DEPARTMENTAL LEADERSHIP

Assistant HoS for Academics: Patrick Sillup | psillup@malvernprep.org
Arts: Emanuel Del Pizzo | edelpizzo@malvernprep.org
English: Jason Sammartino | jsammartino@malvernprep.org
Math: Kevin Moore | kmoore@malvernprep.org
Physical Education & Health: Jay Schiller | jschiller@malvernprep.org
Interdisciplinary Studies: Kevin Quinn | kquinn@malvernprep.org
Science: Lou Osinski | losinski@malvernprep.org
Social Studies: Steve Swope | sswope@malvernprep.org
World Language: Molly Waldron | mwaldron@malvernprep.org
Theology: Fr. Chris Drennen | cdrennen@malvernprep.org

GRADE-LEVEL LEADERSHIP

9th Grade: Sue Giordani & Jackie White
10th Grade: Matt Boccuti & Lauren Lesch
11th Grade: Jay Rogai & Jason Sammartino
12th Grade: Harriet Lappas & Tom Pannulla

UPPER SCHOOL OFFICE

Phone: (484) 595-1156 -or- (484) 595-1130
Academic Coordinator: Chrissy Leonard | cleonard@malvernprep.org
Academic Coordinator: Michele Lott | mlott@malvernprep.org
Course Scheduler: Mike Koenig | mkoenig@malvernprep.org
<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
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</table>
COURSE SELECTION PROCESS

Counselor’s Role
School counselors act as a compass in your son’s scheduling process. They utilize a planning grid which will enable you to ‘see the system’ that is high school academics, and ensure he is simultaneously meeting graduation requirements and exploring passions. As you should expect at an Augustinian school, these meetings are done face to face with an ability for follow-up as needed. A counselor’s goal in the scheduling process is to help guide a student’s journey during their years in the Upper School.

Requirements & Courseload
All Malvern Prep students are expected to take a minimum of (6) courses per academic year. Doing so ensures students have not only met graduation requirements, but have placed themselves in a strong position from a transcript standpoint. Taking less than (6) courses requires approval from the Assistant Head of School for Academics.

Prerequisites and Departmental Approval
You'll note that certain courses have prerequisites. These exist for a variety of reasons, but in general, they are established to ensure that a student has acquired an appropriate level of proficiency before advancing in the topic of study. Specific information regarding prerequisites are listed with courses in this catalog.

Advanced Placement Courses
Advanced Placement (AP) courses remain our highest form of academic currency. As a result, they often come with very specific prerequisites and summer work demands. Students should expect a significant workload in and out of the classroom in all AP courses. All AP courses require an in-house final exam to be taken before National AP Exams in May. AP Exams themselves are optional. The reward for this investment is the fact that AP courses signal a student’s desire to wrestle with the highest level coursework we currently offer in each Academic Department and earns an additional GPA bump on their transcript.

EXCEPTIONS/ALTERNATIVES TO REQUIREMENTS: Students must work directly with Counselors to outline possible exceptions/alternatives to stated requirements. Those requests are then processed by the Assistant Head of School for Academics with the assistance of the Curriculum Coordinator Team on a case by case basis.
COURSE SELECTION PROCESS

Starting in early February - early April, students and families will have the opportunity to meet with their son’s school counselor to discuss potential course options for the upcoming school year.

Online registration varies year to year, but typically takes place between mid March to early April. When you log-in via MyMalvern, specific instructions will follow. Please follow those instructions carefully.

Our school scheduler, Mike Koenig, then begins the work of scheduling courses for each student. Conflicts can arise, and when they do, you’ll be contacted by Mike and/or your son’s school counselor to discuss alternatives for the upcoming school year.

Schedules are produced for student consumption by mid-August. Any required adjustments are handled directly through your son’s school counselor.

Our Preview Week lasts for four days and acts as our Add/Drop period. We run a special schedule that enables students to see every academic class each day of the week. The goal is for all students to have schedules set for Tuesday, September 8, 2020. *Any schedule changes post 9/8/20 require the approval of the Assistant Head of School for Academics.
January Term (J-Term):
A week-long opportunity to explore unique courses in a mixed grade setting. Courses run as ‘Sessions’ [2-hour blocks] and ‘Intensives’ [All Day] throughout the week. Students are encouraged to design and co-lead coursework if interested.

Directed Independent Studies:
A “DIS” is an experience requested by a student that allows him to explore coursework otherwise unavailable due to schedule constraints. The experience requires a strong student-teacher.

