requirements

| SUBJECT                 | NOTES                                                                                                                                                                                                                       | REQUIRED CREDITS |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| English                 | One credit per year is required of core and/or AP English courses.                                                                                                                                                          | 4                |
| Mathematics             | Three years of high school mathematics are required, at the minimum completing the Integrated Math sequence as well as at least one additional half-credit in SAT Math Preparation.                                         | 3.5              |
| Science                 | Students take Biology in 9 <sup>th</sup> grade, Chemistry in 10 <sup>th</sup> grade, then select a science track to continue a further 1.5 credits of science through a combination of core courses and electives.          | 3.5              |
| Social Studies          | Students take World Geography in 9 <sup>th</sup> grade, World History or AP World in 10 <sup>th</sup> grade, U.S. History or AP US in 11 <sup>th</sup> grade, and Government or AP US Government in 12 <sup>th</sup> grade. | 4                |
| Physical Education      | Four semester of P.E. or Athletics are required.                                                                                                                                                                            | 2                |
| Fine Arts               | Four semesters of either performing arts or visual arts are required.                                                                                                                                                       | 2                |
| Religion and Philosophy | Students take Covenant in 9 <sup>th</sup> grade, World Religion in 10 <sup>th</sup> grade, Ethics in 11 <sup>th</sup> grade, and Credo in 12 <sup>th</sup> grade.                                                           | 2                |
| Electives               | A variety of elective courses are available.                                                                                                                                                                                | 6                |
| Community Life          | Students engage in their advisory class activities, College Seminar, and volunteer work, including Mission Week.                                                                                                            | 2                |
| TOTAL                   |                                                                                                                                                                                                                             | 29               |

## 29 CREDITS ARE REQUIRED FOR GRADUATION

A single-semester course is worth 0.5 credits. A full-year course is worth 1.0 credits. GPA is calculated by dividing the total number of grade points by the number of credits earned in a given period.

## GRADING SCALE

|    |        |
|----|--------|
| 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 ↓ |

# Upper School - Curriculum

All students must enroll in eight courses per semester every year, unless taking multiple AP courses or having completed significant portions of credit requirements, at the discretion of the Upper School Director or College Counselor. Most courses are year-long, 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, but these should be understood as rough guidelines only.

## CREDIT COUNSELING

The Upper School Director and School Counselor are available to assist students in the understanding of credit requirements and planning their course of study. However, it is ultimately the responsibility of the students and their parents/guardians to ensure that all graduation requirements are met. Enrollment is not a guarantee of success.

## 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
- \* Biology
- \* World Geography (one semester)
- \* Integrated Mathematics 1-2 or 2
- \* Covenant (one semester)
- Modern Language 1/2
- Performing or Fine Arts (one semester)
- Physical Education (one semester)
- Try a number of electives based on interest

## SOPHOMORES

- \* English 10
- \* Chemistry
- \* World History or AP World History
- \* Integrated Mathematics 3
- \* World Religions (one semester)
- Modern Language 2/3
- Performing or Fine Arts (one semester)
- Physical Education (one semester)
- Continue trying different electives, including testing the waters with an
- Take their first AP course or two

**\* Required**

# Upper School - Curriculum

## CREDIT RECOVERY AND CREDIT REPLACEMENT

Upper School students who fail a class for which there is a specific academic sequence (e.g., Integrated Math I or Biology I) must make up that class before they are permitted to take the next class in the sequence. Students may not take a sequentially ordered class at the same time as they are taking the first class in the sequence (e.g., Integrated Math II). **Credit Recovery is the act of retaking a course which was failed to gain the credits necessary for graduation.**

If a student receives a grade of C or below and wishes to retake a course they may do so, this is termed "Credit Replacement" and allows a student to retake a course to improve their grade on their transcript. Credit Replacement is only available for Menaul School courses, at the discretion of the Upper School Director or the College Counselor.

Ultimately, Menaul School encourages students who have failed a course or received a low grade to take it within the Menaul School system. Credit recovery is possible through accredited outside providers (you must verify that it is acceptable by presenting the plan to either the Upper School Director or College Counselor). Credits taken at Menaul Schools are valid for both recovery and replacement. Credits taken at accredited institutions outside of Menaul School are valid only for recovery, not for replacement.

## ONLINE COURSES

Menaul School offers students the opportunity to take online courses for credit, provided they complement the school's existing curriculum or meet specific credit requirements. Prior approval from the Upper School Director or the College Counselor is **mandatory** for any online course to be recognized for credit. This approval process ensures that the online coursework meets the school's standards in terms of content, quality, and academic rigor, and it must be completed before the student enrolls in the course.

## JUNIORS

- \* English 11 or AP English Language
- \* Advanced/AP Science Track
- \* US History or AP US History
- \* Transition to College Math or AP Precalculus
- \* Ethics (one semester)
- Advanced/AP Modern Language
- Performing or Fine Arts (one semester)
- Physical Education (one semester)
- Electives and AP courses by interest and specialization

## SENIORS

- \* English 12 or AP English Literature
- \* Advanced/AP Science Track
- \* Government (one semester)
- \* Mathematics
- \* Credo (one semester)
- \* Capstone (one semester)
- Advanced/AP Modern Language
- Performing or Fine Arts (one semester)
- Physical Education (one semester)
- Electives and AP courses by interest and specialization

**\* Required**

# Upper School - Curriculum

---

## REGISTRATION FOR CLASSES

Students will register for courses in the summer of the rising school year's Fall semester, then again in December for the upcoming Spring semester. The school will make every effort to accommodate students' elective requests without compromising core discipline requirements.

