

McLean School of Maryland Curriculum Guide 2009-2010

areas of study

ENGLISH

The objectives of the McLean English program are:

- to awaken students to the value and power of words
- to assist students in crafting clear, organized and sophisticated writing
- to promote student confidence and effective oral communication
- to provide time for student/teacher conferencing
- to prepare students for the demands of college and/or their career choices

Lower School

Students in Kindergarten through grade 4 gain exposure to and/or experience with writing purposes and the writing process. Integrating various writing programs such as Write Track and Handwriting Without Tears into their multi-sensory instruction, teachers hone writing skills in individual, small group, and whole class instruction. Students in Kindergarten learn to construct simple sentences, dictate stories, and play word games. Grade 1 students experience authorship through the creation of class books and poetry; grade 2 explores creative and factual writing. Most classes learn to expand sentences in descriptive journal writing in response to a prompt. In grades 3 and 4, students utilize a structured writing plan to create longer essays, narratives and reports, as they begin to learn and develop the research process.

Middle School

In Middle School, students write for different purposes and a variety of audiences to learn the art of communication. Through daily and long-term assignments, they build and expand their understanding of writing as a process. Teachers share their expertise and provide the writing of great authors for students to model. Explicit vocabulary, spelling and grammar instruction is offered on a weekly basis, offering students more tools to create clear, sophisticated pieces of writing.

Upper School

Upper School students continue with the refinement of written expression, the reinforcement of previously learned writing skills, and the development of new skills needed for higher level courses and college. Students also study vocabulary by learning the development of language, including Classical roots, suffixes and prefixes.

FOREIGN LANGUAGE

The objectives of the foreign language department are:

- to develop students' listening, speaking, reading, and writing skills in a second language
- to promote understanding and awareness of cultural diversity

Designed for students with limited or no previous experience with a second language, the program at McLean is a foreign language program, not a native language literacy program. In the Middle and Upper Schools, both Spanish and Latin are offered. In addition to formal classroom instruction, field trips and cultural events (such as Foreign Language Day and Latin Day at the University of Maryland) reinforce learning and add to the participatory flavor of the program. In the Lower School, Spanish is introduced as an Elementary Foreign Language program.

The foreign language program is designed to be flexible in order to meet a wide variety of student needs. Given the time generally needed for functional command of a foreign language, students are encouraged to study Spanish or Latin through as long a sequence as possible.

Lower School

The emphasis is on developing listening comprehension skills, speaking skills for limited communication on familiar topics, some reading and writing skills, and confidence in using these skills. Students begin to acquire a foundation of language experience on which they will build more formal language development.

Lower School students receive Spanish instruction once per week for a full year in kindergarten through Grade 2. Students in grades 3 and 4 attend Spanish classes twice a week for a full year.

Middle School

In grades 5 and 6, students take one semester of Spanish and one semester of Latin to enrich their experience with language structure and culture, as well as with linguistic diversity. Students begin to comprehend the basic structures and vocabulary of a foreign language needed to produce limited expression of speech. Foreign language instruction is offered twice a week in grades 5 and 6. The foreign language program in grades 7 and 8 serves as a bridge between the program in grades 5 and 6 and the Upper School program. At Grade 7 each student chooses either Spanish or Latin. It promotes more independent study, brings increased sophistication into the language learning process, and encourages independent use of all four language skills (listening comprehension, speaking, writing and reading). Appreciation of Spanish and Latin American cultures is also enhanced. Students in grades 7 and 8 receive instruction daily.

Upper School

The Upper School program is designed both for students who have had previous training in Latin, Spanish, or American Sign Language and for novice foreign language students. Upper School students bring increased maturity and cognitive skills to the language learning process. They are encouraged to think critically and to take risks when expressing themselves in a foreign language. To supplement formal classroom instruction, field trips and cultural events reinforce concepts learned.

In Spanish, listening and speaking skills are still emphasized; reading is used to elicit information; and writing is used to advance the learning process and to provide practice in basic structures and vocabulary. Students are encouraged to think about Spanish and Latin American cultures and to examine their similarities and differences.

In Latin, comprehension develops in the same way as with other languages: through extensive practice and reading of Latin texts. The skills of reading and comprehension integrate culture with language so students learn the social background along with the structure of Latin. As understanding grows, students are introduced to sophisticated classical texts.

HISTORY AND SOCIAL SCIENCES

The objectives of the history program are:

- to instill in students a passion for history and the social sciences
- to provide students with a clear understanding of the basics of human civilization and development
- to introduce students to the numerous and diverse cultures that populate our world
- to demonstrate to students the direct connection between history and current world affairs, thereby providing them with a better understanding of recent events
- to lead students through the growth of western civilization as a way for them to comprehend the formation and development of the United States politically, economically and culturally
- to introduce students to the array of social sciences and train them in the skills that are necessary for those disciplines, such as map work, essay-writing, text analysis and the organization and understanding of qualitative and quantitative data
- to use multi-sensory teaching techniques and to have students learn from outside the textbook as much as possible

The teaching of history at McLean is structured by both content and skill development, starting with the basics of government and civics in the Lower School and concluding with the more rigorous and in-depth study in the Upper School of American and world history. The end goals are: to help students on their path to becoming educated, well rounded adults; to instill a long-term interest in the world that surrounds them; and to prepare them for the 21st century collegiate world.

These goals are achieved with a history faculty that is passionate about what it teaches and whose members are educated in different learning styles and possess a wealth of knowledge. Teachers use a host of materials and employ current technology on a regular basis.

Lower School

In the Lower primary grades history and social studies are integrated into the daily curriculum. Students work on the basics of community and government, with an emphasis on civil and cultural concepts such as national holidays, and diversity and tolerance within our society. They also focus on the rudimentary ideas of how civil society functions, including the monetary system, the role of the government, and civil and patriotic duty. In grades 3 and 4 a more structured study of the history of the United States is implemented, beginning with the early settlers, progressing through to the events leading up to the Civil War. In addition, a focus on Maryland history makes up a large component of the fourth grade curriculum. Each homeroom studies a particular country, including language, customs, dress and food. Students also begin map skills and studies to familiarize themselves with creating, using and interpreting all types of cartography.

Middle School

Middle School sees the study of History become more rigorous, and transition from a homeroom based structure into a separate course taught by a designated History teacher. Students in Grade 5 focus on US History from the Civil War to the Civil Rights Movement. Grade 6 studies ancient history in a survey from the early river valley civilizations to the Roman and African empires. In Grade 7, students take a cultural geography course, where they learn not only map skills and land forms but also the terms, concepts and institutions necessary for the study of history and the social sciences. The Grade 8 course provides an in-depth study of American history from the early colonial period to the pre-Civil War build-up. Throughout their time in the Middle School, students continue to improve on the skills necessary for academic success in History, such as note-taking, analyzing text, and the writing of short history essays.

Upper School

History becomes more rigorous in terms of content and workload. Students take notes and write essays on a regular basis and are introduced to more complex text analysis. Active participation by the student is expected, and students are asked to read more demanding material; at the same time, teachers are flexible in providing appropriate learning strategies that do not compromise the integrity of the course. In Grade 9, students take a comparative course on eastern and western civilizations, beginning with the Roman Empire and the growth of Islam and ending with the European Enlightenment. The Grade 10 course focuses on modern world history, beginning with the French Revolution, looking at the globalizing effects of the rise of European industrialization and imperialism on Africa, Latin America and Asia and ending with recent world events. In Grade 11, the U.S. History course begins where the Grade 8 course left off, with pre-Civil War America, and culminates with Vietnam and Watergate. Juniors also write a major research paper on an American history topic of their choice. The Upper School offers Advanced Placement U.S. History, Advanced Placement U.S. Government & Politics, and several rotating history electives.

LITERATURE

The objectives of the literature program at McLean are:

- to expose students to a broad range of literature
- to help students gain familiarity with literary terms and literary analysis
- to ensure that students acquire the tools to express ideas through writing and discussion while creating their own individual style and developing an appreciation for literature as an art form and an activity of pleasure.
- to encourage students to reflect on the universality, motivations, wisdom and outcomes of human behavior

Lower School

The literature program begins in Kindergarten with preparation for reading. Throughout Lower School, children develop their reading skills by learning to: decode words, practice sight word vocabulary, explore anthologies, make predictions, and begin to think critically when analyzing texts. They are given ample instructional and integrated reading time including daily silent reading. Students are exposed to poetry, plays and stories of varying length and genre. They write and report on books they have read, learn the

components of a story, identify main ideas, recall facts, and sequence details. Students begin reading simple chapter books in grade 2 where they begin to apply their comprehension skills. In grades 3 and 4 students continue to practice literal and inferential comprehension in their novel studies at a more advanced level. A number of fluency and comprehension programs are used, including Phono-graphix, Glass Analysis, Lindamood Bell and Read Naturally, to encourage children to feel comfortable with books and to enjoy talking about stories.

Middle School

In grades 5 and 6, students begin to separate from the language arts model as the focus shifts from emphasizing essential reading skills to fostering a love of and appreciation for stories and the art of literature. Students are introduced to basic literary devices and work towards mastery. They are exposed to a wide range of genres, including novels, plays, poetry and various non-fiction forms; they write response essays and creative pieces. Beginning in Grade 7, literature is taught as a discipline. Students build on previous skills, learn to take exams and annotate directly in their books. They present and synthesize information about literature in oral presentations, essays and group discussions. Specifically designed to create life-long readers, the literature program encourages independent reading to expand students' knowledge of available literature, to practice skills learned in class, and to promote reading as a leisure activity. Books are chosen with these goals in mind from classics to contemporary works.

Upper School

Students refine their literary skills as they begin the process of more sophisticated analysis. In grades 9 through 11, they take courses in Contemporary Classics, Modern World Literature, and American Literature. Seniors choose among four Senior Humanities offerings: Advanced Placement English Literature, 20th Century Culture and Thought, Advanced Studies in Writing Styles, and/or Themes in U.S. Conflict. At all grade levels, students explore literary genres, styles, techniques, devices, time periods and theories; they write response papers and creative pieces and practice the analytic literary essay. Emphasis is also placed on discussion, with an eye toward critical, abstract thinking, writing and argument. Teachers expect students to analyze works independently but actively assist with myriad types of remediation as appropriate.

MATHEMATICS

The objectives of the mathematics program are:

- to help students think mathematically
- to encourage all students to become resourceful in mastering and applying math concepts and skills
- to help students develop and employ strategies suitable to their learning styles and needs
- to remediate specific skill deficits
- to promote organization and a consistent work ethic
- to prepare students for the demands of college and/or their career choice

Since students may enter the program in any grade, skill levels vary. Deficits are addressed as students progress through the grades, with the expectation that by the end of Middle School the difference between actual and desired performance will have narrowed to the point that, with appropriate support, all students should be ready for algebra and beyond.

Class groupings allow for individualized instruction; appropriate recognition of individual student learning styles and strategies provided at all levels.

Lower School

In Kindergarten through Grade 4, mathematics is taught by homeroom teachers, with students grouped according to background knowledge of math facts and overall skill level. Groups are small and remain fluid throughout the year to facilitate changes in learning needs. The same curriculum is offered to all students, but expectations are flexible, based on the individual student's progress. There is extensive use of manipulatives and games that promote understanding of mathematical concepts. Enrichment and extension activities are provided as needed. A Lower School math specialist supports teacher instruction and student learning.

Middle School

In grades 5 and 6, students are divided into groups, placement being determined by assessment of learning style and skill level. The basic curriculum is designed for the mid-level group(s); one or two groups may be accelerated and cover additional topics; some students may receive extra support and may cover less material. Groups are homogeneous and remain fluid throughout the year to facilitate changes in learning styles and needs. A hands-on approach is used as much as possible. In grades 7 and 8, mathematics specialists teach Math 7, Prealgebra, and Algebra 1. Placement is made by the Middle School head, with the recommendation of the mathematics department. Students are grouped according to mathematics background and skill level, and instruction emphasizes the practice of basic skills through a variety of approaches, and presents opportunities for greater challenge to more advanced students.

Upper School

A traditional college-preparatory sequence of courses is offered in Upper School: Algebra 1, Geometry, Algebra 2/Trig, Precalculus, Calculus, Probability and Statistics, or Senior Math. Students take mathematics each year and must complete at least Algebra 2/Trig. When appropriate, courses are offered at both regular and honors levels. Placement is made by the Head of Upper School, with the recommendation of the mathematics department. Instruction emphasizes real-life connections wherever possible. Through extensive use of the TI 83-Plus graphing calculator, students are encouraged to recognize the links between abstract concepts and visual representation.

SCIENCE

The objectives of the science department are:

- to provide a safe environment in which students are stimulated to explore
- to investigate scientific concepts that spark student interest and are relevant to the real world
- to encourage students to ask questions and draw conclusions
- to encourage students to think, solve problems, and apply concepts inside and outside the laboratory
- to provide students with scientific skills that are applicable to advanced levels of scientific interest and study.

Lower School

Creating excitement is what Lower School science is all about. The Lower School science lab is definitely a place where students are introduced to a variety of topics and opportunities which spark interest in and curiosity about the nature of the world around them. Students are encouraged to investigate while synthesizing concrete and abstract information. Through hands-on activities students relate science to their everyday lives and imaginings. Topics vary across the grade levels to include life, physical, and earth sciences.

Middle School

The curriculum covers the scientific method, lab skills and techniques, earth science, life science, and an introduction to chemistry and physics. In Grade 5 science, a course with many hands-on activities, students first isolate each aspect of the scientific method using individual and group science lab skills. Sample labs provide the foundation for future short-term and long-term student-driven labs. Grade 6 students focus on earth science in a class that integrates formal lessons with investigatory labs. Beginning with a general scientific overview of planet Earth and its place within the solar system, students continue their exploration through the various relationships among the hydrosphere, atmosphere, and lithosphere. Students not only have numerous opportunities to develop an appreciation of how planet Earth came to be, but also understand environmental relationships within the biosphere. In life science, Grade 7 students explore the basic unit of life, the cell. As the year progresses, students venture into genetics, and the study of heredity, and ways scientists predict the genetic makeup and physical appearance of the offspring of two parents. The Grade 8 class introduces students to chemistry and physics. The first semester covers the basic principles of physics, including wave theory, sound and light; the second semester explores basic chemistry, including matter, atoms, elements and the periodic table. The curriculum is designed to promote awareness of science in everyday life and to prepare students for the more intensive science courses of Upper School.

Upper School

The Upper School science curriculum uses a hands-on, process-oriented approach. Individual and group experiments are based on inquiry that promotes scientific literacy and critical thinking. Upper School students typically take Biology in Grade 9 and Environmental Science or Chemistry in Grade 10; in the junior and senior years, students choose among Chemistry, Physics, Advanced Placement Biology, Advanced Placement Chemistry, Sports Medicine and Forensic Chemistry (two semester-long senior electives), and P.A.I.D. (Physiology, Anatomy, Injury Prevention and Diseases) a year-long senior elective. All courses include labs, field studies, and long-term and short-term research projects.

VISUAL AND PERFORMING ARTS

ART

The art program's objectives are:

- to aid students in developing an interest in and appreciation for art
- to help students understand the importance and benefits of creative self-expression
- to explore connections among cultures
- to expose students to a wide variety of artistic subject matter, media and techniques
- to nurture and direct students in their individual visual arts interests and career goals

In pursuit of these goals, the art program offers an innovative, stimulating and progressively more challenging curriculum. The Art Elements, Principles of Design and Color Theory are at the core of the art program taught from basic to advanced levels through the K-12 curriculum. This, along with guiding the students' creative expression and their experience with a variety of art mediums exposes them to the world of art and prepares them for their future artistic goals.

Lower School

Students are initiated into the world of art, artists and aesthetics. While finding that art is an enjoyable learning experience, students also hone skills necessary to promote self-awareness, creative individuality and self-esteem. Each child is unique in both understanding and implementing his or her creative approach. Emphasis is placed on the elements of art and basic color theory, as students explore a wide variety of subject matter, media and techniques. Children have opportunities for creative expression in drawing, painting, collage and ceramics as well as in cross-curricular and multicultural disciplines. Each year, students review skills learned in earlier years and incorporate them into new, more advanced artistic concepts.

Middle School

Students encounter more challenging projects in Middle School, as they experience more sophisticated use of media, creative concepts, art terminology and problem-solving. Their work incorporates greater personal with a continued importance placed on Art Elements and Color Theory and the inclusion of the Principles of Design. Innovative class assignments include still life and perspective drawing, landscape and portrait painting, abstractions, printmaking, photography, and ceramics. The Middle School art program is designed to expand upon creative individuality and to prepare students for the challenges of the Upper School art curriculum.

Upper School

Students experience a rich and varied elective curriculum that utilizes and expands upon skills developed in Middle School. Foundation skills and terminology are re-emphasized and built upon to the advanced level. Various two and three dimensional media including pencil, charcoal, pastel, watercolor, acrylic and oil on canvas, printmaking and ceramics are components of the program. Sculpture media, including wood, wire and clay, are used in the three-dimensional art component of the program. Computer-generated graphics and illustration are part of the curriculum. Students are exposed to more advanced creative disciplines while gaining a greater understanding of design and planning procedures. The Upper School art program encourages individual style and artistic interpretation in both representational and abstract subjects.

DRAMA

The major objectives of the drama program are:

- to help students develop the ability to effectively express themselves verbally
- to build student confidence on stage in front of their peers and audiences
- to offer a variety of performance opportunities at all grade levels
- to nurture in students a love of and enthusiasm for performance and ensemble work

Two major performances take place after school during the year, a drama in the fall and a musical in the spring. In addition, students may be in the Drama and/or Improv Clubs. Outside school, Upper School students take part in the Folger Shakespeare Festival and are involved with the Cappies program, an area student theatre critic and performance group.