Portfolio Creation & Support:
Students are supported in their ability to capture their learning journey through portfolios. These portfolios are supported in grade-level design and support sessions and utilized in the college application process.

ARCS Project (Senior Year):
Portfolios in Grades 9-11 fuel a senior capstone project named ‘ARCS’ which enables students to develop their own Augustinian Reflections, Confessions, and Soliloquies. Successful completion of the project is a graduation requirement.

Asynchronous Learning:
Learning that can happen anytime and anywhere. 2020-2021 brings additional asynchronous learning experience titled Technology and Futurology, Health, and Robotics.

Counseling and College Counseling Classes:
Students are supported throughout their Malvern career in a myriad of ways, including formal Counseling class all four years of their high school experience. These sessions allow students to surface and discuss relevant topics in a small and supportive environment. College counseling also provides time for students to work on application materials.
To graduate from Malvern Preparatory School, a student must successfully complete 24.5 credits. To do this, he must satisfy all Departmental Requirements (20.5 Credits) and take four additional courses (4 Credits). This allows him to meet the six courses/academic year expectation for all students. In addition to Departmental and overall course load expectations, students must fulfill Christian Service requirements, participate in J-Term and complete a senior capstone project titled ‘ARCS’. Departmental credit requirements are outlined below and expanded upon though course descriptions.

**English | 4 Credits**
These credits may be earned throughout 9th, 10th, 11th and 12th grade.

**Fine Arts | 1 Credit**
Students can earn this credit by taking a combination of Visual or Performing Arts classes during their time at Malvern Prep.

**Health | ½ Credit**
This credit is typically accomplished as a 10th or 11th grader. Our new online option ensures all students can fulfill the requirement without sacrificing desired course load.

**Mathematics | 3 Credits**
Students may explore the option of ‘doubling up’ on math classes during their high school career, which can allow a student to satisfy the math requirement sooner, or enable him to reach our highest level math offered.

**Physical Education | 1 Credit**
9th graders are scheduled to complete this credit.

**Science | 3 Credits**
All 9th and 10th graders take Integrated Science. Completion of IS 1 & 2 equates to completion of Biology and Chemistry and act as prerequisites for further study within the Department.

**Social Studies | 2 Credits**
9th and 10th grade coursework is prescribed as Global Perspectives and U.S. History respectively. Electives studies are reserved for grades 11 and 12.

**Theology | 4 Credits**
These credits may be earned throughout 9th, 10th, 11th and 12th grade.

**World Language | 2 Credits**
Students are strongly encouraged to take a World Language starting in 9th grade and continue it throughout their high school career.

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**EXCEPTIONS/ALTERNATIVES TO REQUIREMENTS:** Students must work directly with Counselors to outline possible exceptions/alternatives to stated requirements. Those requests are then processed by the Assistant Head of School for Academics with the assistance of the Curriculum Coordinator Team on a case by case basis.
Counselors utilize the Course Planning document below during all spring scheduling meetings. The tool serves as documentation and direction as students journey through Malvern Prep.

Student Name: _________________________________ Date: ________________

<table>
<thead>
<tr>
<th>Subject</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
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</thead>
<tbody>
<tr>
<td>Art/Music</td>
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<td>Health/PE</td>
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<td>Language</td>
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<td>Social Studies</td>
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<td>Theology</td>
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<td>Interdisciplinary Studies</td>
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<tr>
<td>Additional Courses</td>
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### DEPARTMENTAL COURSE OFFERINGS