## COURSE DROPPING AND WITHDRAWAL

Students may withdraw from any course and receive a (W) for Withdraw, a (WP) for Withdraw Pass, or a (WF) for Withdraw Fail. None of these will have any effect upon a student's grade point average (GPA), the only difference is the point of the year when the student chooses to withdraw, in order for our transcript to remain an honest and meaningful representation of our students' academic record. The deadlines will be as follows:

Date to Drop Class: 1 complete week from the first day of the semester without instructor permission, 2 complete weeks from the first day with instructor permission.

Date to Withdraw: 7 complete weeks from the first day of the semester. Students may withdraw from the course up until this date. It will appear on their transcript as a W.

Date to Withdraw With Pass/Fail: 10 complete weeks from the beginning of the semester. Students may withdraw from courses up until this date. Based on their grade at the time they choose to withdraw, they will be given either a Withdraw Pass (WP) [Grade of D or higher] or a Withdraw Fail (WF) [A grade of F].

After 10 complete weeks from the beginning of the semester, students may not withdraw from any course.

These dates should be publicized, posted openly, and discussed in advisory. Students should be reminded at the beginning of any of these weeks that this is the last moment to withdraw under that specific category, as well as reminded what their options would be after those dates.

# 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 their sophomore year with the permission of the instructor.

## 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.

## HONORS AND ADVANCED PLACEMENT GRADE POINT SCALE

Due to their increased difficulty, the grade-point scale for Honors courses is calculated as follows: A = 4.5; B = 3.5; C = 2.5; D = 1.5; F = 0. For AP courses it is calculated as follows: A = 5; B = 4; C = 3; D = 2; F = 0. A student who receives an A in an Honors or 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 NMAA sport or extracurricular 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 recommendations to families for securing outside tutors. Assistance with study and test-taking skills is also available on campus during Flex period on Mondays, Wednesdays, Thursdays, and Fridays. The opportunity exists for day student families to remain in the evening for study hall Monday-Thursday.

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 endorse 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 |
| AP English Language and<br>Composition .....   | 1 |
| AP English Literature and<br>Composition ..... | 1 |

---

## ENGLISH 9

### 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

### Literary Analysis

#### 1 Full Year

English 12 invites seniors to improve their proficiency as readers and writers through encounters with increasingly sophisticated texts and demands on the quality of their thinking and writing. Through an intensive study of several novels (by Toni Morrison, Anthony Doerr, Jhumpa Lahiri, and Khaled Hosseini), this class puts special emphasis on literary analysis. Working toward a high level of skills in critical reading, analytical writing, creative criticism, and especially essay composition, students will write in-class frequently. Students practice communication skills through presentations and regular classroom discussions, and they engage in activities and projects facilitating critical and creative thinking in response to texts, the self, and the world at large.

## 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.

## POETRY

#### 1 Semester

In Poetry, students will approach poetry as both readers and writers in this semester-long elective. The goal of the class will be both to increase students’ familiarity with, and comprehension of, poetry, and to improve their own skills as poets. Students will read, analyze, and write poetry, gaining a well-rounded understanding of this literary genre. Students will read and analyze a variety of poems from different cultures, time periods, and styles. Students will have opportunities to write and share their own poems, receiving constructive feedback from both peers and the instructor.

# Upper School - English

---

## **YEARBOOK**

### **1 Full Year**

In Yearbook, 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 will have the opportunity to document the highlights of the school year, including significant events, student achievements, and school traditions. By the end of the course, students will have created a professional-quality yearbook that captures the spirit and character of Menaul School.

## **FILM ANALYSIS**

### **1 Semester**

Film Analysis is a semester-long elective. Our focus is on the power and complexities of film across genres, geographical borders, and time periods. We will “read” film in the manner that we do texts in an English or Literature class: focusing on style, structure, imagery, tone, mood, point of view, plot, character, setting, symbol, and how these contribute to meaning. Our analysis of dramatic films will align these technical considerations (and more cinematic, theatrical, and literary elements, as well) to a director’s purpose, helping us analyze films through cultural, social, historical, artistic, and political lenses. Accordingly, this course presents a platform for critical thinking, academic writing, and discussion. As students view films and read texts, they will learn numerous close-reading skills in order to analyze, understand, and compare films in a scholarly, critical manner. In addition to carefully viewing films—a process that demands intellect, emotion, memory, and senses—students will research, discuss, and write about films.

## **SCIENCE FICTION LITERATURE**

### **1 Semester**

In Science Fiction Literature, students explore how writers use speculative worlds, advanced technologies, and futuristic scenarios to question societal norms and the human experience. Through critical reading of classic and contemporary science fiction works, students examine themes such as artificial intelligence, dystopian societies, and ethical dilemmas posed by scientific advancements. The course emphasizes analytical skills, encouraging students to think deeply about how science fiction reflects and influences cultural and technological perspectives. Students will engage in discussions, projects, and critical essays, as well as have opportunities for creative writing inspired by the genre’s conventions.