Lower School

Lower School students may participate in drama during the summer program's Dramatic Storytelling and Drama classes.

Middle School

Drama electives are offered to students in grades 7 and 8. The classes meet four times a week and may be taken for one, two, three, or four quarters. There are quarterly in-house performances. Middle School students may audition, along with Upper School students, for the after-school productions.

Upper School

In addition to taking part in the fall and spring productions, Upper School students may choose electives in acting, public speaking and oral interpretation as part of their academic coursework. Currently, the Upper School also has two drama clubs (improvisation and general drama) that meet during and after school hours and mount performances of their own.

MUSIC

The objectives of the music program are:

- to encourage students to appreciate music and its importance in the world
- to correlate music to other disciplines, such as science, math and history
- to help students acquire the ability and confidence to perform in an ensemble both in and outside of McLean
- to hone student skills in identifying and reading music notation
- to promote a broad understanding of musical theory
- to inspire creativity in composing music

Lower School

The music curriculum in Kindergarten through grade 4 acquaints students with their musical abilities, creativity and cultural awareness. Kindergarten through Grade 2 students attend general music classes twice a week. Classes expose students to the various styles of music, give an historical overview of music and teach basic symbol- and note-reading and writing. Music classes offer opportunities for expression and interpretation through movement, singing, listening and ensemble work. Concepts are reinforced through games, written assignments, composition projects and applied instrumental music. Grade 3 and Grade 4 students attend two music classes weekly. General music class meets once a week. In addition, each Grade 3 and 4 student has the opportunity to join either the Chorus or the String Program during one other period of the week. Students in the String Program are required to take one private lesson taught by McLean faculty during the school week. Practice and performance in an ensemble setting refines vocal and instrumental skills. Lower School students present seasonal concerts, assemblies and off-campus community service performances throughout the school year.

Middle School

The music curriculum promotes music literacy, history and appreciation. Students in grades 5 and 6 attend general music classes twice a week. Classes focus on refining note-reading skills through ear training and written assignments. Vocal and instrumental repertoire presents students with opportunities

to interpret, analyze and critique compositions. Grade 5 and Grade 6 students become acquainted with concepts, in-score symbols and compositional components as they explore music from various time periods and parts of the world. Performance opportunities include seasonal concerts and off-campus community service concerts.

Students in grades 7 and 8 may elect to participate in the Middle School band or the Middle School chorus. The curricula for these applied music classes allow students to participate in an instrumental or choral ensemble that focuses on the development and refinement of performance skills and technique. Musicianship is developed through concepts of notation, phrasing and dynamics. One year's prior playing experience is recommended for band participants. Students in the Middle School band and the Middle School chorus perform quarterly during community meetings.

Upper School

The Upper School music curriculum offers three semester electives. Students continue to develop musicianship and performance skills in Upper School chorus, jazz ensemble and instrumental ensemble courses. The choral elective concentrates on the refinement of vocal skills through the practice and performance of a wide range of repertoire. Strong emphasis is placed on the improvement of score reading, stage presence, poise and execution. Chorus students advance their appreciation of vocal music through solo and ensemble work. Instrumental electives focus on the refinement of technique, note-reading and part-following skills while playing traditional band instruments. Instrumental skills are developed using methods books, jazz charts, class and student compositions. Upper School ensembles perform in concerts, assemblies and school gatherings throughout the school year.

TECHNOLOGY

The technology department's objectives are:

- to support student learning throughout the school
- to provide the tools and capability students need to be successful learners
- to encourage the technological proficiency necessary in today's world
- to build communication and information skills vital to success

The department teaches students to use a variety of technology resources that support students' individual learning styles. Technology is integrated across curricular areas throughout the school day; K-12 technology specialists offer computer classes with diverse, age-appropriate courses of study. Teaching methods vary, in order to reach all types of learners, and include individual instruction, large screen demonstrations, written directions, and project-based learning techniques. The technology program supports classroom instruction, students, and faculty throughout the school. The goal is for all students to be successful, communicate and use information efficiently, take advantage of available technology tools, and become proficient technology users.

Lower School

The technology program in Lower School moves from an introductory level in Kindergarten to graduated levels of independence through Grade 4 in preparation for Middle School. Collaboration between classroom teachers and the technology staff is an integral piece in building student skills. Instructional technology integration is also important to classroom teaching. Lower School instruction includes twice weekly computer classes in addition to STAR reading software and Read Naturally software. Lab and classroom computers, scanners, digital cameras and video cameras are available for use in Lower School. AlphaSmarts are assigned to Grade Three and Four students for individual classroom use.

Middle School

The technology program is based on national educational technology standards published by the International Society for Technology Education. Student skills are divided into six main categories: creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts. Technology skills are integrated into the Middle School academic program; students use their skills in a variety of projects, computer classes, and academic course work. Students in grades K-12 log onto a school-wide computer network and save work to their network folders. A variety of software and

hardware is available for student use, including productivity and creativity tools, Kurzweil 3000 scan-read software, classroom, library and lab computers, AlphaSmarts, digital cameras, and wireless laptops.

Upper School

The Upper School program offers several technology courses such as Computer Animation, Video Editing, Web Page Design, and Yearbook that continue to stress student success, skill proficiency, and diverse teaching methods. Assignments are introduced using a variety of methods including written directions, large screen demonstrations, project-based assignments, and one-on-one instruction. In addition, technology is integrated into a number of courses in several disciplines. Students regularly use computer resources for academic work. A variety of software and hardware is available for student use including productivity and creativity tools, Kurzweil 3000 scan-read software, classroom, library and lab computers, scanners, digital cameras, and wireless laptops.

LIBRARY

The objectives of the library program are:

- to encourage a love of reading
- to introduce and develop research skills
- to present a variety of resources, both print and non-print

Lower School

In their weekly library period, students in Kindergarten and Grade 1 experience the joys of listening to stories. They learn to select books on their own and create their own story projects, based on themes developed in the classroom. During the course of the year, students encounter a broad range of literature and learn to identify and locate fiction and non-fiction books in the Library. They examine the roles of author and illustrator and begin to connect literature to their personal experiences. A variety of genres, styles and authors are studied, including fairy tales and folk tales. Students in grades 2 through 4 begin research related to class work and teacher-assigned book reports. They locate and use resources such as the dictionary and encyclopedia.

Using these resources, they learn how to formulate questions, select pertinent information, and take notes using their own words. Students discover the importance of the table of contents, index and glossary, and they recognize that non-fiction books are organized by thematic categories using the Dewey Decimal System. They are also introduced to an assortment of research resources, including periodicals, databases, electronic encyclopedias, and the Internet.

Middle School

Students continue to hone their electronic and non-electronic search skills. Once a week, Grade 5 attends library/research skills classes that cover the mechanics of producing a research paper, particularly creating the bibliography and evaluating sources. Students also select books for leisure reading and assigned books reports. Students in grades 6, 7, and 8 come in as individuals or on an occasional class visit to do independent research and to select books for leisure reading and assigned book reports.

Upper School

Upper School students do not have a scheduled class time in the Library. They come in as individuals or as members of a class to do independent research, to study, and to select books for leisure reading and assigned papers.

PHYSICAL EDUCATION

The objectives of the Physical Education and Athletics Department are:

- to improve health and physical fitness through a broad range of activities and sports
- to develop and improve physical skills and abilities
- to foster an appreciation of play and the use of leisure time
- to provide equal programs and equal opportunities for boys and girls
- to encourage in students the qualities of fair play and sportsmanship
- to teach students the basic rules and concepts of various sports

- to help students develop commitment, discipline, teamwork, cooperation, self-confidence, and work ethic

McLean School is a member of the Potomac Valley Athletic Conference (PVAC). The School participates in a number of league sports at both Upper School and Middle School levels.

The school's athletic program offers many teams for students in grades 5 – 12. In the fall, soccer and cross-country for both girls and boys are offered, as well as girls volleyball. In the winter, basketball and wrestling are offered for boys and girls. In the spring, boys and girls lacrosse and track and field are available.

Lower School

Daily physical education classes provide activities that are fun, promote healthy exercise, introduce games that utilize basic locomotor movements, provide cooperative play, and support good sportsmanship. Skills that require basic locomotor movements are introduced at the beginning of the school year and are followed by activities that concentrate on throwing, catching, kicking, striking, balance, tumbling, and spatial awareness. Basic concepts of physical fitness and healthy living are discussed. Students in grades 3 and 4 begin to play lead-up games to many sports.

Middle School

Classes in grades 5 and 6 teach and refine a variety of skills through many different activities. Students play lead-up games and learn the basic strategies associated with many sports. Some basic fitness concepts are introduced, and students take the Presidential Physical Fitness Test in both fall and spring. Physical education classes meet every day; during one semester, one day each week is devoted to health education.

Grades 7 and 8 experience three- to four-week mini units. Most units are sports related, such as soccer and football, while others focus on a group of games with a common theme, such as racquet sports. The basic skills of these sports are practiced and incorporated into small group games and full class scrimmages; students learn the basic strategies associated with many games. Fitness concepts are stressed, and students take the Presidential Physical Fitness Test in fall and spring. Physical education is offered every day; one day each week, throughout the year, is dedicated to health education.

Upper School

Students are required to earn two credits of physical education in order to graduate. Credit can be earned in one of three ways: interscholastic team participation, physical education class, or independent physical education contract. To earn credit through participation on a school team (1/3 credit per season), a student must commit fully to the team and adhere to all athletic department and team rules. Physical education classes meet at the end of the school day; a weight training/conditioning class is offered each season, and if there is sufficient interest the class may include a game component. An independent contract, offered only for an activity not available through the school and in which the student has shown previous interest, requires the student to be under the direction of an instructor/coach in a supervised activity for a minimum of three hours per week.

lower school

McLean's Lower School offers a full-day Kindergarten through Grade 4 program to a broad range of students who are eager to discover how they learn best. Classrooms provide a risk-free environment where children with varied learning abilities, needs, and strengths can learn to advocate for themselves. Teachers use a variety of approaches and strategies to address the strengths and weaknesses of their students. A typical day in the Lower School might include a hands-on math class, a re-energizing brain-walk, and a spelling review presented in a game show format.

All Lower School classrooms have two full-time teachers. In some areas of study, students are grouped according to skill level and learning style; movement from group to group within each grade level is facilitated by scheduling reading and math periods at the same time of day. The academic strengths and needs of each student are best met in this manner.

In addition to core academics, students enjoy physical education every day and library classes once a week. Art, computer, music and science classes are scheduled twice weekly. Spanish classes are offered once a week for kindergarten through Grade 2 and twice a week for grades 3 and 4.

Technologically, the Lower School works on the PC platform with Internet access in every classroom. A separate computer lab is used for technology instruction as well as other services that enhance the curriculum. Additional computers are available for students' use during writing and math lab activities. SmartBoard interactive technology is employed in the Grade 3 and 4 classrooms. The Lower School sponsors periodic newscasts on WMSM (**W-McLean School of Maryland**); grade 4 students write, report, and broadcast the division's current events.

Additional support services for grades Kindergarten through 4 include a learning specialist, two speech-language pathologists, an occupational therapist, a math specialist, and a counselor. Supporting students and faculty in and out of the classroom, these services are also a great resource for parents. The learning specialist works closely with teachers, families, administrators and outside service providers to ensure comprehensive academic programs for Lower School students. The learning specialist works with teachers and administrators to understand students' profiles and implement appropriate and effective learning strategies. She also coordinates standardized testing and fall and spring assessments that facilitate the planning of instruction.

The speech-language pathologists assist classroom teachers by screening the speech and language abilities of Lower and Middle School students. Based on these screenings and other available testing, they make recommendations to teachers for the use of classroom strategies, and provide in-class support, as needed, to address language-based learning and reading issues. The speech-language pathologists may also make recommendations to families for individual speech-language and/or reading intervention. They team with the Lower School learning specialist and counselor to teach pragmatics-developmentally appropriate social language skills, in each of the Lower School classes.

The occupational therapist assists classroom teachers by screening the fine motor and visual motor abilities of Lower School students. Based on these screenings and other available testing, she makes recommendations to teachers for the use of classroom strategies. The occupational therapist offers in-class and small group support to address fine motor, handwriting and keyboarding concerns, as well as assistance with student self-regulation, motor proficiency and visual perception.

The math specialist assists classroom teachers with the effective implementation of the math curriculum. She serves as a resource for curriculum enhancement, including hands-on activities, games, software, online resources and supplemental materials. The math specialist works to ensure the progression of a sequential math curriculum throughout Lower School by working with classroom teachers and members of McLean's Math Department. She leads math clubs and other special math events designed to boost skills and the enjoyment of mathematics.

Lower School students follow guidelines for good citizenship and learn to be responsible members of McLean School who promote the safety and welfare of the entire community. Throughout the year, students in Kindergarten through Grade 4 can earn Golden Awards that recognize acts of citizenship and kindness, and demonstrations of effort and responsibility. At the end of each quarter, a Grade 4 student from each class receives The Citizenship Award—a special recognition for consistently exemplifying the guidelines for good citizenship.

The Lower School at McLean is a nurturing community that stimulates growth and knowledge. In partnership with families, the faculty works to understand the whole child. Students blossom academically and socially as they acquire the self-advocacy skills that ensure personal success. Lower School students learn lifelong strategies needed to become productive, contributing members of society. This strong

foundation begins an educational journey toward the increased independence that students will earn in McLean's Middle and Upper Schools.

Descriptions of the subjects taught at each grade level follow.

KINDERGARTEN

Writing

Writing on the Kindergarten level includes a variety of activities that culminate in shared writing projects and displays. Students are encouraged to use inventive spelling in their story writing. Webbing is used to help generate ideas for writing projects. By mid-year, Kindergarten students write weekly entries in a journal. The WriteTrack program provides supplemental writing formulas, tools and projects. Kindergarten students learn the correct formation of all upper and lower case letters using the Handwriting Without Tears method of handwriting. Proper pencil grip is introduced, and the correct positioning of the body and paper for handwriting accuracy and writing comfort is stressed. A variety of writing aides, including stethro grips and lined slates, are used to assist with handwriting and to clarify line-space relationships.

Spanish

The Kindergarten class participates once a week in an introductory course designed to begin the exciting adventure of learning Spanish. With instruction primarily in Spanish, students acquire basic vocabulary and simple expressions through songs, games, videos, and other visual aids. Emphasis is placed on developing listening comprehension and oral skills in the target language. Cultural aspects of Spanish-speaking communities are included to promote multicultural awareness and understanding.

Social Studies

Fully integrated into the Kindergarten curriculum, social studies engages students in a broad range of activities. The program progresses from "All About Me," a unit pertaining to self and community, to units that focus on the months, seasons, and special occasions. While the Black History unit exposes students to historical contributions of African Americans, the country study for Kindergarten explores Mexican culture, foods and geography. Students learn about the globe, climate, and map skills. Class projects, field trips, speakers and videos are incorporated into the curriculum; stories, discussion, and songs build appreciation for similarities and differences between cultures.

Reading

The Kindergarten reading program builds listening comprehension skills and develops sight vocabulary through daily word exposure. PhonoGraphix and phonics introduce students to consonant and vowel sounds. The students learn letter recognition and sound association using the Land of the Letter People, a multi-disciplinary program designed to teach students to sound and blend by manipulating letters. The variety of components in Kindergarten reading helps students to sound and blend consonants and vowels together to form real and nonsense words. Students learn short vowel sounds, blends, digraphs, and diphthongs using the Lindamood-Bell Auditory Discrimination In-Depth Program. Explore the Code and Primary Phonics bolster linguistics, phonics, and sight reading readiness development.

The use of language-experience stories and charts is also an integral part of the reading program. Students develop "LEAs" (Language Experience Activities) when reporting "show and tell," during which they describe field trips or relate classroom activities; they dictate and read stories and reports as an outgrowth of this method.

Mathematics

Mathematics in Kindergarten focuses on the usage of manipulatives and hands-on experiences to help the children to recognize numbers, develop number sense, count, add, subtract, and form patterns. Students begin with positional words (top, bottom, before, after, etc), then progress to attributes and sorting (sorting by color, size, shape, etc.). They use graphs to illustrate results, thereby learning how to interpret their findings. They learn to identify pennies, nickels, and dimes and to find coin equivalencies. Students also learn how to tell time to the hour and how to count to one hundred; they are introduced to adding and subtracting through concrete, hands-on activities. Cooking and games supplement manipulatives to reinforce mathematical concepts and help create an understanding of measurement and estimation.

Science

The science program concentrates on the exploratory learning of elementary science concepts. Students learn using a hands-on, multi-sensory approach that builds on their natural interest in the world.

Observation, identification, and interpretation skills increase as students engage in experimentation, application, and critical thinking. Students have fun while synthesizing concrete and abstract information about topics that may include balls and ramps, living things, and “myself and others.” They begin to relate science to their everyday lives.

Art

Kindergarten students attend art class twice a week to gain exposure to the aesthetic features of the world around them. Students explore basic line, shape, and color through simple, stimulating projects. They discover that art combines these components into creations with recognizable forms, patterns, and textures. The class uses a wide variety of media ranging from pencils, markers, paint and pastels, along with clay and other craft materials. The regular use of clay, glue and scissors develops gross and fine motor skills. Emphasis is placed on using materials and tools safely and respectfully. Students are introduced to the concepts of a multicultural world through the arts and crafts of Mexico.