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<thead>
<tr>
<th>Course Title</th>
<th>Grade</th>
<th>Information</th>
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</thead>
<tbody>
<tr>
<td>**VISUAL ART</td>
<td>1 Credit** <strong>(in combination with Music)</strong></td>
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</tr>
<tr>
<td>Ceramics I</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
</tr>
<tr>
<td>Ceramics II</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
</tr>
<tr>
<td>Ceramics III</td>
<td>10, 11, 12</td>
<td>Semester</td>
</tr>
<tr>
<td>Ceramics IV-VIII <strong>(H)</strong></td>
<td>10, 11, 12</td>
<td>Semester</td>
</tr>
<tr>
<td>Graphic Design I</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
</tr>
<tr>
<td>Graphic Design II</td>
<td>10, 11, 12</td>
<td>Semester</td>
</tr>
<tr>
<td>Photo I</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
</tr>
<tr>
<td>Photo II</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
</tr>
<tr>
<td>Photo III</td>
<td>10, 11, 12</td>
<td>Semester</td>
</tr>
<tr>
<td>Photo IV-VI <strong>(H)</strong></td>
<td>10, 11, 12</td>
<td>Semester</td>
</tr>
<tr>
<td>Sculpture I</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
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<tr>
<td>Sculpture II</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
</tr>
<tr>
<td>Sculpture III</td>
<td>10, 11, 12</td>
<td>Semester</td>
</tr>
<tr>
<td>Sculpture IV <strong>(H)</strong></td>
<td>10, 11, 12</td>
<td>Semester</td>
</tr>
<tr>
<td>Studio I</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
</tr>
<tr>
<td>Studio II</td>
<td>10, 11, 12</td>
<td>Semester</td>
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<tr>
<td>Studio III</td>
<td>11, 12</td>
<td>Semester</td>
</tr>
<tr>
<td>Studio IV <strong>(H)</strong></td>
<td>12</td>
<td>Semester</td>
</tr>
<tr>
<td>Theatre</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
</tr>
<tr>
<td>**ENGLISH</td>
<td>4 Credits**</td>
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<tr>
<td>Literature &amp; Composition <strong>(A&amp;H)</strong></td>
<td>9</td>
<td>Literature &amp; Composition (H) requires a marked essay submission for review</td>
</tr>
<tr>
<td>American Literature &amp; Composition <strong>(A&amp;H)</strong></td>
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<tr>
<td>British Literature &amp; Composition <strong>(A&amp;H)</strong></td>
<td>11</td>
<td>Prerequisite: American Literature</td>
</tr>
<tr>
<td>AP Literature &amp; Composition</td>
<td>12</td>
<td>Prerequisite: British Literature &amp; Composition (H) -or- Writing Center</td>
</tr>
<tr>
<td>Contemporary Novel</td>
<td>12</td>
<td>Semester</td>
</tr>
<tr>
<td>Contemporary Short Story</td>
<td>12</td>
<td>Semester</td>
</tr>
<tr>
<td>Creative Writing/Non-Fiction</td>
<td>11, 12</td>
<td>Semester</td>
</tr>
<tr>
<td>Graphic Novel</td>
<td>12</td>
<td>Semester</td>
</tr>
<tr>
<td>Journalism &amp; Media Literacy</td>
<td>11, 12</td>
<td>Semester</td>
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<tr>
<td>Mystery Literature</td>
<td>12</td>
<td>Semester</td>
</tr>
<tr>
<td>Writing Center</td>
<td>An Introduction to Peer Editing</td>
<td>11, 12</td>
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<tr>
<th>Course Title</th>
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<tbody>
<tr>
<td>Physical Education</td>
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<tr>
<td>Advanced Life Management Skills</td>
<td>10, 11, 12</td>
<td>Semester</td>
</tr>
<tr>
<td><strong>NEW</strong>- Advanced Life Management Skills (online)</td>
<td>10, 11, 12</td>
<td>Semester</td>
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### WORLD LANGUAGE | 2 Credit

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<tbody>
<tr>
<td>Chinese I</td>
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<tr>
<td>Chinese II (A&amp;H)</td>
<td>10, 11, 12</td>
<td>Prerequisite : Chinese I</td>
</tr>
<tr>
<td>Chinese III (A&amp;H)</td>
<td>11, 12</td>
<td>Prerequisite: Chinese II</td>
</tr>
<tr>
<td>Chinese IV (H)</td>
<td>11, 12</td>
<td>Prerequisite: Chinese III (H)</td>
</tr>
<tr>
<td>Latin I</td>
<td>9, 10, 11, 12</td>
<td></td>
</tr>
<tr>
<td>Latin II (A&amp;H)</td>
<td>10, 11, 12</td>
<td>Prerequisite: Latin I</td>
</tr>
<tr>
<td>Latin III (H)</td>
<td>11, 12</td>
<td>Prerequisite: Latin II</td>
</tr>
<tr>
<td>Latin IV (H)</td>
<td>12</td>
<td>Prerequisite: Latin III</td>
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<tr>
<td>AP Latin</td>
<td>12</td>
<td>Prerequisite: Latin IV</td>
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<td>Spanish I</td>
<td>9, 10, 11, 12</td>
<td></td>
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<tr>
<td>Spanish II (A&amp;H)</td>
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<td>Prerequisite: Spanish I</td>
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<tr>
<td>Spanish III (A&amp;H)</td>
<td>10, 11, 12</td>
<td>Prerequisite: Spanish II</td>
</tr>
<tr>
<td>Spanish IV (A&amp;H)</td>
<td>11, 12</td>
<td>Prerequisite: Spanish III</td>
</tr>
<tr>
<td>Spanish V (H)</td>
<td>11, 12</td>
<td>Prerequisite: Spanish IV (H)</td>
</tr>
<tr>
<td>AP Spanish</td>
<td>12</td>
<td>Prerequisite: Spanish IV (H)</td>
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### MATHEMATICS | 3 Credits