# Upper School - English

---

## **GREEK TRAGEDY**

### **1 Semester**

This course introduces students to the foundational works of ancient Greek tragedy through close reading and discussion of playwrights such as Aeschylus, Sophocles, and Euripides. Students will explore themes of fate, justice, and the human condition while considering the historical, cultural, and religious contexts of the Athenian stage. Emphasis will be placed on analytical reading, class discussion, and structured essay writing. No prior knowledge of Greek literature is required, though students should be comfortable with interpreting complex texts and composing literary analysis in paragraph form.

## **AP ENGLISH LANGUAGE AND COMPOSITION**

### **1 Full Year**

AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style. The course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods.

## **AP ENGLISH LITERATURE AND COMPOSITION**

### **1 Full Year**

The AP English Literature and Composition course is designed and taught with an emphasis on core readings along with modern and contemporary selections that illuminate and expand upon a variety of themes. AP English Literature and Composition closely follows the requirements described in the AP English Literature and Composition Course and Exam Description, including the fundamentals of literary analysis and introductory college composition. Each week students discuss and engage in a variety of writing activities focusing on interpretation, analysis, structure, and style. Students read and study a variety of novels, plays, poems, and short stories from the 16th century to the present. In addition to major works, students read shorter works provided by the instructor. The 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; it focuses on the experience of literature, the interpretation of literature, the evaluation of literature, and writing to develop stylistic maturity and sophistication. 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.

## 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 advanced 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 internationally-aligned “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. Data shows that the majority of students are more successful on an Integrated Mathematics track, further demonstrated by superior testing and math fluency in most developed countries worldwide when compared with the United States.

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 in the United States and is truthfully preferred and understood better worldwide.

---

## INTEGRATED MATHEMATICS 1

### 1 Full Year

Integrated Math 1 builds on foundational concepts to prepare students for advanced mathematical reasoning. Students further develop proficiency in problem-solving, reasoning, and precision while exploring topics like solving equations and inequalities, linear equations, functions, and systems of equations. They study linear and exponential functions, applying these concepts to real-world scenarios, and expand their understanding of geometric principles, including measurements, constructions, and transformations.

The course emphasizes critical thinking and application, with topics covering proportional reasoning, statistics, and rational operations. By the end of Integrated Math 1, students are prepared to analyze data, construct and critique arguments, and develop mathematical models. This course provides a solid base for higher-level mathematics courses, encouraging a blend of conceptual understanding and practical skill.

## TOTAL CREDITS NEEDED: 3.5

|                                |          |
|--------------------------------|----------|
| Integrated Mathematics 1 ..... | 1        |
| Integrated Mathematics 2 ..... | 1        |
| Integrated Mathematics 3 ..... | 1        |
| SAT Math Prep .....            | 0.5      |
| AP Precalculus .....           | 1        |
| AP Calculus .....              | 1        |
| Math Electives .....           | 0.5 or 1 |

# Upper School - Mathematics

---

## INTEGRATED MATHEMATICS 2

**Prerequisite:** Integrated 1

**1 Full Year**

Integrated Math 2 builds on the foundations of algebra and geometry established in Integrated Math 1, expanding students' skills in reasoning, modeling, and problem-solving. This course explores advanced algebraic concepts, including operations with exponents, roots, and polynomials, as well as quadratic functions and equations. Students apply these skills to model real-world scenarios, deepening their understanding of function behavior and relationships.

The course also focuses on geometry topics such as triangle relationships, properties of quadrilaterals, and similarity in right triangles. Students engage in proofs, coordinate geometry, and transformations, developing a comprehensive understanding of geometric reasoning. By the end of Integrated Math 2, students are well-prepared to tackle complex mathematical challenges, paving the way for success in Integrated Math 3 and beyond..

## INTEGRATED MATHEMATICS 3

**Prerequisite:** Integrated 2

**1 Full Year**

Integrated Math 3 completes the foundation for advanced mathematical studies by synthesizing algebraic, geometric, and statistical concepts. Students explore topics such as polynomial and rational functions, radical functions, and exponential and logarithmic functions, gaining skills in manipulating and graphing these functions. The course also introduces trigonometric functions and coordinate geometry, with an emphasis on applications needed for future study in Precalculus.

Students engage in problem-solving with complex equations, systems of functions, and probability, and apply their knowledge to model real-world situations. Geometry concepts extend to three-dimensional modeling, including volumes and cross-sections, reinforcing spatial reasoning. By the end of Integrated Math 3, students are well-prepared for higher-level courses and have developed strong analytical and reasoning skills.

## STATISTICS

**Prerequisite:** 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 - Mathematics

---

## AP PRECALCULUS

**Prerequisite:** Integrated Math 3 or SAT Math Prep and Instructor Permission

**1 Full Year**

AP Precalculus is designed to be the equivalent of a first semester college Precalculus course. It provides students with an understanding of the concepts of college algebra, trigonometry, and additional topics that prepare students for further college-level mathematics courses. This course explores a variety of function types and their applications—polynomial, rational, exponential, logarithmic, trigonometric, polar, parametric, vector-valued, implicitly defined, and linear transformation functions using matrices. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

## AP CALCULUS AB

**Prerequisite:** AP Precalculus and Instructor Permission

**1 Full Year**

This course is roughly the equivalent of a first-semester college Calculus course covering three major topics: limits and continuity, differentiation, and integration. Emphasis will be placed on problem-solving and applications. Students will apply their knowledge of mathematics to various real-world contexts, often through meaningful projects. They will learn to connect various representations of mathematical models, including graphs. To that end, the Texas Instruments model TI-84 Plus graphing calculator is required.