Music

Classes meet twice a week, focusing on rhythmic awareness through the discovery of beats, accents, and meter. Students recognize similarities and differences in speed, volume, range in music through listening, execution and movement. Reinforcement of note and rest recognition, and the identification of rhythm, orchestral and band instruments through game playing, are basic elements of this class. Orff instruments are introduced as students begin to explore pitch and direction of musical tones. Kindergarten students develop vocal skills by learning singing games, basic melodies, and call-and-response songs; they learn musical concepts through small-and large-group activities.

Technology

Kindergarten students receive technology training twice a week. The emphasis is on development of basic computer operations and the mechanical skills required to use a computer successfully. Their simple graphic reports incorporate pictures and words. Students learn to first integrate original images and later, text into their documents. Assignments reinforce classroom curricula and focus on reading and math readiness skills.

Library

The weekly library period offers Kindergarten students the opportunity to experience the joy of stories. To enhance the enjoyment, the librarian introduces a broad range of literature throughout the school year. In addition to listening to stories, students use puppets, props and dramatization to participate in storytelling. Independent book selection and story project creation help to reinforce themes developed in the classroom. Kindergarten students learn to identify parts of a book and determine the roles of author and illustrator. Besides learning to identify and locate books on shelves, students also learn procedure for checkout, return, and the care of books.

Physical Education

Kindergarten students receive daily instruction in physical education in classes focusing on games and activities that promote healthy exercise, cooperative play, and good sportsmanship. Basic locomotor movements are reinforced through throwing, catching, kicking, and striking. Spatial awareness skills are developed through balance and tumbling. Students begin to understand the basic concepts of physical fitness and healthy living; they are exposed periodically to health education as part of the physical education curriculum.

GRADE ONE

Language Arts

With guided instruction, Grade 1 students practice writing in the form of Language Experience Activities, pen pal letters, poetry, biweekly journal entries and class books that cover topics that integrate across the curricula. These projects provide students the opportunity to gain exposure to parts of speech, sentence structure, sequencing and organizing ideas, punctuation and spelling. Students are instructed on handwriting using the Handwriting Without Tears method. Using the WriteTrack program, teachers present the concepts of topic sentence, supporting sentences and transition words to Grade 1 students.

Spanish

The class participates in a full year, once per week course. With instruction primarily in Spanish, students learn using visual aids, worksheets, story books, songs, games, and videos, reinforcing basic vocabulary and simple expressions. While emphasis continues to be placed on listening comprehension and oral skills, some writing is introduced. Cultural aspects of Spanish-speaking communities are included to promote multicultural awareness and understanding.

Social Studies

In Grade 1, the country study for one class is Canada and the Arctic; the other class studies Italy. The curriculum emphasizes the culture, people and wildlife these regions. Students explore customs, language and lifestyles through field trips and classroom materials. The social studies curriculum also includes the study of geography, government, customs and lifestyles both within the United States and throughout the world. As each topic is studied, special attention is paid to the components related to each class' country of study. Social Studies is integrated into students' library time, music, art, computers and *Scholastic News*.

Reading

Multi-sensory techniques (using PhonoGraphix, Lindamood-Bell and Orton-Gillingham methods) introduce concepts in reading. Students meet daily in ability-based reading groups to develop skills in decoding, encoding, comprehension and reasoning; they also develop sight vocabulary and phonemic awareness. Emphasis is placed on listening comprehension and oral skills. Gaining independence and confidence, Grade 1 students deliver book reports toward the end of the year. During **Be Excellent About Reading** (BEAR) time, teachers present literature based on a theme or written by a specific author. The importance of good literature and the wonders of the printed word are elemental to this class.

Mathematics

Students are grouped according to skill level and learning style. Before moving to pencil and paper tasks, students explore concepts through hands-on, multi-sensory activities. They begin the year with an introduction to basic addition and subtraction, learning, as their skills increase, to solve two-digit addition and subtraction problems without regrouping. Other topics include numbers and patterns to 100, place value involving ones and tens, fractions of shapes, word problems, data and graphing, time and calendar concepts, money, measurement, geometry, fractions, and probability. All students are exposed to fractions and probability, but coverage and mastery of these concepts depend on the skills and needs of each group. The understanding of specific math vocabulary is emphasized in Grade 1. Commercial and teacher-made games are used throughout to help students practice, maintain, and generalize their skills. Math activities are integrated into the routine of the school day and extended into at-home activities through writing exercises and occasional math journals.

Science

Science offers students a space to explore current interests and a variety of new subjects. Science activities provide an opportunity for students to experience, observe, and explore scientific data in a hands-on environment. Grade 1 science concentrates on the discovery and instruction of science concepts as students synthesize concrete and abstract information about topics that may include weather; rocks, sand, and soil; and constructions.

Art

In Grade 1 the students attend art class twice a week. The Grade 1 art program incorporates an understanding of the elements of art. Basic drawing techniques are combined with color to create an awareness of their effects. Students produce projects that define and emphasize art vocabulary and color theory. They use clay and plaster-craft in sculpture projects that introduce and exhibit elements of three-dimensional art. Exposure to famous artists is achieved through projects inspired by the artist's style and technique. Safe and optimum use of art materials continues to be reinforced. As students study the arts and crafts of Canada and Italy, they continue to become more aware of our multicultural world.

Music

Students build on previous concepts and skills learned in music class. They develop a vocabulary of musical terminology through their discovery of notes, rests and in-score symbols. Vocal abilities are expanded within a limited range through unison singing of basic melodies and folk tunes. Students learn to determine components of form in vocal and instrumental compositions (like and unlike sections); differentiate between instrumental and vocal range and timbres; and recognize rhythmic and melodic components in vocal or instrumental settings. Students begin to work with desk bells and Orff instruments as they create original group compositions. The exploration and identification of familial groups of orchestral instruments continues to be a goal of music class.

Technology

Grade 1 students receive technology training twice a week. Their knowledge of basic computer operations is strengthened. Projects begin to extend beyond what can be finished in one class period, requiring students to begin saving their work for future revision. Students are encouraged to problem-

solve and find new solutions as they experiment with desktop publishing software. Computer software is also used to boost reading fluency, comprehension, and math skills.

Library

The students visit the library weekly. The improvement of reading comprehension skills is a focal point in the Grade 1 library program. Different genres of literature are introduced in the form of fairy tales, folktales, fantasy and fiction. At this level, students learn to distinguish among authors' writing styles. Author studies, conducted by the librarian, correlate with classroom curricula. Grade 1 students learn to identify parts of a book and to recognize letter alphabetization by author's name.

Physical Education

Grade 1 students receive instruction daily in physical education in classes that focus on games and activities to promote healthy exercise, cooperative play, and good sportsmanship. Basic locomotor movements are reinforced through throwing, catching, kicking, and striking. Spatial awareness skills are developed through balance and tumbling. Students begin to understand the basic concepts of physical fitness and healthy living; they are exposed periodically to health education as part of the physical education curriculum.

GRADE TWO

Language Arts

The language arts program consists of daily writing activities, grammar instruction and spelling. Writing takes many forms, including responding to fiction and non-fiction, sharing of personal experiences, and writing stories and book reports. Using the writing process, students gain practice with brainstorming, organizing ideas, drafting, revising and editing. WriteTrack and Daily Oral Language (DOL) methods bring more use of language into the classroom. Teachers display sentences with errors for students to correct. Students learn to detect faulty sentence structure, punctuation errors and incorrect spelling. The teaching of dictionary skills and the memorization of basic sight words are also important components of language arts in Grade 2.

Spanish

The class participates in a full year, once per week course. With instruction primarily in Spanish, students continue to learn more vocabulary and simple expressions using songs, games, videos, worksheets, story books, and other visual aids. The material learned in Kindergarten and Grade 1 is reinforced. The main emphasis is still on listening and oral skills; the introduction of basic writing skills is continued. Cultural aspects of Spanish-speaking communities are included to promote multicultural awareness and understanding.

Social Studies

The students in 2nd Grade investigate communities both in America and throughout the world. They learn about good citizenship and the concept of neighborhood, American history, the basics of government, and the diversity of American cultures. They compare and contrast the ways in which people meet their basic needs, and they learn to appreciate similarities and differences among the peoples of the world. Country studies for the two sections of Grade 2 focus on Brazil and the United States. Using folk tales and legends of the U.S. and Brazil, students explore the cultures, customs, languages, and traditions of their countries of study.

Reading

The goal of the reading program is to teach students to read independently, thoughtfully and confidently. The program focuses on both oral- and silent-reading activities that stress decoding, fluency and accuracy. Daily reading groups expose all students to a variety of reading materials, including trade books, basal texts, and fluency in decoding and encoding words. Some students begin the school year with instruction in the PhonoGraphix program, which helps them link sounds and symbols through auditory, visual, and kinesthetic modalities. As their skills increase, these students spell orally, examining the sequence of the letter sounds in each word. Multi-syllabic words are introduced once all the vowels have been taught. Each day, teachers provide time for silent reading and time for listening to books being read.

Mathematics

Students are divided into groups according to learning style and skill level. Groups are fluid throughout the year to complement each child's learning needs. All groups utilize concrete manipulative materials to facilitate problem-solving and calculation tasks. Students are encouraged to master addition and subtraction skills through daily "Minute Math" exercises. Key concepts introduced this year include two-

digit addition and subtraction with regrouping. Students also work on measurement, geometry, fractions, money, graphing, and solving word-problems. Toward the end of the year, children encounter the concepts of multiplication and division in array form and as repeated addition and subtraction.

Science

Studying and exploring class topics by listening, reading and manipulating, Grade 2 students are challenged to share knowledge and synthesize it with personal inquiries and curiosities. As they report what they see and look for changes, they sharpen their observation and description skills. Students investigate secret formulas, dissolving and the properties of liquids, and they explore the concepts of balancing and weighing. During twice-weekly lab periods, they use hands-on materials and apply the scientific method in a variety of experiments. Students begin learning to write about their scientific discoveries.

Art

In Grade 2, the students attend art class twice a week. The art program focuses on discovering and exploring various art media. Students explore printmaking through block printing techniques, and they become aware of additive and subtractive carving methods as they experiment with clay. Students learn the importance of composition, distance and detail in drawing and painting. Through challenging art projects, they review and emphasize basic color theory and art elements. Students continue to build art vocabulary and gain further exposure to famous artists. Multicultural art is reinforced through the study of the arts and crafts of Brazil and the United States.

Music

Students continue to build their repertoire of basic melodies and folk tunes. They develop notation systems that demonstrate variance in pitch and rhythm; activities reinforce the identification and production of note values and in-score symbols. Using systems of number and/or letter notation, students execute basic rhythms both vocally and instrumentally. Listening to various styles and forms of music with greater discrimination creates an appreciation of composition. Through instrumental and vocal work, students learn aspects of ensemble playing. They continue to explore the instrument families of the orchestra through hands-on lessons while reviewing the identification of orchestral and band instruments.

Technology

Grade 2 students receive technology training twice a week. Students create multimedia and paper-based-projects to extend knowledge and themes explored in the classroom. They use a variety of software and enjoy simulations designed to enhance the curriculum. Students also have the opportunity to explore storybook writing software to enhance their knowledge of story components and written language.

Library

During weekly library periods, Grade 2 students develop critical thinking in their book selections and are encouraged to supplement their classroom studies of Brazil and the United States. In connection with teacher-assigned book reports, students also create biographies and "how to" books. Students locate and use basic library resources such as the dictionary and children's encyclopedias. Using these resources, they begin to record and present information from their research. Students recognize that non-fiction books are organized by thematic categories. The computerized library catalog is introduced; students also learn how to search for books by subject.

Physical Education

Grade 2 students receive daily instruction in physical education in classes that focus on games and activities that promote healthy exercise, cooperative play, and good sportsmanship. Basic locomotor movements are reinforced through throwing, catching, kicking, and striking. Spatial awareness skills are developed through balance and tumbling. Students begin to understand the basic concepts of physical fitness and healthy living; they are exposed periodically to health education as part of the physical education curriculum.

GRADE THREE

Language Arts

Third grade students write daily in structured activities using the writing process and the WriteTrack program. Students begin paragraph writing by brainstorming and organizing ideas with planners and webs. They revise and edit their rough drafts, producing improved final drafts. Students also learn to generate different types of sentences, which include transition words, details and learned vocabulary. They continue to refine their cursive handwriting using the Handwriting Without Tears method. Spelling lessons provide students with skills and strategies that can be applied in daily writing.

Spanish

The exploration of the Spanish language continues with a full year, twice per week course. With instruction primarily in Spanish, students are encouraged to become active participants through role playing and skits with simple dialogues. With the help of videos, flashcards and different sources (e.g. memory games), basic vocabulary is reinforced and new vocabulary is introduced. The main focus is on listening and oral skills and the development of some writing and reading skills. Cultural aspects of Spanish-speaking communities are included to promote multicultural awareness and understanding.

Social Studies

The first semester of 3rd Grade History looks at the European arrival to the New World, beginning with the study of Native Americans, and then turning towards the European explorers and the early settlers, including the lost colony of Roanoke, the Jamestown Settlement, and the Plymouth Colony. Students begin their country study units in the second semester, with the three sections of Grade 3 focusing on India, Kenya and Australia. Country studies are integrated into the music, library, computer and art curricula as well. Throughout the year, Grade 3 students learn the five themes geography—region, human/environment interactions, location, place, and movements—and weekly news magazines also provide the basis for discussion of current events.

Reading

The Grade 3 reading program uses a variety of materials and methods to enhance the ability of students to improve their skills. Reading from fiction and non-fiction selections, students develop comprehension and word attack skills. Using basal readers, and comprehension skill books, students reinforce their ability to understand main ideas, support details, sequence story events, develop vocabulary through context clues, and recall factual information. In addition, students read for pleasure during **Be Excellent At Reading (BEAR)** time and for homework each night. The overall objective is to instill an appreciation for fine literature, while improving students' reading skills.

Mathematics

Students are assigned to groups appropriate to their math skills and learning style; groups are fluid throughout the year to complement each child's learning needs. Visuals and manipulatives, games and centers are used to teach concepts. Students cover place value, numeration, addition and subtraction with regrouping, multiplication with regrouping, and division with exposure to remainders. Additional topics include fractions, measurement, money, time and elapsed time, graphing, geometry, and word-problems.

Science

Students attempt to harness the skills of evaluating and comparing predictions and expectations with the results of instruction and experimentation. They have bi-weekly sessions in the science lab. Topics covered include plant growth and development, crime lab chemistry, and sound. The multi-sensory curriculum concentrates on exploratory learning of elementary science concepts. Classes seek to build on the child's natural interest in the world and to hone observation, identification, interpretation and experimentation skills. Students are encouraged to have fun while synthesizing concrete and abstract information.

Art

In Grade 3, the students attend art class twice a week. Art class emphasizes the importance of detail in drawing and painting by using simple techniques that suggest texture, surface and depth in pictures. Students learn how facial expressions can add emotion to a picture while shadows can depict the time of day. Students explore abstract art through the symbolic use of line, color and shape, as well as the addition of warm and cool color schemes. As they study other countries, like India, Kenya and Australia, they continue to learn about famous artists, art vocabulary and multicultural art.

Music

Students demonstrate improved skills and knowledge and have the opportunity to study a stringed instrument or join a vocal ensemble. They use accurate tone and pitch during solo and choral singing; they work toward improving coordination of part singing in the context of melodies, rounds and "partner" songs. Students strengthen their vocabularies of musical terms and begin to recognize in-score symbols. Grade 3 students develop an awareness of meter, syncopation, tempo, duration, phrasing and form. Reading simple melodic and rhythmic patterns, students reinforce part-following skills. Teachers continue to encourage music appreciation by exposing their classes to the life and works of classical composers, and they also reinforce classroom study of other countries through the folk music, instrumental music and musical games of those regions.

Grade 3 students have the opportunity to join the String Program and learn to play either the violin or viola. Students learn proper bow hold, hand positioning, note reading, and ensemble skills. Students who enroll in the Strings Program are expected to take weekly lessons. A private music tutor is on campus to provide lessons for an additional fee.

Other Grade 3 students have the opportunity to join a Chorus class whereby students learn to sing using the solfege system of notation and the Curwen hand signs. Students who enroll in Chorus increase their vocal technique while developing skills needed to read musical notation in scores written for unison, two- and three-parts. Members of both the String Ensemble and the Chorus participate in seasonal concerts throughout the year, including Grandparents and Special Friends Day.

Technology

Grade 3 students receive technology training twice a week. Students are encouraged to begin developing speed and accuracy in keyboarding. Lab projects are integrated with classroom activities. Word processing is expanded to incorporate spell check and multiple formatting options. Students produce timelines and webs to explain processes and utilize select internet resources for research. Students design and present multimedia presentations complete with digital images.

Library

At this level, students begin research related to classroom work and teacher-assigned book reports. Students locate and use resources such as the dictionary and encyclopedia. Using these resources, students learn how to formulate questions, select pertinent information, and take notes using their own words. They become aware of the importance of the table of contents, index, and glossary, and they recognize that non-fiction books are organized by thematic categories using the Dewey Decimal System. They also gain familiarity with an assortment of research sources, including periodicals, databases, electronic encyclopedias and the Internet.

Physical Education

Students receive instruction in physical education daily. The focus remains on games and activities that promote healthy exercise, cooperative play, and good sportsmanship, with basic locomotor movements and spatial awareness reinforced through throwing, catching, kicking, striking, and balance and tumbling. Grade 3 students also begin to play lead-up games to various team sports. Basic concepts of physical fitness and healthy living continue to be stressed, and health education is periodically incorporated into the curriculum.