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<td>Algebra I (A&amp;H)</td>
<td>9</td>
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</tr>
<tr>
<td>Geometry (A&amp;H)</td>
<td>9, 10</td>
<td></td>
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<tr>
<td>Algebra II (A&amp;H)</td>
<td>9, 10, 11</td>
<td>Prerequisite: Algebra I &amp; Geometry</td>
</tr>
<tr>
<td>Pre-Calculus (A&amp;H)</td>
<td>9, 10, 11, 12</td>
<td>Prerequisite: Algebra I &amp; II, Geometry</td>
</tr>
<tr>
<td>Honors Calculus</td>
<td>10, 11, 12</td>
<td>Prerequisite: Pre-Calculus (H)</td>
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<tr>
<td>AP Calculus AB</td>
<td>10, 11, 12</td>
<td>Prerequisite: Pre-Calculus (H)</td>
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<tr>
<td>AP Calculus BC</td>
<td>11, 12</td>
<td>Prerequisite: AP Calculus AB</td>
</tr>
<tr>
<td>Honors Statistics</td>
<td>11, 12</td>
<td>Prerequisite: Algebra II (H)</td>
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<tr>
<td>Applied Calculus</td>
<td>11, 12</td>
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<tr>
<td>Real World Applications of Mathematics</td>
<td>11, 12</td>
<td>Prerequisite: Algebra II</td>
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### MUSIC | 1 Credits (in combination with Visual Arts)

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<tr>
<th>Course Title</th>
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<th>Information</th>
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<tbody>
<tr>
<td>Modern Jazz Ensemble (A&amp;H)</td>
<td>9, 10, 11</td>
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</tr>
<tr>
<td>Beginning Acoustic Guitar</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
</tr>
<tr>
<td>Classical Ensemble</td>
<td>9, 10, 11, 12</td>
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</tr>
<tr>
<td>Drum Line</td>
<td>9, 10, 11, 12</td>
<td>Meets as Daily HR (8 - 8:25am) for duration of academic year for .5 credit</td>
</tr>
<tr>
<td><strong>NEW</strong>- God Band</td>
<td>9, 10, 11, 12</td>
<td>.5 credit</td>
</tr>
<tr>
<td>Guitar Ensemble</td>
<td>9, 10, 11, 12</td>
<td>Prerequisite: Beginning Acoustic Guitar -or- Demonstrated Mastery of Guitar</td>
</tr>
<tr>
<td>Course Title</td>
<td>Grade</td>
<td>Information</td>
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</tr>
<tr>
<td>Liturgical Music</td>
<td>9, 10, 11, 12</td>
<td>Meets as Daily HR (8 - 8:25am) for duration of academic year for .5 credit</td>
</tr>
<tr>
<td>Men’s Chorus</td>
<td>9, 10, 11, 12</td>
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<tr>
<td>Music Recording &amp; Technology</td>
<td>9, 10, 11, 12</td>
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<tr>
<td>-NEW- Music Industry</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
</tr>
<tr>
<td>Practical Theory &amp; Songwriting</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
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<tr>
<td>Jazz Improvisation (H)</td>
<td>10, 11, 12</td>
<td>Prerequisite: Modern Jazz Ensemble</td>
</tr>
<tr>
<td>Modern Jazz Ensemble (H)</td>
<td>11, 12</td>
<td>Prerequisite: Modern Jazz Ensemble</td>
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**SCIENCE | 3 Credit**