## SAT MATH PREP

**Prerequisite:** Integrated Math 3

**1 Semester or 1 Full Year**

The SAT Math Prep course is designed to strengthen students' mathematical skills and strategies specific to the SAT. This course reviews core concepts from the Integrated Math 1-3 curriculum, including algebra, geometry, statistics, and advanced problem-solving, while introducing SAT-specific question formats and time management techniques.

Through targeted practice with real SAT questions and practice examinations, students learn effective approaches for complex problem types, reinforcing essential skills in areas like functions, data analysis, and algebraic structures. By engaging in guided practice, timed drills, and test-taking strategies, students in this course typically achieve an average score increase of 100-200 points, building confidence and readiness for the math section of the SAT.

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.

9<sup>th</sup> graders begin with Biology, then progress to Chemistry in 10<sup>th</sup> grade. In 11<sup>th</sup> grade, students have the option of continuing along a Physics-based track (Physics or AP Physics) or an Advanced Biology pathway (AP Biology, electives in Biology). Students may also take both pathways, and many strong science students do so. The Physics track is recommended for students considering college level coursework towards a career as in materials science, physics, engineering, chemistry, aerospace, astronomy, or many others. The Advanced Biology track is recommended for students considering college level coursework in ecology, environmental science, biology, genetic engineering, medicine, health care, pharmaceuticals, among many others. Menaul School's pathways open the doors to any number of rewarding and high-earning careers.

## TOTAL CREDITS NEEDED: 3.5

|                                |          |
|--------------------------------|----------|
| Biology .....                  | 1        |
| Chemistry .....                | 1        |
| AP Biology .....               | 1        |
| AP Environmental Science ..... | 1        |
| AP Physics 1 .....             | 1        |
| AP Psychology .....            | 1        |
| AP Computer Science P.....     | 1        |
| AP Computer Science A.....     | 1        |
| Science Electives .....        | 0.5 or 1 |

---

## BIOLOGY

### 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.

# Upper School - Science & Technology

---

## **CHEMISTRY**

**Prerequisite: Biology**

**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.

## **AP ENVIRONMENTAL SCIENCE**

**Prerequisite: Biology**

**1 Full Year**

AP Environmental Science is an interdisciplinary, college-level course that explores the scientific principles, concepts, and methodologies required to understand the natural world. Students examine environmental problems—both natural and human-made—and evaluate potential solutions through the lenses of biology, chemistry, geology, and social science. Topics include ecosystems, biodiversity, pollution, resource use, and climate change. Laboratory and field investigations emphasize data collection, analysis, and critical thinking. This course prepares students for the AP exam and is ideal for those interested in environmental issues, sustainability, or science-related fields. A background in basic biology and chemistry is recommended.

## **GREENHOUSE SCIENCE**

**Prerequisite: 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

---

## **AP PSYCHOLOGY**

**Prerequisite: Biology**

**1 Full Year**

AP Psychology offers students a comprehensive introduction to the scientific study of behavior and mental processes. The course covers key topics such as biological bases of behavior, cognition, development and learning, social psychology and personality, and mental and physical health. Students engage in critical analysis of psychological theories and research methods, applying concepts to real-life scenarios. The curriculum emphasizes data interpretation, ethical considerations, and the development of evidence-based arguments. By the end of the course, students are prepared for the AP Psychology exam and have a solid foundation for further studies in psychology and related fields.

## **AP PHYSICS 1: ALGEBRA-BASED**

**Prerequisite: Integrated Math 3**

**1 Full Year**

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: systems, fields, force interactions, change, and conservation, kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion.

## **AP BIOLOGY**

**Prerequisite: Biology and Chemistry**

**1 Full Year**

This course is designed to offer students a solid curriculum in introductory college-level biology. The course emphasizes fundamental concepts and the supporting biological content necessary for deep understanding. Students are expected to employ scientific practices, such as inquiry-based learning, to develop their scientific reasoning and investigative skills. The course is structured around overarching themes and enduring understandings that facilitate the identification of unifying principles in the diverse biological world. By the end of the course, students should be well-prepared to take the AP Biology exam and succeed in higher-level biological studies.

# Upper School - Science & Technology

---

## **ECOSYSTEM ENGINEERING**

### **1 Semester**

Ecosystem Engineering immerses students in the hands-on process of creating and sustaining balanced environments for various organisms within classroom terrariums. Students learn the principles of ecosystem planning and species care, starting with raising plants and small animals from seeds and juvenile stages, and advancing to breeding through animal husbandry techniques. Emphasis is placed on understanding the interdependence of species, maintaining environmental conditions, and monitoring the health of organisms to foster a thriving mini-ecosystem. This course develops students' skills in biology, environmental science, and responsible stewardship, while offering an up-close look at ecological dynamics and life cycles.

## **ENTOMOLOGY**

### **1 Semester**

Entomology introduces students to the fascinating world of insects, examining their biology, behavior, and ecological roles. This course covers the anatomy, physiology, and classification of insects, as well as their interactions within ecosystems and importance to biodiversity. Students investigate the roles of insects in pollination, decomposition, and as indicators of environmental health, gaining insight into their critical contributions to ecosystems.

Through hands-on activities, field observations, and lab work, students learn methods for identifying, collecting, and studying insects. The course emphasizes scientific skills such as observation, data collection, and analysis, preparing students to understand and appreciate insects' roles in natural and human-altered environments. This foundational course is ideal for students interested in biology, environmental science, or conservation.