GRADE FOUR

Language Arts

Grade 4 students learn to write paragraphs using a step-by-step process that begins with brainstorming and leads to the creation of graphic models (webs, linear graphs, and outlines) that organize their ideas. As students progress through various writing stages, they conference with teachers to form subsequent drafts. Each student proofreads, types and evaluates the final copy of his or her composition using a student writing checklist. Over the course of the school year, students progress from writing single paragraphs to multiple paragraphs. Compositions include informative, persuasive, explanative, and descriptive paragraphs. Poetry is emphasized through creative writing. Grade 4 writing strategies are implemented through the WriteTrack program. Cursive handwriting is developed and practiced, fine-tuning the individual student's cursive style. The use of AlphaSmarts facilitates the writing process by providing tools for writing that eliminate the frustration of pencil-to-paper tedium.

Spelling words come from a standard spelling list that follows a defined pattern of rules. Each school week begins with teacher-directed lessons. Students work independently on various skills related to the lesson, such as the recognition of sound-letter patterns and their relationships, prefixes and suffixes. Choosing context clues, reinforcing dictionary skills, alphabetizing and recognizing multiple word meanings are also emphasized. In addition to the standard spelling list, social studies and science vocabulary is elemental to this class.

Spanish

Grade 4 continues the exploration of the Spanish language program with classes twice per week. With instruction primarily in Spanish, students are further encouraged to become active participants through role playing and simple skits. With the help of videos, flashcards and different sources, basic vocabulary is reinforced and expanded with the introduction of new vocabulary. The main focus is on listening and oral skills and the development of writing and reading skills. At this level, some simple grammatical

structures are introduced. Cultural aspects of Spanish-speaking communities are included to promote multicultural awareness and understanding.

Social Studies

The 4th Grade curriculum begins with a review of map skills and then continues with a study of the regions of the United States, with the environment, people and heritage of each region being emphasized. The study of American History then picks up where 3rd Grade left off, but with a particular focus on Maryland and its culture, geography, and role in national events. Students begin by surveying the founding of the original 13 colonies, and continue through the American Revolution and the writing of the US Constitution. Field trips to Maryland communities expand their knowledge, and teachers encourage students to share personal travel experiences and bring related materials from home; in this manner, they connect their own lives with regions of study. Students begin their country study units in the second semester, with the three sections of Grade 4 focusing on the examination of the people, culture, wildlife and geography of New Zealand, South Africa and the Galapagos Islands.

Reading

The focus of the reading program is the development of comprehension skills and reading strategies through small group instruction; remediation and extra support are provided as needed. Teachers group students across the grade level based on ability level and learning style. Groups remain flexible throughout the school year. Critical thinking activities and analyses of texts provide enrichment challenges for students with higher level comprehension skills. Reading at this grade level includes an exploration of a variety of genres. Students read on their own, with peers (buddy and small group), or in the whole class group. Listening to other readers reinforces students' individual listening and comprehension skills. Plays, poetry and recitations are used to practice fluency and reading aloud.

Mathematics

Students are grouped according to overall skill level and learning style. Groups are fluid throughout the year to complement each child's learning needs. All groups utilize concrete manipulative materials to facilitate problem-solving and calculation tasks and are exposed to the same basic concepts and skills. Money, place value to millions, and multi-digit addition and subtraction of whole numbers are taught and reinforced through the use of manipulatives and brain-based instruction. Students are introduced to two-digit multiplication, long division, and basic fraction and decimal concepts. Some math groups explore basic geometry concepts, the interpretation of data, and probability. All skills are used in problem-solving. Enrichment is provided through challenging logic and word problems. The application and transference of math concepts to everyday practice and understanding are reinforced at this grade level.

Science

Grade 4 science prepares students for the step into the Middle School science curriculum. They write lab reports and develop their ability to observe, identify, interpret, and conduct experiments. They use the laboratory format to learn about such topics as earth materials, electric circuits, and ecosystems. The hands-on, exploratory curriculum encourages students to have fun while building their science test-taking and writing skills.

Art

In Grade 4 students attend art class twice a week. The program includes a review of the concepts of art elements, basic color theory and art media learned in previous years. Students work to be prepared for the Middle School art curriculum. Drawing, painting and three-dimensional exploration emphasize form, value, light source and direction; contour drawing and one-point perspective are also included. Student projects include cartooning, sign making and lettering. Art history is highlighted through the students' exposure to famous artists. Multicultural art is examined through the study of the arts and crafts of South Africa, New Zealand and the Galapagos Islands.

Music

Grade 4 music classes focus on improvisation and creative movement. In the improvisation unit students are exposed to alternative notation systems and have the opportunity to create a basic system of their own. During the process, they learn about the relationship between note values, how to organize a piece with phrases, and practice their ensemble skills. Fourth grade students also create their own Fantasia-style creative movement piece to a musical work of their choice. As a class, students work to improve their musicianship and performance skills. Throughout the year, grade 4 musicians are exposed to music from different eras including 20th Century, Broadway, and Baroque.

Grade 4 students have the opportunity to join the String Program and learn to play either the violin or viola. Students learn proper bow hold, hand positioning, note reading, and ensemble skills. Students who

enroll in the Strings Program are expected to take weekly lessons. A private music instructor is on campus to provide lessons for an additional fee.

Other Grade 4 students have the opportunity to join a Chorus class in which students learn to sing using the Solfege system of notation and the Curwen hand signs. Concepts of phrasing, dynamics and part-following are further reinforced. Both groups participate in the seasonal concerts throughout the year including Grandparents and Special Friends Day.

Technology

Grade 4 students receive technology training twice a week. Students strive to increase their speed and accuracy in keyboarding. Their multimedia and paper-based projects become increasingly sophisticated as they incorporate more editing, formatting, and web-research skills. Students are expected to establish a greater level of independence in their work. Grade 4 students also learn about broadcasting skills such as videography and public speaking as they contribute to WMSM lower school news.

Library

Grade 4 students begin research related to classroom work and teacher-assigned book reports. Students are expected to locate and use the dictionary, encyclopedia and other reference materials. Using these resources, students learn to formulate questions, select pertinent information, and take notes using their own words. In Grade 4, students realize the importance of the table of contents, index, and glossary; they recognize that non-fiction books are organized by thematic categories using the Dewey Decimal System. Myriad research sources including periodicals, databases, electronic encyclopedias and the Internet are also introduced.

Physical Education

Students receive instruction in physical education daily. The focus remains on games and activities that promote healthy exercise, cooperative play, and good sportsmanship, with basic locomotor movements and spatial awareness reinforced through throwing, catching, kicking, striking, and balance and tumbling. Grade 4 students also begin to play games that lead up to various team sports. Basic concepts of physical fitness and healthy living continue to be stressed, and health education is periodically incorporated into the curriculum.

middle school

McLean's Middle School bustles with a diverse population of students in grades 5 through 8. The academic program, both challenging and nurturing, provides the skills and strategies for students to achieve success. Energetic and striving for independence, these young adolescents discover their learning styles, maximize their potential, and assume responsibility.

The curriculum builds on previously learned material and prepares students for more advanced study in Upper School. Middle School courses include English, Literature, Mathematics, History, Science, Spanish or Latin, Art, Music, Drama, Technology, Physical Education and Health Education. Some classes move at a fast pace with minimum support from the teacher; other classes require more extended teacher assistance. The outstanding faculty utilizes innovative teaching methods designed to accommodate different learning styles; in turn, students discover and understand how they learn best. All Middle School students engage in PE on a daily basis, and students in grades 7 and 8 meet for interest-based clubs twice a week. Students also participate in community service projects and student government, both of which help to foster an awareness of the needs of others.

The structure of Middle School supports students and teachers in their quest for learning. The counselor, the learning specialist, and the two deans of students, play significant roles in assisting students as they strive for their personal best. Assessing students on their own or responding to teacher requests, these specialists provide students with strategies, and problem-solving techniques, as needed to meet students' needs. All students are assigned to a homeroom (grades 5 and 6) or an advisory (grades 7 and 8), where they can find an advocate and a sense of belonging to a group. Middle School teachers are members of an academic department and work closely with the department chairs on issues related to curriculum, textbooks, scope and sequence.

Administrators, teachers, and parents maintain lines of communication with each other. The e-mail process, letter mailings and telephone calls enable the exchange of ideas and information. Parent-teacher conferences take place once a year, and at other times upon request; quarterly progress reports are mailed home. For those students who are faltering, weekly meetings assess performance and offer academic recommendations and behavior modification procedures. The Middle School assures that students feel well supported by teachers and resources and that every effort is made to secure each student's self-esteem and self-confidence.

Descriptions of the courses offered in grades 5 through 8 follow.

GRADE FIVE

English

In Grade 5, students write for different purposes: descriptive, explanative, persuasive, creative, and informative. They utilize a writing process that includes brainstorming, drafting, revising, editing and publishing. With the help of graphic organizers, students plan the structure of sentences, paragraphs, and essays. Through individual conferences with the teacher, students learn to revise and edit their drafts with the goal of producing final copies that are organized, stylized, and generally free of errors in grammar, mechanics, and spelling. They receive instruction in the conventions of grammar and word usage on a weekly basis; the program also encompasses direct instruction in spelling and vocabulary development. Integrating topics from across the curriculum, teachers assign research papers that involve note taking, outlining, and organizing information into coherent, logical reports. Various publishing activities add to the excitement and pride that comes from such accomplishment.

Spanish (Two classes per week for one semester)

The purpose of this course is to introduce Spanish as a foreign language and to stimulate an interest in further Spanish study. The goal is to give students a sequential language learning experience, though with limited expectation of communication and comprehension skills. Multi-sensory methods such as games, hands-on activities, and role-playing offer exposure to basic vocabulary for expressing greetings and using the words for school supplies, colors, identifying numbers from 1 to 50, domestic animals, family, months of the year and days of the week.

Latin

This is an introductory Latin course that combines language and the culture of Roman Britain. The course centers on a real family who lived at Vindolanda in the first century, AD. With the use of a highly

illustrated book containing a mix of comic strips, stories, myths, grammar explanations and background cultural information, the students gain exposure to the ancient culture and lifestyle. The course also features many of the artifacts and writing tablets from the Vindolanda excavations. The grammatical content helps students to develop language awareness, and provides a solid foundation from which learners can progress to further English or foreign language studies.

History

Following a review of map skills, the 5th Grade curriculum continues the study of American History that students began in the Lower School. The year is divided in four sections, with each quarter focusing on the following units: Civil War and its antecedents, industrialization and the continued development of the West, the rise of America as a world power between 1914 and 1945, and finally the Civil Rights Movement. Incorporated into the course are a number of research-based projects; one such project culminates in a wax museum that depicts famous (deleted phrase) figures in American history. Current events are also (deleted phrase) discussed throughout the school year.

Literature

The grade 5 reading program encourages students to focus on multi-cultural issues through appreciation of children's literature. The students critique the author's style of writing, and analyze character and plot development. Literary devices are introduced according to student readiness. In addition to addressing literal and inferential comprehension skills, the course incorporates vocabulary expansion. The literature program complements the writing program through various activities, including teacher-directed book reports and essays related to the novels. Several self-directed, independent book reports are also elemental to the program.

Mathematics

Students are placed into groups appropriate to their learning style and skill level. All groups cover operations with whole numbers, decimals, basic fractions, measurement, geometry, data analysis, and general problem-solving. The regular math class is supplemented by a more hands-on math lab twice a week. Students' number sense is strengthened as they practice "Every Day Counts," looking for patterns among numbers, for example, or changing proportions into decimals and percents. Over the course of the year, accelerated groups may cover ratio, percents, in-depth fraction processes, and Prealgebra concepts. Students in need of extra support may not reach basic fact mastery and may be asked to cover this material over the summer.

Science

The goal of fifth grade science is to provide students with experience in a variety of scientific fields. Students explore a variety of scientific disciplines, considering both the content and the methods used by scientists in those fields. Students learn to observe, question and research to develop a hypothesis, then devise a controlled experiment to test it. They use a variety of methods to measure, record, analyze and communicate their findings. Physical science focuses on basic chemistry- the structure of matter, the properties of substances, and the various ways substances can interact. Earth science focuses on our solar system and the Earth-Moon-Sun system in particular. Students consider the historical progression of understanding based initially on observation and progressing through greater use of complex technology to our current methods of astronomy reaching far beyond our own solar system. Finally, students learn the process engineers use to master challenges, from identifying the problem and brainstorming through building and troubleshooting, to presenting the final product. They develop appreciation for the various skills their peers possess and see the benefits of having teams whose strengths can be marshaled to develop a superior product.

Art

In Grade 5, the students attend art class twice a week. The program utilizes a variety of art materials and techniques. Painting, sculpting, drawing, printmaking, and ceramics are among the media used by the students. Art skills are reinforced and further explored in Grade 5, including direct observation drawing, simple perspective, and 3-D construction. As students learn to plan and execute projects, they explore the elements and principles of design. The study of art history, including multi-cultural perspectives, serves as a basis to motivate students to develop their own skills and problem-solving abilities. This program often works in concert with the curricula of social studies and drama.

Music

In Grade 5 music classes, students learn more advance aspects of musical fundamentals including complex forms, asymmetrical and compound meter, and syncopation. Grade 5 students are challenged to use all of their musical knowledge to analyze scores and create their own rhythmic compositions.

Grade 5 students have the opportunity to join the String Program and learn to play the violin, viola, cello or bass. Students learn proper bow hold, hand positioning, note reading, and ensemble skills. Students who enroll in the Strings Program are expected to take weekly lessons. A private music tutor is on campus to provide lessons for an additional fee.

Grade 5 students have the opportunity to join a chorus whereby students become proficient singing in two-part songs and can follow their part in the vocal score. While learning proper vocal technique, students are able to put to use the fundamentals and concepts learned in their general music classes and incorporate them into the vocal repertoire they rehearse and perform. Chorus members are also taught how to apply the Solfège system with Curwen hand signs to sight-sing short phrases of music.

Technology

Students meet bi-weekly for computer class throughout the school year. Integrated across the curricula, the program provides the opportunity for students to practice word processing, desktop publishing, webbing, timelines, spreadsheets, internet research, and slide show presentations. In addition, Touch Typing skills are developed with individualized practice sessions and keyboarding software. Through a variety of software programs and project-based learning methods, students have a chance to strengthen analytical thinking and problem-solving skills.

Library

Students engage in a variety of small research projects (curriculum and non-curriculum related), using print and non-print resources. The research process also includes the use of electronic databases to which the library subscribes, magazine and newspaper resources and a variety of encyclopedias. The students begin to use the Internet with directed research topics.

Physical Education

Physical education class provides some great teaching moments. While students participate in lead-up games, they learn new skills and strategies, strengthen previously acquired athletic skills, and develop important social skills. One class period per week is reserved for health education. Students take the Presidential Physical Fitness Test in the fall and spring; the importance teachers place on this test assists in fostering positive attitudes among students toward health and fitness.

GRADE SIX

English

Students continue to write various styles of composition for specific purposes: descriptive, explanative, persuasive, creative, and informative. Using the writing process, they practice the crafting of varied sentence structure and well-developed paragraphs and essays. Students write a research paper; note taking, outlining, and preparing a bibliography are part of the project. The reading of these reports and other compositions helps to hone oral speaking skills. Students study vocabulary units on a biweekly basis; they receive grammar and spelling instruction weekly.

Spanish (Two classes per week for one semester)

This course builds upon the Grade 5 Spanish program, giving students a sequential language learning experience. Students engage in multi-sensory activities such as games, songs, mime and peer interaction as a means to practice vocabulary and everyday expressions. They acquire the basic structure and vocabulary for understanding and expressing greetings and for using the words for colors, numbers from 1 to 100, body parts, school subjects, wild animals, places in the city, house and foods.

Latin (Two classes per week for one semester)

This is the continuation of the introductory Latin 5 course based on a real Roman family who once lived in Britain with photos of genuine Roman artifacts found in archaeological digs. Students continue to learn about the day-to-day lives of the family, customs and events, while building on the Latin language and the English derivatives. The Grade 6 course also combines the comprehensive teaching of vocabulary and Roman and Greek myths with the family's story. The expanded grammatical content helps students to develop language awareness, and provides a solid foundation from which learners can progress to further English or foreign language studies.

History

Using a multi-sensory approach, 6th Grade History explores world history from the beginning of civilization to the peak of Mali's empire in the 14th century. Students examine the diverse history, culture, economy, and geography of the Egyptian, Mesopotamian, African, Chinese, Indian, and Greek civilizations. Integral to the program is the emphasis on the origins of the religions associated with these diverse cultures. The course helps to improve basic skills in reading comprehension, outlining,

researching, map reading, critical thinking, and informative writing. In addition, on a weekly basis, students engage in discussions based on current events.

Literature

This program is designed to foster an appreciation for literature and to hone reading skills, including comprehension. Teachers support students' critical thinking abilities by emphasizing abstract interpretation of works read as well as concrete recall of facts and details. Using a multisensory approach while studying novels, students learn to identify and gain insight from literary elements. The skills work is an integral part of the program, building on students' strengths while teaching specific strategies to ameliorate weaknesses. Vocabulary development and writing is part of all literature classes.