## **AP COMPUTER SCIENCE PRINCIPLES**

### **1 Full Year**

AP Computer Science Principles offers a broad introduction to the foundational concepts of computer science. Students explore how computing and technology influence the world around them, covering topics such as programming, data analysis, the internet, cybersecurity, and the impact of computing innovations. The course emphasizes problem-solving, creativity, and collaboration as students design and implement computer-based solutions. No prior programming experience is required, making this an excellent entry point into computer science for students of all backgrounds.

# Upper School - Science & Technology

---

## **AP COMPUTER SCIENCE A**

**Prerequisite:** AP Computer Science Principles or Instructor Permission

**1 Full Year**

AP Computer Science A focuses on programming and object-oriented design using the Java language. Students develop computational thinking and problem-solving skills as they learn to write, analyze, and debug code. Key topics include data structures, algorithms, control structures, and classes. This course is more technical and coding-intensive than AP Computer Science Principles and is well-suited for students interested in pursuing computer science, engineering, or related fields. Prior experience with programming is helpful but not required.

## **PHYSICAL COMPUTING**

**Corequisite:** AP Computer Science Principles or AP Computer Science A

**1 Semester**

This hands-on elective introduces students to computer science through physical computing and project-based learning. Using Arduino microcontrollers, students will design, build, and program interactive devices such as sensors, displays, motors, and lights. Projects may include automated systems, simple robotics, environmental monitors, and user-controlled interfaces. Along the way, students will learn foundational programming concepts, basic electronics, and how hardware and software interact in real-world systems. No prior experience is required—just curiosity, creativity, and a willingness to experiment.

## 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: 4.0

|                                     |          |
|-------------------------------------|----------|
| World Geography .....               | 0.5      |
| World History/AP World History..... | 1        |
| U.S. History/AP US History .....    | 1        |
| U.S. Government .....               | 0.5      |
| AP Art History .....                | 1        |
| AP U.S. Govt and Politics .....     | 0.5      |
| Social Studies Electives .....      | 0.5 or 1 |

---

## WORLD GEOGRAPHY 9

### 1 Semester

This is a global geography and history course that provides a study of the world in which humans have developed and organized themselves into communities. In this course, you will learn the basic tools that world geographers and historians use to study the development of human communities and you will put those tools to use. The primary goal of this course is to welcome students into the fascinating study of human history and understand how that history was shaped by several factors including, but not limited to, world geography. This course is not a typical march-through-time history class covering one event after another. Students instead focus on overarching inquiry problems and narrative frames, situated at a variety of scales, to organize and explore this significant period.

## WORLD HISTORY 10

### 1 Full Year

The World History course presents students with a chronological and geographical survey of historical events and cultural developments from the Enlightenment to the modern day. Emphasizing a global perspective, the curriculum includes in-depth studies of Asian and African histories, consciously avoiding an exclusively Western lens. Students are expected to engage in critical thinking and to demonstrate their understanding through competent writing. The course challenges students to critically analyze historical events, develop a nuanced understanding of diverse cultural narratives, and refine their ability to articulate these insights in a clear, academic manner.

# Upper School - Social Studies

---

## UNITED STATES HISTORY 11

### United States History

#### 1 Full Year

This course provides students with the opportunity to acquire an understanding of the development of the people and government of the United States by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the rise and growth of the nation from 1750 to the Modern Era. Content covered includes, but is not limited to: an understanding of the political geography of the US, changes and trends in US culture through the centuries, the impact of US military engagements, the technological and urban transformation of the country, and the development of US participation on the international stage

## UNITED STATES GOVERNMENT 12

#### 1 Semester

Because participation is essential to the continued success and well being of our political system, this course is designed to enrich students' understanding of the US government and empower them to become active participants in our political system. Throughout the course we will cover important political topics from the past including voting rights, representation, and slavery, as well as modern issues regarding immigration, citizenship and protected groups. Projects and exams are designed to assess constitutional understanding as well as policy evaluation and incorporation.

## HISTORICAL RESEARCH

#### 1 Semester

This course builds foundational skills in writing college level research papers by examining integral components of research-based essays and formats. Throughout the course, students will engage in active research projects, including field work at the Menaul Historical Library, to develop high-level, engaging essays. Students will also learn skills in editing, citing, and peer review in their final research project.

## CIVICS

#### 1 Semester

This course examines the foundations, functions, and responsibilities of democratic citizenship. Rather than focusing strictly on the structure of U.S. government, students will explore the principles that underlie democratic systems—liberty, equality, rule of law, and civic participation. Through historical examples, contemporary case studies, and simulations, students will consider how democracies are sustained, how they can fail, and what it means to be an active and informed citizen. The course encourages students to reflect on their role in shaping a just society and to appreciate the strengths and challenges of self-government.

# Upper School - Social Studies

---

## INTRO TO SOCIOLOGY

### 1 Semester

This course explores how societies function, how social groups influence individual behavior, and how patterns of inequality and change emerge. Students will examine key topics such as culture, socialization, race and ethnicity, gender, class, institutions, and deviance. Through case studies, media analysis, and group projects, students will learn to think critically about the social world and their place within it. The course introduces basic sociological theories and research methods and encourages students to question assumptions and explore diverse perspectives.

## AP WORLD HISTORY

### 1 Full Year

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

## AP MACROECONOMICS

**Prerequisite: Integrated Math 2**

### 1 Semester

AP Macroeconomics introduces students to the principles that govern the economy as a whole. Topics include economic growth, inflation, unemployment, monetary and fiscal policy, and international trade. Students will learn to interpret economic data, understand economic models, and evaluate policy decisions affecting national and global markets. This course prepares students for the AP Macroeconomics exam and builds skills in critical thinking, data analysis, and argumentation.

AP Macroeconomics is often taken in coordination with **AP U.S. Government and Politics**, allowing students to explore the relationship between economic systems and political institutions in a full-year sequence. Both courses may be taken individually or together.

# Upper School - Social Studies

---

## **AP US HISTORY**

### **1 Full Year**

In AP U.S. History, students investigate significant events, individuals, developments, and processes from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

## **AP ART HISTORY**

### **1 Full Year**

The AP Art History course welcomes students into the global art world to engage with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the students develop in-depth, holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, developing understanding of individual works and interconnections across history. AP Art History is the equivalent of a two-semester introductory college or university art history survey course.

## **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.

# Upper School - Social Studies

---

## LIFE SKILLS

### 1 Semester

This practical, hands-on course equips students with essential life skills for independence and everyday problem-solving. Students will gain experience in basic automotive maintenance (such as checking fluids, changing a tire, and understanding warning lights), essential sewing techniques (repairing clothes, using a sewing machine), and core cooking skills (knife safety, meal prep, and nutrition basics). Additional topics may include personal organization, home care, financial literacy, and other real-world responsibilities. Ideal for students preparing to live on their own or simply seeking confidence in everyday tasks.

# Upper School - Mathematics and Humanities Support

---

## **HUMANITIES SUPPORT 9-12**

### **1 Semester or 1 Full Year**

This course is designed to build skills in reading comprehension, listening, writing, speaking and study skills to help students succeed in their English, Religion and Philosophy, and Social Studies classes at Menaul School. Organization and self-advocacy are a focus throughout. Support teachers regularly enter the classrooms, directly understand the content and teacher expectations for work, then support the students in producing strong work. Support teachers also identify gaps in knowledge or skills, especially in students entering Menaul School from other education systems with differing expectations.

## **MATHEMATICS SUPPORT**

### **1 Semester or 1 Full Year**

Mathematics Support class is a course designed to provide individualized and small-group instruction to help fill gaps and strengthen core mathematics skills. Students in Mathematics Support classes work to build confidence, strength, and excellent in high school-level mathematics for the Integrated Mathematics I, II, and III courses.

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 and performers with the goal of preparing students for excellence in the community and the world.

---

## ART FOUNDATIONS 1

### 1 Semester

This course will give students the opportunity to develop their own artistic voice while building technical skills. Students will be introduced to a variety of techniques, tools, and media to develop new ways of seeing, transposing, and communicating while focusing on the elements and principles of design. In this course we aim to: Foster a learning environment that supports confidence in creative self-expression, allow students plentiful opportunities to test technical skills and aesthetic values, and provoke critical thinking by linking and studying related topics in art history and the humanities.

## ART FOUNDATIONS 2

### Prerequisite: Art Foundations 1

### 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. The course will enable 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.

## CERAMICS 1

### 1 Semester

This course is an introduction to the basics of three-dimensional design. Students will learn the properties and methods of working with clay and will acquire an appreciation for space, mass, and structure. They will test their understanding by forming, glazing, throwing, and firing their own work.

## SCULPTURE 2

### Prerequisite: Ceramics

### 1 Semester

This course is a hands-on studio course promoting creativity and personal artistic expression based on 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 ability to discern shape, form, and aesthetic content.

# Upper School - Visual & Performing Arts

---

## PRINTMAKING

### 1 Semester

Printmaking Studio is a dynamic, hands-on elective where students explore the rich and varied world of printmaking—relief (linocut, woodcut), intaglio (drypoint, etching), monoprint, collagraph, and screen print—through a creative, inquiry-based process. Over a semester, students develop technical skills in carving, inking, and press operation while learning to express their ideas through multiple editions of original prints. Emphasis is placed on experimentation, craftsmanship, and visual composition, supported by sketchbook idea development, peer critique, and reflection on historical and contemporary print practices. Open to all skill levels—whether you're new to printmaking or seeking to advance your technique—this course fosters creative confidence, visual literacy, and a strong foundation in both the artistry and craft of printmaking.

## AP 2D ART AND DESIGN

**Prerequisite: Art Foundations 2 or Instructor Permission**

### 1 Full Year

AP 2D Art and Design is a college-level studio course focused on developing students' artistic vision through sustained, inquiry-driven creative practice. Over the course of the year, students will produce a portfolio of original two-dimensional artwork that demonstrates conceptual depth, technical skill, and a strong sense of personal style. Media may include drawing, painting, digital art, photography, printmaking, collage, and mixed media.

The portfolio is divided into two major sections:

**Sustained Investigation** – A body of related works exploring a central idea or theme through experimentation, revision, and reflection

**Selected Works** – A curated set of finished pieces that demonstrate the student's highest level of technical and conceptual achievement.

Throughout the year, students engage in critiques, maintain process journals, and document their creative decision-making. Emphasis is placed on the development of voice, risk-taking, and mastery of compositional elements such as space, balance, and contrast. By the end of the course, students submit their digital portfolio to the College Board for AP scoring. Prior art experience is recommended, and students should be prepared for an intensive, independent workload.