Mathematics

Grade 6 students are divided into groups according to individual learning style and skill level. Groups are fluid throughout the year to complement each child's learning needs. All groups cover the binary operations and apply these operations to a variety of numbers (whole numbers, decimals, fractions, prime numbers). Students also study measurement, geometry, data analysis, and are introduced to Prealgebra. A twice-weekly math lab takes a more hands-on approach to mathematics. Students also continue the "Every Day Counts" program begun in Grade 5. Over the year, accelerated groups cover topics in more depth and may also work with statistics, ratio, proportion, probability, and more involved geometry concepts. Students in need of extra support may not reach percents and statistics and may be asked to cover this material over the summer.

Science

Students learn about Earth's living and non living systems and how they intersect. We begin learning about the Earth's structure and composition; through the rock cycle discover the process of plate tectonics. Students learn that though the Earth appears static, over the course of geologic time it is actually dynamic. In the second half of the year we overlay living organisms onto the dynamic physical environment and consider how changes in abiotic factors can affect biotic factors in an ecosystem. Our focus is on the Chesapeake Bay and how various activities in the watershed have an impact on the organisms that live in the bay.

Art

In Grade 6, the students attend art class twice a week. The program includes more demanding and challenging art assignments than in the previous year; emphasis is placed on the procedure and planning of these assignments. Students progress with increased understanding of the complexities of direct observation drawing, two-point perspective, three-dimensional form making, carved relief and printmaking. They are exposed to more in-depth art terminology, art history, and concept application. Through the use of interdisciplinary units, students explore imagery specific to historical cultures from around the world.

Music

Grade 6 music classes focus on styles of American music. Students learn about musical styles and traditions from the United States including pop, Broadway musicals, jazz, and American classical music. Through these genres students analyze lyrics, practice improvisation, and learn about the importance of music in the American culture. Students continue to concentrate on the development and refinement of the skills essential to musicianship. They gain stronger note-reading skills through the study of rhythm, melody and harmony. Vocal and instrumental ensemble music plays a challenging yet important role in the student's ability to work with other musicians while building confidence in performance. Grade 6 students have the opportunity to appreciate styles of music from various time periods through the study of vocal and instrumental music.

Grade 6 students have the opportunity to join the String Program and learn to play the violin, viola cello or bass. Students learn proper bow hold, hand positioning, note reading, and ensemble skills. Students who enroll in the Strings Program are expected to take weekly lessons. A private music tutor is on campus to provide lessons for an additional fee.

Grade 6 students have the opportunity to join a chorus whereby students become proficient singing in two and three-part songs following their part in the vocal score. While learning proper vocal technique, students are able to put to use the fundamentals and concepts learned in their general music classes and incorporate them into the vocal repertoire they rehearse and perform. Chorus members review the skills necessary to sight-read music and practice sight-singing simple melodies.

Technology

Computer classes meet bi-weekly during the school year. Students focus on building research and investigation skills through a variety of assignments. Intermediate word processing skills, digital photography, image editing, spreadsheets, online safety and responsibility, cyber-bullying, social networks, evaluation of web sites, and plagiarism are addressed during the course. In addition, students have an opportunity to develop their keyboarding skills, focusing on speed and accuracy. Problem-solving and skill-building software programs are utilized in the curriculum.

Library

Students use the library as a resource for book reports and social studies projects. They attend book presentations by the librarian, who helps them develop an appreciation for literary award winners and critical skills for evaluating, discussing and recommending books.

Physical Education

Physical education class provides some great teaching moments. While students participate in lead-up games, they learn new skills and strategies, strengthen previously acquired athletic skills, and develop important social skills. One class period per week is reserved for health education. Students take the Presidential Physical Fitness Test in the fall and spring; the importance teachers place on this test assists in fostering positive attitudes among students toward health and fitness.

GRADE SEVEN

English Grade 7

The course is designed to focus on the art of writing, challenging students to become better writers and public speakers. Through daily and long-term assignments, students build and expand their understanding of writing purposes and of writing as a process. This course complements world geography and literature, and it explores other topics for analytical study. As students practice writing varied sentence structure, paragraphs and essays, they begin to develop individual styles and to employ appropriate tone and diction. 7th graders learn to plan before writing, showing awareness of purpose, audience, content, and form. Elaborate research projects expose students to the use of technology and resource materials, while they hone their skills in note taking, outlining, and documenting. They receive weekly instruction in grammar, word usage, and mechanics. In addition, they receive challenging vocabulary units every two weeks. Oral communication skills improve by reading and evaluating student writings using self, peer, and teacher review.

American Sign Language A

This is an introductory course to American Sign Language (ASL), an option for selected students for whom Spanish or Latin may not be appropriate. As ASL is a visual language, it consists of precise hand shapes and movements for communication. Students in this course will also explore Deaf history and current events in the Deaf community.

Latin 7th Grade

This introductory course focuses on the language and life of the Roman world in the first century, AD. As they research and speak about past events, students discuss the influence of Roman culture and civilization on today's society. With an emphasis on reading and translating, students learn and develop basic communicative skills. The idea of Latin as a root to Romance languages and its relevance to the English language is elemental to this course.

Spanish 7th Grade

This is the initial course for formal Spanish study. It provides a structural and grammatical progression through topics and situation-based activities. Emphasis continues on the development of the four language skills: listening comprehension, speaking, reading and writing. During this course, students learn about customs in the Spanish-speaking world and begin to develop an appreciation of other cultures. They acquire the basic structure and vocabulary for understanding and expressing personal details in everyday situations.

World Geography

The 7th Grade Geography and Culture course revolves around the question How does where we live influence how we act? Students study both basic geography skills (using a globe, reading maps, charts and graphs) and habits of mind (reading for understanding, making connections, self-evaluating), and then apply these skills and habits to learn about themselves and the world around them. The course is project-based—there are few traditional written tests and quizzes—and focuses primarily on non-Western cultures.

Literature Grade 7

In grade 7, literature continues to be a vehicle for learning about life around them, not simply for understanding a story. Students learn and practice identifying main ideas, sequencing, synthesizing information, drawing conclusions and summarizing. They study the role of literary devices in novels, plays, and short stories. Using contemporary and classic texts, students read about the universality of the human condition with the goal of becoming increasingly aware of, and sensitive to, the realities of others. The course also requires independent reading, and directed writing to practice response and analytical skills. In addition to supplemental short stories, usual texts studied are: *The Outsiders*, *Miracle Worker*, *New Found Land*, *Godless*, *Things Not Seen*, *Coraline*, *Boy in the Striped Pajamas*, and *Roll of the Thunder, Hear My Cry*.

Mathematics

Math 7

The regular sequence course for Grade 7 students, this course focuses on mastery of math skills needed to apply concepts encountered in higher-level courses. Students review basic arithmetic skills, then apply these skills to operations with whole numbers, integers, decimals, fractions, and percents. Further topics include ratio, proportion and geometry. Students experience more abstract thinking through the introduction of variables and learn to solve simple equations. Additional math time is allotted for a math lab, which provides opportunities for students to reinforce math concepts through a hands-on approach. Students who successfully complete this course move on to Prealgebra in Grade 8.

Prealgebra

Students who may be ready for Algebra 1 in Grade 8 take Prealgebra in Grade 7. The course covers the background required for Upper School level work in algebra and geometry, but it is acknowledged that not all students will master this background in one year. Topics include whole numbers, integers, rational numbers, decimals, fractions, proportions, percents, geometry, and graphs. The course emphasizes the symbolic language of mathematics and encourages the transition from concrete to abstract thinking through the use of algebra to solve problems involving equations and inequalities. Additional time is allotted for a math lab, which provides opportunities for students to reinforce math concepts through a hands-on approach. At the conclusion of the course, students either move on to Algebra 1 or extend their study of Prealgebra.

Science

The Grade 7 science curriculum focuses on the overall theme of life: from the basic unit of all life, the cell, to the theories of evolution and how life has become what it is today. Students are first introduced to fundamental biological concepts, including biodiversity, evolution, cell structure and function, and cell processes and specialization. The course will then venture into genetics and the study of heredity, and how these studies can be used to predict the inheritance of different traits from parent to offspring. A major goal of the course is to help students develop skills in organization, research, scientific technology, hypothesizing, data collection and analysis, experimentation, and scientific report writing.

Physical Education

Physical education class is based on weekly mini units. Most units are sports related, such as soccer and football, while others consist of games that are grouped thematically, such as racquet sports. Students continue to develop basic skills and concepts as they participate in small group games and full class scrimmages. They attend health class one day each week. Students also take the Presidential Physical Fitness Test in the fall and spring; once again the importance of good health and fitness is emphasized.

Art

In Grade 7, students attend art for one semester. The art program emphasizes increased understanding and utilization of the planning process; students learn that the success of a project depends greatly upon specific stages of development. Individual creative expression is encouraged as students begin to develop a personal style to their artwork. As students create two- and three-dimensional works of art, they use dexterity skills in handling new tools and materials. These works include subject matter like still life, portraits and landscape using more advanced drawing and painting techniques as well as media that can include collage, ceramics, sculpture and photography.

Band

Band students who have demonstrated proficiency on an instrument are able to further develop their skills and technique in this ensemble. Concepts such as notation and tone production are reinforced, while simple to complex rhythms are taught by performing jazz, pop, and classic rock repertoire. Techniques

involving fingering/embouchure, tone quality, and breath control/support are emphasized. Music theory and ensemble-playing are important components of the course. Practicing at home is mandatory for the development of skills.

Chorus

7th & 8th Grade Chorus students participate in a choral ensemble that focuses on the development of vocal skills and musicianship. Students learn and perform music for mixed voices that is aesthetically pleasing to their age group, thus developing various aspects of choral singing. Students are taught to sight-sing using the Solfège syllable system and apply it to the music they rehearse and perform. Rehearsals consist of vocal warm-ups, choral singing in two and three parts, and musicianship-building activities.

Handbells

The handbell elective is provided for Grade 7 students for one semester. Students enrolled in this class will learn the many different techniques of handbell ringing. Students will also improve their musical literacy skills through note-reading and other musical directions in a score. This ensemble is conducive to promoting hand-eye coordination and team-building.

Drama

The objective of Middle School drama is to introduce young performers to the fun and fulfilling world of telling stories on stage; to expose them to a few different styles of performance; and to develop their voices, bodies and minds to play effective characters on stage. Students address the concept of drama theory by learning the Stanislavsky method and the basics of improvisation. They engage in works of comedy, drama, and slapstick with emphasis on voice and diction. The class is tailored to offer the aspects of performance that elicit the highest level of enthusiasm and excitement in the students. Drama students perform short pieces for the Middle School community, quarterly.

Technology

Opportunities to acquire technology skills through diverse multidimensional projects are available to students in this elective course. Through a variety of software programs and project-based learning methods, students have a chance to explore productivity software and strengthen problem-solving skills. In addition, current social and ethical technology issues in the world today are addressed in this course.

GRADE EIGHT

English

Students continue to write across the curriculum for a variety of purposes. Through daily and long-term assignments, students reinforce and expand their understanding of writing as a process. Teachers emphasize the writing of complex and varied sentences, as well as the elaboration and analysis of a thesis and plan. The writing of essays, poetry, short stories, and a research paper is central to the course; teachers enter students' poems and short stories into contests for publication. On a weekly basis, students receive instruction in grammar, word usage, and mechanics. In addition, they receive a list of new and challenging vocabulary words every two weeks.

American Sign Language A

This is an introductory course to American Sign Language (ASL), an option for selected students for whom Spanish or Latin may not be appropriate. As ASL is a visual language, it consists of precise hand shapes and movements for communication. Students in this course will also explore Deaf history and current events in the Deaf community.

American Sign Language B

This is a continuation to the introductory course to American Sign Language (ASL), an option for selected students for whom Spanish or Latin may not be appropriate. As ASL is a visual language, it consists of precise hand shapes and movements for communication. Students in this course will continue to explore Deaf history and current events in the Deaf community.

Latin 8th Grade

This course is a continuation of the first year of formal Latin course. Through readings students expand their vocabulary and continue to make connections to the English language. In addition, students continue to study the Roman way of life and make parallels to their own. Latin derivatives and the relevance of Latin to the English language continue to be developed.

Spanish 8th Grade

This course continues to provide structural and grammatical progression through new topics and situation-based activities that integrate cultural aspects of the Spanish-speaking world. Emphasis is given

to the four language skills: listening comprehension, speaking, reading and writing. During this course, information on customs throughout the Spanish-speaking world is presented to help students develop a deeper appreciation of other cultures. Students acquire a solid foundation in the structure of language and vocabulary, using their advancing skills for understanding and expressing new details from everyday situations.

U.S. History

8th Grade US History highlights the trials, tribulations, and successes of the early American settlers and those who strove to build our nation; its aim is to instill student appreciation for their sacrifices and hard work. Beginning with English and Dutch colonization, this course progresses through the struggle for independence and the Federalist era, ending with the culture and politics of the early 1800's. The course pays particular attention to the forming of the U.S. Constitution and Bill of Rights, and the basic workings of our Federal Government. Students gain exposure to a variety of historical perspectives that are presented in the form of lectures, discussions, debates, films, and oral presentations.

Literature

Building on the skills acquired in Grade 7, students in Grade 8 further their study of complex literature. Students continue the practice of identifying main ideas, sequencing, synthesizing information, paraphrasing, writing characterizations, and analyzing themes. They read about social, political, historical, and individual identities; occasionally, they explore articles, essays and films to enhance interpretations. As students also read independently to broaden their knowledge of literature, they are encouraged to become lifelong readers. In addition to classic short stories and poetry, texts read may include: *The Light in the Forest*, *The Pearl*, *Of Mice and Men*, *Tom Sawyer*, *The Giver*, *Inherit the Wind*, *War Between the Classes*, and *Nothing But the Truth*.

Mathematics

Prealgebra

The course covers the background required for Upper School level work in algebra and geometry. Topics include whole numbers, integers, rational numbers, decimals, fractions, proportions, percents, geometry, and graphs. The course emphasizes the symbolic language of mathematics and encourages the transition from concrete to abstract thinking through the use of algebra to solve problems involving equations and inequalities. Additional math time is allotted for a math lab, which provides opportunities for students to reinforce math concepts through a hands-on approach.

Algebra 1

This traditional high school algebra course reviews topics covered in Prealgebra before making the transition from the concrete to the abstract concepts of algebra. Basic skill building leads into critical thinking to strengthen problem-solving abilities. Throughout, attention is drawn to real-life connections and geometric applications. Algebraic topics covered include linear functions, inequalities, systems of equations and inequalities, exponential functions, polynomials and factoring, quadratic functions, and rational and radical functions. The TI-83 Plus calculator is used extensively to reinforce the link between abstract concepts and visual representation.

Science

The Grade 8 curriculum is a largely laboratory-based course designed to introduce students to physics and chemistry. Students will be active learners; they will observe, inquire, question, formulate and test hypotheses, analyze data, report and evaluate findings. Through many hands-on activities students will be more thoroughly introduced to the atom, the periodic table of the elements, compounds, chemical bonding, reactions, solutions, acids and bases, and states of matter. The students will also be introduced to physics through force and motion and how these relate to real world applications. During fourth quarter the students will also enter a science fair competition to apply the steps of the scientific method with their own creative experiments. The curriculum is designed to promote awareness of current scientific research and practices, to continue developing skills necessary for scientific inquiry and literacy, and to prepare students for more intensive study in the Upper School.

Art

In Grade 8, students attend art for one semester. The program builds on the skills honed through Middle School, preparing students for the Upper School program. More complex subject matter, media and applications are explored through experimentation. The students discover imaginative and creative solutions to visual problems. Importance is placed on realism and the use of abstract and geometric elements in art through various works. A variety of two and three-dimensional projects are explored

through advanced drawing and painting techniques as well as media that can include collage, ceramics, sculpture, and photography.

Drama

The objective of Middle School drama is to introduce young performers to the fun and fulfilling world of telling stories on stage; to expose them to a few different styles of performance; and to develop their voices, bodies and minds to play effective characters on stage. Students address the concept of drama theory by learning the Stanislavsky method and basics of improvisation. They engage in works of comedy, drama, and slapstick with emphasis on voice and diction. The class is tailored to offer the aspects of performance that elicit the highest level of enthusiasm and excitement in the students. Drama students perform short pieces for the Middle School community, quarterly.

Band

Band students who have demonstrated proficiency on an instrument are able to further develop their skills and technique in this ensemble. Concepts such as notation and tone production are reinforced, while simple to complex rhythms are taught by performing jazz, pop, and classic rock repertoire. Techniques involving fingering/embouchure, tone quality, and breath control/support are emphasized. Music theory and ensemble-playing are important components of the course. Practicing at home is mandatory for the development of skills.

Chorus

7th & 8th Grade Chorus students participate in a choral ensemble that focuses on the development of vocal skills and musicianship. Students learn and perform music for mixed voices that is aesthetically pleasing to their age group, thus developing various aspects of choral singing. Students are taught to sight-sing using the Solfège syllable system and apply it to the music they rehearse and perform. Rehearsals consist of vocal warm-ups, choral singing in two and three parts, and musicianship-building activities.

Guitar I

Guitar I is an Eighth Grade Elective that meets during the Fall Semester, three times a week for a forty-minute period. This class is designed to teach beginning guitarist basic guitar skills while incorporating general music concepts. Using a variety of student appropriate repertoire, including current popular and rock songs, students will be engaged with theory concepts such as note reading and identifying intervals of notation. This knowledge will be applied to learning to play triads and major scales. Through the use of the Pentatonic and Blues Scales, students will discover various methods of improvising music on the guitar. Students will also be challenged to become strong sight-readers as they are drilled on eighth note rhythms and easy syncopated patterns. Above all, each guitarist will learn a variety of chord strumming styles including Rock, Blues, Folk and Classical.

Guitar II

Guitar II is an Eighth Grade Elective that meets during the Spring Semester, three times a week for a forty minute period. This class is a continuation of Guitar I for beginners or for students who have had some earlier experience performing on guitar allowing students to develop their musicianship by performing more advanced material. Basic theory skills will be increased to learning to perform seventh chords, minor triads and scales. Students' sight-reading capabilities will be challenged to perform advanced syncopation and sixteenth-note rhythms. The guitarist's improvisational techniques will also continue "moving up the neck." Students will also be introduced by the end of the course to more-challenging guitar playing that includes Finger-picking, Barr chords, and advanced chord strumming.

Handbells

The handbell elective is provided for Grade 8 students for one semester. Students enrolled in this class will review handbell technique and further refine skills in ringing with dynamics and phrasing. Students will also learn and perform more advanced handbell repertoire that involves thick textures and more complex rhythms.

Digital Graphics

The Digital Graphics, Grade 8 computer elective utilizes project-based learning techniques while students explore graphics software. Students discover the joy of working with digital graphics and animation. With a focus on various art styles, students have a chance to edit and create images using multiple software programs including Adobe PhotoShop.

Physical Education

Physical education class is based on weekly mini units. Most units are sports related, such as soccer and football, while others consist of games that are grouped thematically, such as racquet sports. Students

continue to develop basic skills and concepts as they participate in small group games and full class scrimmages. They attend health class one day each week. Students also take the Presidential Physical Fitness Test in the fall and spring; once again the importance of good health and fitness is emphasized.

upper school

The McLean Upper School is an exciting place, with a terrific student body and a superb faculty. This is a school that applauds students with a strong work ethic, young people who are ready to get involved. Students are busy getting ready for college. They are learning to appreciate fine literature; to engage in the study of cultures throughout history; to solve complex problems in mathematics and science; and to express their ideas on paper. Proudly, they celebrate their jazz combo assemblies, their quality play performances, their computer graphic designs, and their hallways filled with artwork. Upper School students have written and implemented a student government constitution; created and supported an honor pledge; designed and followed through with a volunteer service program; taken charge of day-to-day discipline; and volunteered to help counsel peers in need. In the spirit of community service, the Service League sponsors such events as food and clothing drives, feeding the homeless, and coordinating school-wide holiday baskets for children of the homeless. This is a student body that works hard to sponsor fun social activities after school and on weekends, including a fall dance and senior/junior prom. In addition, McLean Upper School students have taken an active part in their athletic program, applying their many strengths to develop competitive teams in a variety of sports. They are confident in the knowledge that they "can" handle tasks they encounter, working closely with their teachers to determine "how," using the strengths of their particular learning styles.

All Upper School students are encouraged to participate in clubs, committees, and activities. Elected student representatives serve the student body through their student government, which includes the Service League and the Activity Committee. Concerned student leaders are chosen by the faculty to serve on the Honor and Discipline Committees and on the diversity-oriented Equity Board. In conjunction with a faculty sponsor, students are encouraged to form clubs based on mutual interests.

Fourteen athletic teams are available to Upper School students (in the fall, boys and girls soccer, girls volleyball, and co-ed cross country; in winter, boys and girls basketball, co-ed wrestling and step team; and in the spring, boys and girls lacrosse and co-ed track); or they may take a physical education class or engage in an independent physical education contract for at least two years.

At the end of their senior year, students undertake a Senior Project. Designed over the previous six months, the project offers seniors the opportunity to spend the last 2 weeks of May in a volunteer program or as an intern in the "real world" of business. The project ends with a formal presentation before the Upper School community.

The Upper School counselor is available to assist with social, emotional, and behavioral support in order to promote student success in school. This support can be offered through individual meetings with students, consultations with teachers and other school staff, classroom interventions and collaborations with parents and any outside providers. The counselor observes students in the educational setting and assists with intervention plans in school and recommendations to parents for out-of-school supports, as students demonstrate needs impacting their educational success. The counselor works as part of a multi-disciplinary team to create a safe and respectful environment where all students may learn.

The goal of the college counseling program is to help McLean students identify and select the colleges that best match the academic strengths, learning styles and personal interests of each individual student. The full-time college counselor holds regular group meetings with juniors and seniors to review the various aspects of the college application process, including researching colleges, planning visits, writing essays and practicing interview skills. Additionally, the college counselor works with individual students and their parents, helping them to navigate and manage the college admission and financial aid process.

All students benefit from the multiple-modality teaching style used by McLean teachers. In addition, the school encourages students to use the tools they need to be successful. Students may use preferential seating, books on tape, extended time on tests, laptop computers, note-taking buddies and the Kurzweil reader. When appropriate, students may also receive oral exams and/or readers for exams. Academic Achievement Plans are developed for students based on current outside professional diagnostic testing reports as warranted. This plan does not guarantee approval for accommodations by any outside testing agency. A full-time learning specialist and a part-time academic coach are additional resources for the Upper School community.

Graduation requirements

Students must successfully complete 26 Upper School (post Grade 8) credit hours to qualify for a McLean School Diploma. A unit of credit is awarded for a course that meets one class period per day for the entire academic year. Partial credit is awarded in the same ratio for courses that meet less often. Classes, with

as few as one student and as many as 18, are 50 minutes long and meet 5 days per week. Academic discipline requirements are:

English: 3 years (structured grammar, composition, and vocabulary)

Foreign Language: 2 years of one language; 3 years strongly recommended (Spanish, Latin, and American Sign Language are offered)

History: 3 years; 4 years strongly recommended (U.S. History is required. Eastern and Western Civilizations, Modern World History, Advanced Placement U.S History, Advanced Placement U.S. Government & Politics, as well as other electives are offered)

Literature: 3 years (Literature classes parallel History classes and include Contemporary Classics, Modern World Literature, American Literature)

Senior English: Humanities: 1 year (Advanced Placement English Literature, 20th Century Culture and Thought, Advanced Studies in Writing Styles, Themes in U.S. Conflict)

Mathematics: 4 years (Algebra I, Geometry, and Algebra II/Trig are required). Precalculus, Advanced Placement Calculus AB, Senior Math and Probability & Statistics are also offered)

Science: 3 years; 4 years strongly recommended (Biology, Environmental Science, Chemistry, Physics, P.A.I.D. (Physiology, Anatomy, Injury Prevention and Diseases), Advanced Placement Biology, Advanced Placement Chemistry, Sports Medicine, and Forensic Chemistry are offered)

Arts: 1 credit; more strongly recommended (elective classes in visual arts include Art Foundations, Computer Based Art and Design, and Advanced Art: elective classes in performing arts include a variety of drama electives, Vocal and Instrumental Ensemble, and Jazz Combo)

Physical Education: 2 years (3 options fulfill this requirement: participation on an after school athletic team; attending a daily P.E. class; or applying for an independent contract in physical education)

Course descriptions for each discipline follow. Honors classes are offered for students meeting prerequisite requirements; other courses may also have prerequisites or require departmental permission. Independent study is available to qualified seniors.

Graduation requirement: 3 years

ENGLISH

One of the distinct advantages of the McLean School English / Literature Curriculum is that we provide in-depth writing and reading analysis far beyond most traditional high school systems in order to give our students the opportunity to become more sophisticated in their writing and reading abilities. At Mclean, we split English and literature into two separate yet connected courses to ensure that students gain more intensive support and exposure to a wide variety of concepts. By separating the traditional single curriculum, we can, in English, focus on the structure, order, development, and style of solid college essay writing along with strengthening vocabulary, grammar, and mechanics. In literature, we can focus on an analytical framework to develop cognitive skills, reading and interpretive competence, and the development of inferential and critical thinking based upon ideas presented in reading selections. And yet both sides of the curriculum are connected because students read and write in English and literature; the skills learned in each discipline complement each other. In English, the students are looking at how a piece of writing is put together stylistically and structurally, and in literature, students are analyzing and drawing conclusions about what an author is trying to communicate. By splitting the curriculum, the students at Mclean have more time to be engaged with meaningful learning with two critical aspects of education—writing and reading—rather than racing through an overburdened single curriculum.

English 9

Grade 9 students will continue with the refinement of written expression, the reinforcement of previously learned grammar and usage skills, and the development of new skills needed for college-level essays. Students will approach writing topics in systematic stages—planning, drafting, revising, editing—in order to write clear, coherent, organized college-level essays. The systematic structure will begin with an understanding of the fundamental organization of their thoughts into clear, focused, logical sentence structures which will, in turn, develop into logical and functional paragraphs. Initial information about college-level researching techniques will be studied. Finally, different types of plagiarism will be discussed. Students will expand their vocabulary through an organized and structured method of study using word parts—prefixes, roots, suffixes—in order to gain a sense of what a word means. Thus,

through the systematic study of words, students will have the tools to analyze words while reading. The vocabulary section of the course will be cumulative and will build on the previous year's study.

Texts: *Focus on Writing: Paragraphs and Essays* by Kirszner and Mandell and *Focus on Writing Workbook*

English 10/English 10 Honors

Grade 10 students will continue to reinforce systematic stages of writing—planning, drafting, revising, editing—in order to write clear, coherent, organized college-level essays. Students will understand the function and parts of the essay including the introduction with thesis, body paragraph organization, and conclusion. Correct use of transitional devices, grammar, and usage will be employed to create effective sentences, coherent paragraphs, and well developed college-level essays. Students will study professional models from a wide variety of essays: description, comparison / contrast, illustration, definition, and argument to name a few. Furthermore, students will become familiar with and use the MLA style for all documentation and apply those skills to a research paper. In addition, students will continue the discussion of different types of plagiarism begun in Grade 9. In vocabulary, students will expand their knowledge of word parts (initiated in 9th Grade) through an organized and systematic study of Latin and Greek prefixes, roots, and suffixes in order for students to develop the ability to recognize the meanings of words while reading and to help them build their English vocabulary. The vocabulary section of the course will be cumulative and will build on the previous year's study. Honors sections cover the same basic curriculum but in more depth and at a faster pace than other sections. Honors students are held to a higher standard of self-reliance.

Texts: *The Bedford Handbook 7th edition* by Diana Hacker, *Models for Writers* by Rosa and Eschholz, and *English Words from Latin and Greek Elements* by Donald M. Ayers

English 11/English 11 Honors

Grade 11 students will continue to refine their writing skills in preparation for college-level writing. Emphasis in this course is placed on increased complexity of content and style and will involve a variety of writing assignments, both formal and informal, to sharpen students' writing skills and encourage a love of and comfort with writing. Formal writing skills will be strengthened through self, peer, and teacher evaluation. Students will read and analyze the writing of accomplished authors as models for their own developing writing styles. A fully documented research paper will be completed; also, techniques will be introduced to help students with the quick analysis of an essay prompt in order to write an organized, in-class essay to prepare students for the SAT writing test. In addition, students will continue the discussion of different types of plagiarism begun in Grades 9 and 10. A multi-sensory approach will be employed whenever possible to accommodate a variety of learning styles and strengths. Grammar and vocabulary lessons are emphasized to aid in the successful expression of each student's ideas through writing. With vocabulary, students will use what they learned in grades 9 and 10 about prefix-root-suffix construction of words in order to dissect and define words on vocabulary tests. Honors sections cover the same basic curriculum but in more depth and at a faster pace than other sections. Honors students are held to a higher standard of self-reliance.

Text: *The Bedford Handbook 7th edition* by Diana Hacker

FOREIGN LANGUAGES

Graduation requirement: 2 years of 1 language; 3 years are strongly recommended

American Sign Language I

This course is designed to take students who have no knowledge of sign language to the point where they can communicate comfortably in a variety of situations in the Deaf community. Early on, students will focus on learning the manual alphabet, fingerspelling, vocabulary, greeting one another and getting acquainted. They will also learn the history of ASL, Deaf culture and etiquette. Other topics will include family members, directions, jobs and activities, descriptions and requests, all the while perfecting expressive and receptive skills.

Texts: *Signing Naturally Student Workbook, Level 1* (Dawn Sign Press)

American Sign Language, A Student Text, Units 1-9 (Gallaudet University Press)

American Sign Language II

This is a continuation of the introductory course in American Sign Language I. Students in this course continue to perfect their receptive and expressive skills through work in the classroom, as well as experiencing the opportunity to have guest speakers from the Deaf community. Students explore Deaf history and current events in the Deaf community.

Texts: *Signing Naturally Student Workbook, Level 2* (Dawn Sign Press)
Train Go Sorry, Inside a Deaf World, Leah Hager Cohen

American Sign Language III

This course is designed to take students who have successfully completed the requirements for ASL I and ASL II to the point of better understanding more advanced ASL structures and vocabulary, role shift variations, formal storytelling, and formal/informal presentation techniques.

Texts: *Signing Naturally Student Workbook, Level 3* (Dawn Sign Press)
Numbering in American Sign Language, (Dawn Sign Press)

Latin I

This course introduces students to the Latin language through the practice of reading. Grammar is presented as ancillary to the text and as the means by which the text is understood. Cases of nouns, tenses and verbs are presented through readings that lead students to syntactical understanding. Students develop insight into the Graeco-Roman world and its cultural richness. Family life and the society of ancient Pompeii are highlighted as are the archaeological methods by which we understand that way of life. Oral as well as aural skills in the target language develop throughout the year.

Text: *Cambridge Latin Course, North American Fourth Edition, Unit I and Unit 2* (Cambridge University Press, 2001)

Latin II

This course furthers students' language study with more advanced grammar and more complex sentence structure. Reading continues to be the primary skill being developed. Historical context becomes a more significant focus. Students work with some adapted passages towards the end of the course. In doing this, focus on the authors becomes an additional study element.

Text: *Cambridge Latin Course, North American Fourth Edition, Unit II and Unit III* (Cambridge University Press, 2001, 2002)

Latin III

In this course, students move from adapted texts into original Latin prose and poetry. Advanced grammar study continues. Poetic elements, versification, and historical references are highlighted. Students begin to approach texts as literature and to evaluate them as such. Mythology and ancient philosophical allusions are discussed. Students develop understanding and recognition of individual authors' prose and poetic styles.

Text: *Cambridge Latin Course, North American Fourth Edition, Unit III and Unit IV* (Cambridge University Press, 2002, 2003)

Latin IV

In this course students read all original Latin prose and poetry. Advanced grammar study continues. Poetic elements, versification, and historical references are studied in depth. Students begin to approach texts as literature and to evaluate them as such. Mythology and ancient philosophical allusions are discussed. Students develop understanding and recognition of individual authors' prose and poetic styles. History, both political and social, is studied so that literary pieces are read in the context in which they were written.

Texts: *Cambridge Latin Course, North American Fourth Edition, Unit IV* (Cambridge University Press, 2003)

Cambridge Latin Anthology, 3rd printing (Cambridge University Press, 1998)

Spanish I

This course exposes students to elementary vocabulary and grammatical structures. All language skills (reading, writing, listening and speaking) are practiced, but students focus primarily on the speaking skills necessary to the foreign language experience. Students are introduced to the cultures of Spanish speaking countries. Upon successful completion of this course, students advance to Spanish II.

Text: *Realidades Level 1* (Pearson Prentice Hall, 2004)

Spanish II

Students further their language study through acquisition of new vocabulary and grammatical concepts. All language skills (reading, writing, listening, and speaking) are practiced, but the focus remains on the speaking skills necessary to the foreign language experience. Using the target language, students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. They continue to discover the nature of language through comparisons between Spanish and their native language and further explore cultural concepts by contrasting the Hispanic cultures with their own. Upon successful completion of this course, students advance to Spanish III.

Texts: *Realidades, Level 2* (Pearson Prentice Hall, 2004)
La Gran Aventura de Alejandro (Amsco, 1994)

Spanish III

In this continuation of more complex Spanish, students expand their vocabulary and their conversational skills and spend more time on composition skills. Extensive study of grammar is reinforced with a variety of activities such as selections from readings and short videos. Students begin to address cross-cultural issues as they relate to Hispanic cultural traditions and values and their own beliefs.

Text: *Realidades, Level 3* (Pearson Prentice Hall, 2004)

Spanish IV

The main focus of this course is language acquisition and development. Instruction at this level is given almost exclusively in Spanish. Emphasis is placed on communication and interaction with the goal of enabling students to use the language appropriately with the teacher and with each other in a range of situations and for a variety of purposes. The skills of listening, speaking, writing and reading are developed equally through integrated activities. Discussion of Spanish literature, and contemporary Spanish film viewing and analysis of plots and characters play a greater part in this process. Cultural and ethnic diversity in Latin America and Spain as well as the life of Latinos in the US are examined.

Texts: *Pasaporte al Mundo 21 ¡En español!* (McDougal Littell, 2004)

Aventuras Literarias Levels 3-4 AP (McDougal Littell, 2003)

Spanish V (not offered 2009-2010)

This course is designed to help students improve their writing and speaking skills using a variety of films from various Spanish-speaking countries. Students will be engaged in class discussions, essay writing and oral presentations. Students will be encouraged to analyze, compare and contrast social and cultural aspects of the Spanish-speaking countries around the world. Grammatical structures will be revisited throughout the year, putting more emphasis on appropriate vocabulary, structures and idiomatic expressions used in conversation and composition writing.