# Upper School - Visual & Performing Arts

---

## ONE-ACT COMPETITION THEATRE

**Prerequisite: Beginning Theatre and Instructor Approval**

**1 Semester or 1 Full Year**

Advanced Theatre is an intensive next step that builds on foundational theatre skills to prepare students for complex public performances. Focused on enhancing character development, students refine their techniques in gesture, expression, vocal projection, and line memorization, while mastering advanced blocking and improvisation. The curriculum extends to the study of significant theatrical styles and movements, set and lighting design, and the intricacies of stage management. Students also delve into script analysis, directorial concepts, and the integration of technology in live performances. Through rigorous rehearsals and collaborative production work, students elevate their acting prowess, deepen their appreciation of theatre arts, and develop storytelling abilities that resonate with audiences.

## MUSICAL THEATRE

**1 Semester**

Musical Theatre is a course designed for students to refine their talents in the distinctive blend of singing, dancing, and acting that comprises musical theatre. Participants will receive advanced training in vocal techniques, choreography, and character portrayal, with a strong emphasis on integrating these skills seamlessly on stage. The course culminates in practical applications of their craft through performances in a Fall Showcase and a Spring Musical, providing students with the opportunity to demonstrate their growth and proficiency in musical theatre. This immersive experience not only hones their artistic abilities but also fosters discipline, teamwork, and the confidence needed to excel in this vibrant performing art form.

# Upper School - Visual & Performing Arts

---

## **CHOIR**

### **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.

## **INTRO TO BAND**

### **1 Semester or 1 Full Year**

This is an introductory course designed for any students who have never played an instrument or have less than one year of experience. The course aims to provide students with a solid foundation in the fundamentals of music performance. Through a combination of individual instruction and ensemble rehearsals, students will develop technical proficiency on their chosen instrument, learn to read music notation, and gain an understanding of basic music theory concepts. Emphasis will be placed on building strong practice habits and developing ensemble skills. Students will demonstrate their newfound skills at concert performances throughout the school year.

## **ADVANCED BAND**

### **1 Semester or 1 Full Year**

This course is designed to challenge students who have played an instrument for more than one year with a higher level of technical proficiency and musicality. Students will continue to develop their individual abilities, with a focus on refining their tone, technique, and expression. Emphasis will be placed on building independent musicianship skills, as well as advanced ensemble skills when rehearsing and performing as a group. Students will have opportunities to perform at our school and at special events in the community, such as the Spring Soiree.

## **AP MUSIC THEORY**

### **1 Full Year**

AP Music Theory is a college-level course designed for students who want to deepen their understanding of how music works. The course covers the fundamentals of music notation, harmony, rhythm, scales, chords, and form, with an emphasis on both written and aural skills. Students will learn to analyze scores, compose short pieces, and recognize musical elements by ear. Daily practice in sight-singing, dictation, and part-writing develops fluency in music literacy. This course prepares students for the AP Music Theory exam and is recommended for students with prior experience in music performance, reading music, or formal music instruction.

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 should 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.

## 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 provides students with an overview of the development of religion from prehistory to the present, tracing how religious beliefs and practices have shaped cultures and societies worldwide. Students explore the origins, central beliefs, and practices of eight major religions: Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, Taoism, and Shinto. Emphasis is placed on understanding each religion's historical context, sacred texts, rituals, and philosophical teachings. Through comparative study and discussion, students gain a deeper appreciation for the diversity of religious thought and the role of religion in cultural and ethical systems. This course fosters open-mindedness and respect for diverse worldviews, equipping students with a global perspective on religious influence across history.

# 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**

What will happen at the end of time as we know it? One way of answering this question is apocalyptic, a vision of cosmic destruction and re-creation that ushers in a new age. The most famous work of apocalyptic literature is the last book of the New Testament, the Revelation or Apocalypse. This violent and puzzling text intrigues many for whom the rest of the Bible holds little interest.

While our initial focus will be on the text of Revelation, we will also study apocalyptic literature from other religious traditions, the history of millenarian and apocalyptic movements, and look at contemporary interpretations of apocalyptic themes in film, music, popular literature and the visual arts. The class will also consider apocalyptic views current in contemporary political movements.

# Upper School - Religion & Philosophy

---

## RELIGION IN MODERN AMERICA

### 1 Semester

This course will consider the vital role of religion in the United States from the colonial period to the present. From the arrival of the Spanish in New Mexico, to the Puritan vision of the ‘city on a hill’, to current ideas of American exceptionalism and the rise of Christian nationalism, it is impossible to understand American society, political life and national psychology without an understanding of our religious history. Religion and religious pluralism have shaped American identity. But religion in America today is changing. Religious “nones” are now the largest group in America, and Gens Z and Alpha are moving away from traditional organized religion. What’s happening?

## FAITH AND SCIENCE

### 1 Semester

Are faith and science mutually exclusive? Can people affirm both the claims of modern science and their religious beliefs? Students will consider diverse perspectives on these questions, from conflict to contrast to convergence. We will of course look at the ongoing debate between evolution by natural selection and creationism/intelligent design, but most of the class will focus on recent discoveries and theories about cosmology, quantum mechanics, mathematics, fractals, neurotheology, and artificial intelligence. The development of AI raises important questions about consciousness and what it means to be human.

## PROPHETS AND PROPHECY

### 1 Semester

This seminar-style course examines the role and impact of prophets within the Abrahamic traditions, focusing primarily on the Hebrew prophets from Amos to Zephaniah. Students explore the development of prophecy, understanding prophets not as fortune tellers but as individuals called to speak truth, often challenging power structures. The course delves into the social, political, and religious contexts of Ancient Near Eastern prophecy, examining how these voices were perceived historically and their relevance today. Students also study prophets from other traditions, such as Zoroastrianism, Islam, Bahá’í, and LDS, as well as modern figures like Martin Luther King, Jr., Dorothy Day, Howard Thurman, and Thomas Merton. Through readings, discussions, reflections, and group work, students engage deeply with prophetic literature and its influence on contemporary society, culminating in a personal project envisioning a prophetic message for today's world.

# Upper School - Religion & Philosophy

---

## **JESUS IN THE MOVIES**

### **1 Semester**

This course examines the portrayal of Jesus in film from the silent era to today, analyzing how filmmakers have depicted the life and message of Jesus of Nazareth. Through guided viewings and discussions, students explore films across five dimensions: their alignment with gospel accounts, historical accuracy, artistic techniques, theological portrayals of Jesus, and the socio-cultural context of each film's creation. Students critically examine how various cinematic interpretations reflect changing cultural views of Jesus and engage actively with each film through in-class analysis, discussions, and written assignments. The course culminates in a final project where students present a film analysis, either of a Jesus-centered movie or one featuring a Christ figure, drawing connections to course themes.

## **CALLED TO SERVE**

### **1 Full Year**

Taught by Reverend Hannah Scanlon, Menaul School's Presbyterian pastor, this course invites students to explore what it means to live a life of service—both as a potential vocation in ministry and as a guiding principle for everyday life. Through theological reflection, personal storytelling, scripture study, and engagement with community needs, students will examine the call to serve others with compassion, humility, and purpose.

The course introduces students to the roles and responsibilities of clergy across traditions, explores models of servant leadership, and considers how faith-based and secular service work intersect. Students will also participate in hands-on service projects and reflect on how service contributes to a meaningful, grounded life regardless of career path. Whether students are discerning a call to ministry or simply seeking a deeper understanding of how service can shape their lives, this course offers a space for spiritual growth, ethical reflection, and active engagement with the world.

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.

## CROSS-COUNTRY

### 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.

# Upper School - Physical Education

---

## **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.

## **GOLF**

### **1 Semester**

This class is for students who will participate in the school golf team. During the season, golf players will engage in practice to develop and refine their skills, focusing on swing mechanics, course strategy, and precision. When the sport is not in season, students will work on strength and cardiovascular fitness to enhance performance. The class requires additional time outside of school hours for practice and tournaments, and 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.

## **YOGA**

### **1 Semester**

This course introduces students to the physical, mental, and emotional benefits of yoga through a consistent practice of movement, breathwork, and mindfulness. Students will learn foundational yoga postures, proper alignment, and techniques for stress management and focus, while building strength, flexibility, and body awareness. Emphasis is placed on personal growth rather than performance, encouraging students to develop habits that support lifelong wellness. No prior experience is necessary—just a willingness to move, reflect, and be present.

# Upper School - Physical Education - Fencing

---

## MENAU SCHOOL FENCING PROGRAM

### 1 Full Year

The Menaul School fencing program is modeled after NCAA-style fencing programs and is ideal for Upper School students at all stages—from beginners to experienced fencers—who are inspired to pursue the épée and grow through competition and continuous training under one of New Mexico’s most accomplished athletes – **three-time Olympian Courtney Hurley**.

#### Program Highlights

- **NCAA-inspired training structure:** Students join early in their high school career and are encouraged to continue for multiple years to develop advanced technical skills, tactical understanding, and physical conditioning tailored specifically to fencing.
- **All skill levels welcome:** Beginners will build solid fundamentals, while intermediate and advanced fencers refine advanced footwork, bladework, bout strategy, and mental techniques. Participants gradually progress from basic drills to high-level competition, receiving personalized coaching and feedback from an Olympic athlete.
- **Competition prep:** Regular drills, mock bouts, and video review sessions equip students to compete at local, regional, national, and international levels.
- **Scholarship & college pathway:** Fencing is among the most scholarship-rich non-head-count NCAA sports—providing strong opportunities for financial aid and admission to prestigious universities. Menaul School fencers also learn about building competitive athletic resumes, reaching out to college coaches, and applying for athletic scholarships.
- **Multi-year advantage:** Success and recruitment readiness increase substantially for students who commit to the program for multiple seasons.

Opportunities abound to fence in sanctioned tournaments throughout high school, with pathways continuing into collegiate or club fencing. By the end of the year—and certainly after multiple seasons—students will have honed fencing techniques and strategic insights, built a competitive résumé, and gained a clear understanding of how to pursue fencing at the college level, combining athletic achievement with academic success. This program sets the stage for meaningful lifelong engagement in fencing, whether socially, recreationally, or at the highest levels of competition.

#### Coach Spotlight: Courtney Hurley

Under the guidance and inspiration of Courtney Hurley—three-time U.S. Olympic épée fencer (2012, 2016, 2020) and Olympic team bronze medalist in 2012—students benefit from elite-level mentorship. At Notre Dame, she was a two-time NCAA individual champion and four-time All-American. Internationally, she earned World Championship team gold (2018) and multiple Pan American and junior titles.



## 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.

301 Menaul Blvd, NE, Albuquerque, NM 87107  
505.341.7252 | [MenaulSchool.org](http://MenaulSchool.org)