Texts: *Cinema for Spanish Conversation* (Focus Publishing, 2006)

Breaking the Spanish Barrier – Advanced (Breaking the Barrier, Inc., 2006)

Advanced Placement Spanish Language

This course is designed to prepare students for the Advanced Placement (AP) Spanish Language Exam. It is designed to strengthen fluency and knowledge in the oral and written language with a focus on language acquisition and development. Students who enroll should have a basic knowledge of the language and culture of Spanish speaking people, and should have attained a reasonable proficiency in listening comprehension, speaking, reading, and writing. A wide range of texts, including literature, are used to develop a variety of communication skills. The study of grammar and structure is integrated into the coursework.

HISTORY

Graduation requirement: 3 years, one of which must be U.S. History; 4 years are strongly recommended

Eastern and Western Civilizations

The Grade 9 history course explores the relationship between Western and Middle Eastern civilizations and contrasts that relationship with the West's ties to the Far East prior to Modernization in the 19th century. Tracking the history of these three regions, students examine their separate yet parallel developments as well as their interactions. As a result, students gain an understanding of how these cultures developed and how these interactions affect the history of the nineteenth and twentieth centuries. The course covers the time period from the Roman Empire to the European Enlightenment and the American Revolution; it includes the European Middle Ages, the rise and growth of Islam, the Chinese dynastic cycle, feudal Japan, Mongolian conquests, the rise of Atlantic trade and exploration, and the Renaissance.

Text: *World History: Patterns of Interaction* (McDougal Littell)

Modern World History

The Grade 10 history course is a topical and chronological study of modern world history, beginning with the French Revolution and finishing with the fall of the Soviet Empire. Topics also include the national revolutions in Europe and South America; the Industrial Revolution; the Age of Imperialism; the rise of Japan as a world power; the Mexican Revolution; World War I; the Russian Revolution; the rise of fascism and World War II; the rebuilding of Europe; the Cold War; African independence from colonial rule; the

formation of the state of Israel and the conflicts that followed; and the ongoing Israeli-Palestinian conflict. Over the year, students analyze primary sources, undertake projects and write a research paper linking current developments in world affairs to recent History that the class has studied.

Text: *World History: Patterns of Interaction* (McDougal Littell)

Modern World History Honors

Students who have demonstrated good thinking skills in previous history courses may be placed in Modern World History/Honors. This course follows the curriculum of Modern World History, but in greater depth and relies more heavily on primary sources.

U.S. History

The Grade 11 course covers selected topics in post-revolutionary U.S. History, focusing on major trends and developments that shaped modern America and examining political, social, and cultural history. The course begins before the Civil War and closes with the Nixon Administration. Throughout the year, students experience a variety of historical methodologies, including chronology, cause and effect, debate, primary resources, and independent research. Finally, students in U.S. History write a large research paper on the historical topic of their choice, which is worth 20% of their second semester grade in History.

Text: *The Americans* (McDougal Littell)

Advanced Placement U.S. History

Students who have demonstrated a strong background in previous history courses and have good writing skills may be placed in this Advanced Placement class. This course is a chronological study of U.S. History from colonization to modern times; there is a strong emphasis on essay-writing, both free response and document based. The course is designed to prepare students to succeed on the national Advanced Placement U.S. History Exam given in May.

Text: *The American Pageant* (Houghton Mifflin)

Advanced Placement U.S. Government and Politics

Students who have demonstrated a strong background in previous history courses and have good writing skills may be approved for this Advanced Placement class. This course is an in-depth, topical study of the formation and structure of the Federal Government, its relationship to local and state governments, and the development and workings of our modern political system. There is a strong emphasis on essay writing, both free response and document based. The course is designed to prepare students to succeed on the national Advanced Placement U.S. Government and Politics Exam given in May.

Anthropology (elective semester course)

This elective semester course is intended to be a survey of Cultural Anthropology. It begins with an introduction to the many disciplines in Anthropology and briefly looks at the field of primatology. From there the course covers the general concept of culture and looks at its many manifestations: communication and language; class, race and ethnicity; sex and gender; marriage and the family; psychology; the arts; and culture shock and change. A number of films supplement the texts. Books read include *Anthropology* by Gene Boteler and Mary Boteler, *Mirror for Humanity* by Conrad Phillip Kottak, and, *Cultural Sketches: Case Studies in Anthropology* by Holly Peters-Golden.

20th Century Culture and Thought

This elective course is designed to introduce students to the major 20th Century cultural and philosophical developments that occurred along side the well known political events. Students study a host of different texts, from literature and history, to poetry and philosophy. To better prepare students for their impending transition to college, the course is strictly writing based, as each semester the class is asked to turn in at least one major paper, take two essay based exams, and compose a number of shorter pieces based on the readings. Students turn in multiple drafts of their writing for critique, and formal writing skills are a focus throughout the year. Works read in the first semester include *No Exit* by Jean-Paul Sartre, *The Nietzsche Reader*, and sections from Studs Terkel's *Hard Times*.

U.S. History in Film (elective semester course)

This course covers selected topics in American history by studying several theatrical films. Each historical epoch is discussed before watching the relevant motion picture. After viewing, students conduct broad-based research to determine the historical accuracy of the film. Possible films watched include *Last of the Mohicans*, *1776*, *The Patriot*, *The Buccaneer*, *Amistad*, *Glory*, *Gods and Generals*, *Gettysburg*, *Roughriders*, *Matewan*, *Guadalcanal Diary*, *Halls of Montezuma*, *Truman*, *The Right Stuff*, *Harlan County War*, and *All the President's Men*. A highly structured film inquiry packet is used to facilitate relevant research on each film and corresponding historical episodes.

World Religions (elective semester course)

This course is intended to be a survey of world religions. The first half concentrates on the three monotheistic religions: Judaism, Christianity and Islam. Along with studying the beliefs and practices of these religions, the course will explore the historical ties and theological similarities that bind the three religions, and examine the impact they have had on Western thought. The second half of the course is an exploration of primal religions and Eastern religions (Hinduism, Buddhism, Taoism, Confucianism). The course concludes by looking at the New Age movement.

Text: *World Religions, A Voyage of Discovery* (St. Mary's Press)

The 1960s (elective semester course)

This course covers the major cultural and political issues facing the United States during this tumultuous decade. Major topics include the Vietnam War in American culture, the Civil Rights Movement, and the rise of the feminist voice. All of these topics are viewed in relation to the overarching political developments of the Cold War. Students read from a number of different sources and are required to give three major presentations to the class on topics of their choice.

Text: *The Times Were a Changin': The Sixties Reader* (Three Rivers Press)

LITERATURE

Graduation requirement: 3 years

One of the distinct advantages of the McLean School English / Literature Curriculum is that we provide in-depth writing and reading analysis far beyond most traditional high school systems in order to give our students the opportunity to become more sophisticated in their writing and reading abilities. At Mclean, we split English and literature into two separate yet connected courses to ensure that students gain more intensive support and exposure to a wide variety of concepts. By separating the traditional single curriculum, we can, in English, focus on the structure, order, development, and style of solid college essay writing along with strengthening vocabulary, grammar, and mechanics. In literature, we can focus on an analytical framework to develop cognitive skills, reading and interpretive competence, and the development of inferential and critical thinking based upon ideas presented in reading selections. And yet both sides of the curriculum are connected because students read and write in English and literature; the skills learned in each discipline complement each other. In English, the students are looking at how a piece of writing is put together stylistically and structurally, and in literature, students are analyzing and drawing conclusions about what an author is trying to communicate. By splitting the curriculum, the students at Mclean have more time to be engaged with meaningful learning with two critical aspects of education—writing and reading—rather than racing through an overburdened single curriculum.

Contemporary Classics

Within a developmental sequence and analytical framework, the ninth grade curriculum is dedicated to providing the foundation for the further development of cognitive skills, reading and interpretive competence, and written discourse. Students study literature from a variety of literary genres, formats, and narrative voices. They will read myths, poems, plays, short stories and novels. Objective-based goals include, in part: (1) an increased reading rate/fluency that will reinforce the identification and understanding of literary elements and techniques such as: foreshadowing, point of view, imagery; symbolism, irony, character, setting, and tone; (2) the development of inferential and critical thinking based upon ideas presented in the texts; and (3) demonstrable skills of summarizing, paraphrasing, and quoting directly. The literary essay is introduced and practiced. Students become more independent readers through self-regulated projects. Representative texts include: *Lord of the Flies*, *Midsummer's Night's Dream*, *Twelve Angry Men*, *Fahrenheit 451*, and *To Kill a Mockingbird*.

Modern World Literature

In the Grade 10 literature class, students read a selection of works—novels, short stories, poetry, and plays, both well-known and more obscure—from many parts of the world: Asia, the Middle East, Africa, Latin America, the Caribbean, and Europe. As students do so, they not only gain a deeper awareness and understanding of other cultures but also improve the speed, comprehension, and appreciation of their reading. Trying to identify universal themes in non-American literature, students work to increase the complexity of their analysis of the literature under study. Toward the end of the year, in conjunction with their work in history, students address the World War II Holocaust through literature. Representative texts

include: *Red Scarf Girl*, *Purple Hibiscus*, *Things Fall Apart*, *The Journey of Ibn Fattouma*, *Chronicle of a Death Foretold*, *Night*, *Maus I and Maus II*, and *Hedda Gabler*.

Modern World Literature Honors

Students who have demonstrated strong analytical ability and independent work ethic in literature may be placed in the honors section. In this section, students are introduced to literary theory; they supplement the basic readings with critical essays and learn to incorporate professional criticisms into their own writing and discussion. They are held to a higher standard regarding the amount they read, the quality of their writing, and their ability to analyze and to discuss pieces of writing independently.

American Literature

In this course, students analyze America and its literary tradition through a variety of lenses, such as Americans as individuals, dreamers, and grotesques. Students read a variety of genres and modes of written discourse, that extend from the lectures of Emerson, to contemporary non-fiction narratives, including Barack Obama's *Dreams of My Father*. Student writing focuses on the continuing development of critical literary analysis. Representative texts include: *The Great Gatsby*, *Into the Wild*, *The Namesake*, *Winseburg, Ohio*, *The Glass Menagerie*, *The Narrative of Fredrick Douglass*, and *Death of a Salesman*.

American Literature Honors

Students who have demonstrated strong analytical ability in literature may be placed in the honors section. Additional works may be covered in this section, and students are held to a higher standard in all areas of their work.

SENIOR ENGLISH: HUMANITIES

Grade 12 students choose among four elective courses: Advanced Placement English Literature and Composition; 20th Century Culture and Thought; Advanced Studies in Writing Styles; and Themes in U.S. Conflict.

Advanced Placement (AP) English Literature

Students in this course engage in the careful reading and critical analysis of adult-level poems, short stories, novels, and plays encompassing a variety of genres and time periods. Careful, thoughtful reading is expected as students take time to unpack a work's complexity, understand the various levels of meaning, and analyze the author's methods. Students employ established literary theories for their analysis and develop an appreciation for the scope and influence of particular works. The composition portion of the course is challenging, in that students are required to write relatively brief, carefully worded, expertly supported critical essays at least twice a week. Students are expected to complete a quarter-long, self-regulated poetry project. Preparation for the Advanced Placement exam is part of the course. Among the authors read over the year are: Sophocles, O'Connor, Alexie, Ballard, Hawthorne, Morrison, Baldwin, J. Irving, Atwood, Hardy, Mukerjee, Perkins-Gilman, Shakespeare and Shelley.

20th Century Culture and Thought

This elective course is designed to introduce students to the major 20th Century cultural and philosophical developments that occurred along side the well-known political events. Students study a host of different texts, from literature and history, to poetry and philosophy. To better prepare students for their impending transition to college, the course is strictly writing based, as each semester the class is asked to turn in at least one major paper, take two essay-based exams, and compose a number of shorter pieces based on the readings. Students turn in multiple drafts of their writing for critique, and formal writing skills are a focus throughout the year. Works read in the first semester include *No Exit* by Jean-Paul Sartre, *The Nietzsche Reader*, and sections from Studs Terkel's *Hard Times*.

Advanced Studies in Writing Styles

This advanced writing course is designed for the accomplished student writer who would like to explore a variety of writing styles and genres including, but not limited to, the areas of journalism, poetry, short stories, plays, creative nonfiction, and research writing. Writers should be eager to experiment and experience different forms of writing and to share their daily work aloud. The class is both traditional and workshop oriented. Participation, critiquing, and sharing of all written work is expected and required. The course will include various readings, tests, and, of course, substantial writing assignments. In order to better assess the students' overall understanding of concepts related to clear, coherent, organized writing, the 4th quarter will be a research paper seminar; the students will complete a major 15-20 page paper using concepts they have gained throughout their academic career.

Themes in U.S. Conflict

Race, gender, and class have represented distinct boundaries toward the realization of freedom and inclusion in America. Yet as Americans, we have lessened, by degrees, the divide between people and

have brought ourselves closer to the idealized inclusive society. These gains have often happened through conflict. This course will examine how distinct groups and cultures maintained group identity and pride, while struggling for equal membership within the dominant society. Students will examine a variety of texts, from novels and short stories to articles and speeches. In addition, film and music will be used to enrich the understanding of the time periods studied. Students will be assessed through critical analysis of readings and films and through the writing of essays and formal papers that demonstrate college-level proficiency.

MATHEMATICS

Graduation requirement: 4 years, including Algebra 2/Trig

Algebra 1

This traditional algebra course reviews topics covered in Prealgebra before making the transition from the concrete to the abstract concepts of algebra. Basic skill building leads into critical thinking to strengthen problem-solving abilities. Throughout, attention is drawn to real-life connections and geometric applications.

Algebraic topics covered include linear functions, inequalities, systems of equations and inequalities, exponential functions, polynomials and factoring, quadratic functions, and rational and radical functions. The TI-83 Plus calculator is used extensively to reinforce the link between abstract concepts and visual representation.

Text: *Algebra 1* (McDougal Littell)

Geometry

This course is designed to help students discover, learn, and apply geometry. Students use inductive reasoning to discover and explore geometric postulates and theorems. Logical thinking is developed and practiced. Real-world applications encourage students to see the practical value of geometry. There are numerous opportunities to review and use algebraic concepts.

Topics covered include parallels, congruent triangles, similar figures and proportions, right triangles and introductory trigonometry, circles, area and volume, and coordinate geometry.

Text: *Glencoe Geometry, Concepts and Applications* (Glencoe)

Geometry Honors

This course integrates algebra and geometry. Students discover geometric properties using inductive and deductive reasoning. Logical thinking is developed and practiced through a variety of proof styles. Real-world applications encourage students to see the relevance of geometry. Concepts learned in Algebra 1 are reviewed and used throughout the course.

Topics include parallels, congruent triangles, similar figures and proportions, right triangles and introductory trigonometry, circles, area and volume, and coordinate geometry.

Text: *Merrill Geometry, Applications and Connections* (Glencoe)

Algebra 2/Trig

The course is designed to give students a mastery of algebra, an introduction to trigonometry, and a firm foundation for pre-calculus concepts. The topics of Algebra 1 are reviewed and developed further; then new topics are introduced. In the final section of the course, students' knowledge of right-angle trigonometry, encountered in geometry, is reviewed and extended to the trigonometry of any angle. Topics covered include functions, systems of linear equations and inequalities, quadratic functions, polynomial functions, exponential and logarithmic functions, rational and radical functions, matrices, conics, and trigonometry.

Text: *Algebra 2* (McDougal Littell)

Algebra 2/Trig Honors

This honors level, traditional Algebra 2 with Trigonometry course assumes a solid foundation in first-year algebra as it examines, in more depth, different types of algebraic models, algebraic systems, and functional relationships. The last section of the course, trigonometry, reviews the right-triangle trigonometry encountered in geometry, addresses problems involving sides and angles of non-right triangles, and explores trigonometric identities and equations.

Topics covered include functions, systems of linear equations and inequalities, quadratic functions, polynomial functions, exponential and logarithmic functions, rational and radical functions, matrices, conics, and trigonometry.

Text: *Algebra 2* (McDougal Littell)

Precalculus

The aim of this course is to provide students with a solid foundation for higher-level mathematics courses. Basic concepts in algebra are reviewed as necessary, but the emphasis is on further examination of topics first encountered in Algebra 2/Trigonometry and exploration of some new concepts.

Topics covered include polynomial functions, exponential and logarithmic functions, non-right triangle trigonometry and analytical trigonometry, conics and the polar coordinate system, sequences and series, and an introduction to limits.

Text: *Precalculus* (Houghton Mifflin)

Precalculus Honors

This advanced course assumes a strong background in algebra and its use in problem-solving. Building on this foundation, the course reviews and extends many of the topics encountered in earlier algebra courses, with particular attention to trigonometry and analytic geometry. The alternative polar coordinate system is studied and its application to conics explored. The course concludes with an introduction to calculus.

Text: *Precalculus* (Prentice Hall)

Senior Math

This course is split into two distinct parts. In the fall semester, students apply prior math knowledge, primarily from Algebra 2/ Trig, and study the application of this knowledge in a variety of business and applied scientific settings. The spring semester, students are introduced to probability and explore its application to games of chance. Discussion and projects are a major part of each section of this class.

Texts: *Applied Mathematics for the Managerial, Life, And Social Sciences* (Brooks / Cole)

Probability and Statistics

The course explores a range of topics in probability and statistics, with the greater part of the year focused on concepts relating to statistics. Study of descriptive statistics is followed by rules of probability, the famed *normal bell curve*, and confidence intervals. The course closes with an investigation of hypothesis testing, correlation, and linear regression.

Text: *Elementary Statistics* (Prentice Hall)

Advanced Placement Calculus AB

This is an advanced, honors-level course. Designed as the equivalent to a first-semester college calculus course, it covers the syllabus for Calculus AB recommended by the College Board. Qualified students sit for the AP exam in May. Since the focus of the class is a thorough understanding of the concepts underlying the calculus, rather than a formulaic way of using it, the applications of each concept are thoroughly explored.

Text: *Calculus: Single Variable* (Brooks Cole)

SCIENCE

Graduation requirement: 3 years; 4 years are strongly recommended

Biology

Biology involves the study of living things and emphasizes fundamental life processes. Students have a natural curiosity about themselves as living organisms. During the course, they will acquire knowledge to answer many of their own questions and, hopefully, to extend their curiosity further. The studies range from topics that involve the very small—cells and molecular biology—and the very large—biomes as well as plant life and animal life, from invertebrates to mammals. Relating topics to everyday experiences makes understanding more manageable. Also, the theory is supported by a considerable number of hands-on, practical investigations. The students immerse themselves in the study of living things.

Biology connects content and critical thinking via labs, review of current scientific events, and research. Students begin with sample lab procedures; then, as abstract concepts are added to facts, they move to a higher level of scientific problem-solving.

Text: *Biology: The Dynamics of Life* (Glencoe/McGraw-Hill, 2006)

Environmental Science

Prerequisite: Biology or departmental recommendation

This course is designed to introduce the student to the study of our environment. The course focuses on the basic structures of our environment, ecosystems, essential cycles, energy and biodiversity, and the issues that adversely affect these structures. The course ends with an in-depth look at the concept of sustainability, economics and the environment, and the government's role in shaping the future of the

earth around us. This course seeks to raise the students' awareness of the world around them and how the actions of their daily lives affect the environment and the importance of environmental advocacy.

Text: *Holt Environmental Science* (Holt, Rinehart and Winston, 2005)

Chemistry

Prerequisite: completion of or current enrollment in Algebra 2/Trig

Chemistry involves the study of materials. Key to understanding the myriad of chemicals that make up our World, is an awareness of the underlying patterns that make the understanding manageable including atomic structure, kinetic molecular theory and a combination of inorganic and some organic chemistry. Students explore the nature of the matter that surrounds them through demonstrations, lectures, and lab work and learn to approach problems with scientific logic and to present findings in lab-report format. Seeing the chemicals and performing labs with them reinforce the underlying principles and increase the students' level of involvement in the subject. Whenever possible, examples that are relevant to the students' everyday lives are incorporated.

Text: *Chemistry* (Pearson, Prentice Hall, 2005)

Physics

Prerequisite: Algebra 2/Trig and Chemistry or departmental recommendation

The study of physics involves an in-depth look at mechanics, optics and modern physics. Understanding more complex physical phenomena requires a combination of understanding conceptual ideas and developing competency with problem-solving skills—many involving mathematical solutions. Key to success is the marriage of clear explanations and adequate practice with the quantitative challenges. Lessons involve hands-on experimentation and step-by-step problem solving sessions. As with all advanced science studies, it is important to involve applications of the physical phenomena that relate to the students' every day lives. An active curiosity and involvement in class are significant features that make physics both enjoyable and manageable. When needed, more than one problem solving strategy is provided along with the prioritization of concepts. Students are given the skills to identify successful problem solving strategies.

Text: *Physics* (Pearson, Prentice Hall, 2007)

Advanced Placement (AP) Biology

Prerequisites: Biology and Chemistry; departmental recommendation

This is an advanced level biology course including the chemistry of life, plant and animal physiology designed to be the equivalent of a freshman biology course at the college level. It covers the syllabus recommended by the College Board and prepares the students to take the Advanced Placement Biology Exam. Classes consist of discussions, lectures, journal projects and an extensive laboratory component requiring students to demonstrate, both in technique and analysis, their thorough understanding of the major concepts. Creative ways to explain key concepts will be explored and there will be an extensive use of technology including Internet explorations, animation presentations and virtual labs. The course is intensive, challenging on multiple levels, and includes a comprehensive reading element.

Text: *Biology, 8th Edition* (Campbell & Reece, AP Edition, 2008)

Advanced Placement (AP) Chemistry

Prerequisites: Biology and Chemistry; departmental recommendation

This Advanced Placement course is a college-level course covering the topics studied in a first year college Chemistry course. The pace of the course is an accelerated one to enable a large volume of work to be covered in one academic year. The goals of the course are to challenge students to become more aware of material science and the physical laws that relate to matter. The nature of the material demands that students develop critical thinking skills and advanced problem-solving techniques which they can apply to novel situations. A significant series of practical investigations accompanies the theory studied. These reflect the complexity of practical activity as studied in a college setting. Students are asked to be curious about the molecular world around them. AP Chemistry provides a tool to answer many questions while generating more. In May, students sit for the AP Chemistry Exam.

Text: *Chemistry* (Houghton Mifflin Company 2007)

Lab Manual: *Experimental Chemistry*

P.A.I.D. Physiology, Anatomy, Injury Prevention, and Diseases (Senior Elective)

Prerequisite: Biology

This course is designed to be an interactive, practical learning experience for 12th graders. Through classroom activities, labs, guest speakers, field trips, and hands-on projects, the students learn about the physiology and anatomy of the human body, how to stay fit and prevent injury through fitness training,

endurance, strength and flexibility. Students are trained in first aid, adult and child CPR and AED. In the section of the course dealing with communicable diseases, students study the prevention of diseases and the body's defense against infection. The instructional emphasis is on interaction as students work on individual activities, participate in demonstrations, solve problems or pursue case studies.

Sports Medicine (Senior Elective: semester course)

Prerequisite: Biology

Seniors taking the senior elective in Sports Medicine learn more about human biology as it relates to sporting activities. The course is designed to introduce students to basic anatomy (including bony and muscular anatomy), tissue injury, and response, treatment and rehabilitation. As in learning any subject, students need to devote time to learning the language of anatomy. At the end of this course, students will know medical terms and be able to describe anatomy and injury in their new language. Students are introduced to the knowledge and skills required to identify, to treat, to rehabilitate, and to prevent injuries. A variety of sports are covered as well as case studies involving health issues and injuries of a number of sporting personalities.

Text: *Fundamentals of Athletic Training* (Lorin A. Cartwright & William A. Pitney, 2007)

Forensic Chemistry (Senior Elective: semester course)

Prerequisite: Biology and Chemistry

Seniors taking the semester elective in Forensic Chemistry investigate the science behind crime detection. The emphasis of this course is on the chemistry of crime solving. Students complete a large number of hands-on activities that allow them to acquire the skills of dealing with evidence at a crime scene and to become familiar with many of the techniques utilized in a modern criminal laboratory. They delve into the chemistry behind the analytical techniques as they investigate the intriguing themes of Forensic Science. The techniques include: biomedical recognition, gunshot residue, ink and handwriting analysis, chemical analyses of hair and blood, chromatography, footprint casting, and biological and mineral residue analysis. Along with the practical aspects of the course, the nascent criminalists will investigate several types of evidence recognition and be able to relate these to crime solving. The course would not be complete without a number of case studies—including excerpts from movies, television, fiction, and non-fiction books.

Texts: *Crime Scene* (Avon Books, 2002), *Lab Manual for Criminalistics: An Introduction to Forensic Science* (Pearson Prentice Hall, 2007)

VISUAL AND PERFORMING ARTS

Graduation requirement: 1 credit of art, drama, or music. More credits are strongly recommended.

ART

Art Foundation

Students taking this class will be reacquainted or newly exposed to various drawing, painting and sculpture-based media and assignments incorporating the use and effects of line, shape, form and composition. The application of values, tones, and textures, in drawing, relief and three-dimensional works are part of this course. Still life, portrait, landscape and abstractions will be among the subjects explored.

Art II

Prerequisite: one year of art

This course provides students the opportunity to strengthen basic skills acquired in Art Foundation. Fundamentals of design, drawing, painting, pottery, sculpture, collage and art history are explored further. Seeing and interpreting form, proportion and perspective from life and photographs are part of this class strengthening perceptual skills.

Advanced Art

This class is designed for students with more advanced understanding of drawing, painting and 3-D works of art. There is a pre-requisite of at least one previous art class in two or three-dimensional art. Expectations made of students in this class are several notches above those made in other art electives. Creative discipline, solid work ethic and a strong desire to create are important characteristics of those who elect to take this class.

Independent Art Prerequisite: Departmental Approval

Students in this class have an opportunity to develop their skills and create works for inclusion in their junior and senior year art portfolios. Students who elect independent art must demonstrate a high level of commitment and strong work ethic in order to produce high quality works while working independently.

Portfolio Preparation

Students will develop a portfolio of two- and three-dimensional works including drawing, painting, printmaking, collage and sculpture. The students will initiate, define, and solve visual arts problems independently. Students will demonstrate proficiency in creating, thinking, responding, connecting and contributing in the visual arts.

Advanced Placement (AP) Studio Art

Prerequisite: Advanced Art and/or Independent Art; departmental recommendation

Advanced Placement Studio Art is comprised of three separate portfolio advanced placement art courses. The first is Studio Art: Drawing Portfolio, which provides students with the opportunity for broad interpretation of drawing and the use of media. The second is Studio Art: 2-D Design Portfolio, which enables students to integrate the elements and principles of art applied in a decisive manner to two-dimensional (2D) design issues. The third is Studio Art: 3-D Design Portfolio, which uses the same integration process applied to three-dimensional (3D) objects such as sculptures. This advanced-level course is for highly motivated, disciplined, and serious art students. Each section of the course challenges students to address ethical tenets, and to demonstrate artistic integrity and a thorough knowledge of plagiarism. The portfolio sections are designed as the equivalent to a first-semester college art course, and cover the requirements recommended for AP Studio Art by the College Board. Each student will submit a portfolio of work for evaluation in May. The College Board requires that each portfolio contain three specific required sections: quality, concentration, and breadth.

Ceramics (year-long or semester course)

This course introduces students to clay as a medium through a variety of hand building methods such as pinch, coil and slab construction. An introduction to the potter's wheel may be presented. Students will explore different finishing and glazing techniques including burnishing, texturing, sgraffito and wax resist. Emphasis for this class is placed on craftsmanship, development of aesthetics, form and function. Knowledge of related health issues and safe studio practices is also required. The curriculum is adjusted at each level of progress to meet the individual need of the student.

Printmaking (semester course) (Not offered 2009-2010)

This introductory course will cover the fundamentals of printmaking styles and techniques. Students will explore three complementary methods of printmaking: relief prints, monotypes and silkscreen prints. The history of printmaking and the difference between a fine art print and reproductions will be covered. Safe studio practices and proper use and clean up of tools and materials are required. Emphasis for this class is placed on craftsmanship and development of aesthetics.

DRAMA**Acting Workshop** (year-long or semester course)

The objectives of this elective course are: to introduce young actors to basic principles of effective stage performance; to cultivate their understanding of different styles of acting; and to develop their voices, bodies, and minds to present a variety of characters on stage. Students study the Stanislavsky Method of acting, practice Commedia dell'Arte technique, and perform monologues and scenes from plays of all eras and genres. A typical year will cover material from Shakespeare, Simon, and award winning high school playwrights. Quarterly final performances include monologues, scenes, and improvisation performed for the McLean community. Each spring, the class prepares a 30 minute piece for the Folger Secondary School Shakespeare Festival performed at the Folger Shakespeare Library in Washington, DC.

Public Speaking (semester course)

This elective introduces students to various aspects of public speaking which includes extemporaneous speech-making from the preparation to the delivery, dealing with tough questions, and understanding non-verbal elements that play into every speaking situation. The course also introduces the students to the oral interpretation of prose, poetry, and readers' theatre. Students begin to discover and polish their own speaking styles. The curriculum covers both theory (famous speeches and their histories, different styles of public speaking) and practice (writing and delivering effective speeches, dealing with a question-

and-answer period, preparing and performing narratives and poems, performing a group readers' theatre piece for a McLean audience).

Communication Techniques (semester course)

Students build upon the basic communication skills practiced in the Public Speaking course. They learn how to interview and to be interviewed, how to listen and understand the dynamics behind questions, how to recognize messages in body language and in the spatial arrangements of meeting areas. They give presentations using models and multimedia and create and conduct mock communication situations. Students also analyze all these factors in scenes from movies and plays. Finally, the class studies filmmaking as a form of communication applying new concepts along with those already learned to storyboarding projects as well as a final short film.

MUSIC

Guitar

The Guitar course is an Upper School elective that is designed to teach the beginning guitarist basic guitar skills while also incorporating general music concepts. It is appropriate for the student who already plays, but who wishes to improve his/her skills and learn to read music and to understand music theory. Using a variety of student appropriate repertoire, including current popular and rock songs, students engage with theory concepts such as note reading and identification of intervals of notation. Students are introduced, by the end of the course, to more-challenging guitar playing that includes finger-picking, Barr chords, and advanced chord strumming. Through the use of the Pentatonic and Blues Scales, students discover various methods of improvising music on the guitar. Above all, each guitarist learns a variety of chord strumming styles including Rock, Blues, Folk and Classical.

Jazz Band

In this course, students further develop their skills with a concentration on traditional jazz standards. The styles studied include: Swing, Bebop, Cool, Latin, Funk and Rock. There is a strong emphasis on the development of improvisation, scales and chords and note-reading. Jazz history and music theory are also incorporated into the class. There is ample opportunity for performances both in and outside of school.

Rock, Pop, and Blues

This course is designed for the beginning rock musician who wishes to improve technique, ensemble playing, and the ability to improvise. The styles which are studied include: Swing, Bebop, Cool, Latin, Funk and Rock. Through this repertoire, students are introduced to beginning theory and learn about the artists whose music they perform. There is ample opportunity for performances both in and outside of school.

Upper School Chorus

Prerequisite: previous choir or choral ensemble is helpful but not required

In Upper School Chorus, students develop their vocal technique through the practice and performance of classic, sacred and secular repertoire as well as popular music written for mixed voices with and without instrumental accompaniment. Exercises in sight-reading, ear-training, and intonation are used to refine vocal technique, expand vocal range, and increase pitch awareness. As they participate, students improve in score reading, stage presence, poise and execution, and increase their vocal and choral skills through the experience of solo and ensemble work.

TECHNOLOGY

Photoshop (semester course)

This computer graphics elective uses the computer as a creative design tool and illustrative medium. Through a series of graphics projects, students create and manipulate multiple images utilizing Adobe Photoshop among other software. Students explore tools as well as filters, patterns, texture, and lighting effects. They learn to manipulate layers, color effects, and edit photos.

Introduction to Computer Animation (semester course, not offered 2009-2010)

This is a beginning computer animation class focusing on creating animated movies. Students learn how to use Flash tools to create graphics, manipulate timelines, layers, motion guides, and masks, and how to add sound to create animated movies.

Introduction to Web Page Design (semester course)

HyperText Markup Language (HTML) and the design of web pages are the focus of this course. Students learn three basic design concepts for web site development: information design, programming design,

and visual design. The class includes critical analysis of web page organization, design, and functionality. Then students plan and develop their own well-designed web pages that combine effective navigation with the sensible use of graphics, text, and color.

Advanced Web Page Design (semester course, not offered 2009 – 2010)

Prerequisite: Introduction to Web Page Design

This class allows students to expand their HyperText Markup Language (HTML) skills in order to create enhanced web pages. Using Notepad and Dreamweaver software, students learn such skills as cascading style sheets, forms, interactive pages, Javascript, and advanced tables, navigation, and layout. They create and edit graphics with Adobe Photoshop and Flash. Finally, students create web pages that are interactive as well as pages that contain multimedia elements.

Video Editing (semester course)

This course is designed for students interested in obtaining skills related to filming and editing digital movies. Students explore design concepts, layout, storyboarding, and address copyright issues. In addition, they learn about the timeline process and layers, as well as work with sound while creating their multimedia movie projects. Software used in the class includes Microsoft Movie Maker, Audacity, and Pinnacle.

Yearbook and Publications (year course)

This year-long elective is designed to guide students through the process of creating the annual K-12 yearbook and Upper School publications. The multi-faceted nature of these publications requires that students learn and practice photography, computer graphics, and design layout techniques as well as how to organize and to execute a complex task. Students learn design software and concepts, edit graphics, and layout multiple pages. They address advanced text formatting, work with digital media, and publish documents electronically.

Web 2.0 (semester course)

Web 2.0 is a course designed around making and sharing digital media. Students create digital media using a variety of programs including Twitter, Flickr, blogs, Google Maps, online video, Musicshake, Google Docs, YouTube, and Wikipedia. Students also read and discuss the digital media culture and learn how to use digital media creatively, effectively, and collaboratively.

PHYSICAL EDUCATION

Graduation requirement: 2 years, or the equivalent of six sports seasons

Most students fulfill their graduation requirement in grades 9 and 10. The credits can be earned through involvement in:

- the McLean School athletic program
- after-school physical education class
- an independent contract

Athletic Program

McLean School is a member of the Potomac Valley Athletic Conference (PVAC). The athletic program offers the following varsity teams for students in grades 9 through 12:

Fall	Winter	Spring
girls soccer	girls basketball	girls lacrosse
boys soccer	boys basketball	boys lacrosse
girls volleyball	co-ed wrestling	co-ed track and field
co-ed cross country	step team	

Physical Education

Physical education classes meet at the end of the academic day, three days a week. Each season offers weight training/conditioning in the school's weight room. Part of the class may also be devoted to more traditional team sports such as indoor soccer, street hockey, basketball, or volleyball.

Independent Contract

With the permission of the Athletic Director, a student may propose a contract for an out-of-school activity, not offered by McLean, in which the student already has experience or interest. Independent study involves a supervised activity for a minimum of 3 hours a week over at least three days a week.