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<tr>
<th>Course Title</th>
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<tbody>
<tr>
<td>Introduction to Computer Science</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
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<tr>
<td>Integrated Science I</td>
<td>9</td>
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<tr>
<td>Integrated Science II (A&amp;H)</td>
<td>10</td>
<td>Prerequisite: Integrated Science I *Completion of IS1 &amp; IS2 equates to completion of Biology &amp; Chemistry</td>
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<tr>
<td>AP Chemistry</td>
<td>11, 12</td>
<td>Prerequisite: Honors Chemistry or Integrated Science II</td>
</tr>
<tr>
<td>AP Biology</td>
<td>10, 11, 12</td>
<td>Prerequisite: Honors Chemistry or Integrated Science II</td>
</tr>
<tr>
<td>AP Computer Science</td>
<td>10, 11, 12</td>
<td>Prerequisite: Introduction to Programming</td>
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<tr>
<td>AP Environmental Science</td>
<td>11, 12</td>
<td>Prerequisite: Honors Chemistry or Integrated Science II</td>
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<tr>
<td>AP Physics</td>
<td>12</td>
<td>Prerequisite: Physics (H)</td>
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<tr>
<td>Astro-Biology (H)</td>
<td>11,12</td>
<td>Semester</td>
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<tr>
<td>Engineering I (H)</td>
<td>11,12</td>
<td>Semester</td>
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<tr>
<td>Engineering II (H)</td>
<td>11,12</td>
<td>Semester</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>11,12</td>
<td>Semester</td>
</tr>
<tr>
<td>Introduction to Organic Chemistry and Lab Techniques (H)</td>
<td>11,12</td>
<td>Semester</td>
</tr>
<tr>
<td>Marine Biology (H)</td>
<td>11,12</td>
<td>Prerequisite: Honors Chemistry or Integrated Science II. Students must be available to travel to the Florida Keys with the class during the spring semester, and must complete an authentic research project and present their work at a local science fair, or other formal symposium.</td>
</tr>
<tr>
<td>Modern Medicine (H)</td>
<td>11,12</td>
<td>Semester</td>
</tr>
<tr>
<td>Physics (H)</td>
<td>11,12</td>
<td>Prerequisite: Honors Chemistry or Integrated Science II</td>
</tr>
<tr>
<td>Zoology</td>
<td>11,12</td>
<td>Semester</td>
</tr>
<tr>
<td>Science Research I</td>
<td>9, 10, 11, 12</td>
<td>All Science Research experiences are student-driven, must be Department approved and earns a 0.25 credit</td>
</tr>
<tr>
<td>Science Research II</td>
<td>10, 11, 12</td>
<td>Prerequisite: Science Research I</td>
</tr>
<tr>
<td>Science Research III</td>
<td>11, 12</td>
<td>Prerequisite: Science Research II</td>
</tr>
<tr>
<td>Science Research III</td>
<td>12</td>
<td>Prerequisite: Science Research III</td>
</tr>
<tr>
<td>Course Title</td>
<td>Grade</td>
<td>Information</td>
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</tr>
<tr>
<td>**SOCIAL STUDIES</td>
<td>2 Credit**</td>
<td></td>
</tr>
<tr>
<td>- <strong>NEW-</strong> Currents</td>
<td>11, 12</td>
<td></td>
</tr>
<tr>
<td>Global Perspectives</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>United States History <em>(A&amp;H)</em></td>
<td>10</td>
<td>Prerequisite: Global Perspectives</td>
</tr>
<tr>
<td>AP United States History</td>
<td>10, 11</td>
<td>Prerequisite: Global Perspectives</td>
</tr>
<tr>
<td>Africa / African American Studies</td>
<td>11, 12</td>
<td></td>
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<tr>
<td>AP Economics</td>
<td>11, 12</td>
<td></td>
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<tr>
<td>AP United States Government</td>
<td>11, 12</td>
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<tr>
<td>East Asian Studies <em>(H)</em></td>
<td>11, 12</td>
<td>Semester</td>
</tr>
<tr>
<td>Economics of Financial Choices</td>
<td>11, 12</td>
<td></td>
</tr>
<tr>
<td>Historic Preservation <em>(H)</em></td>
<td>11, 12</td>
<td></td>
</tr>
<tr>
<td>Introduction to Law</td>
<td>11, 12</td>
<td>Students expected to compete in Mock Trial Competition (February 2021)</td>
</tr>
<tr>
<td>Modern European History <em>(H)</em></td>
<td>11, 12</td>
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</tr>
<tr>
<td>**THEOLOGY</td>
<td>4 Credit**</td>
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<tr>
<td>- <strong>NEW-</strong> Adeodatus</td>
<td>10, 12</td>
<td>Class meets during HR everyday.</td>
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<tr>
<td>Biblical Studies</td>
<td>9</td>
<td></td>
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<tr>
<td>Church History</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Moral Theology</td>
<td>11</td>
<td>Semester</td>
</tr>
<tr>
<td>Issues in Social Justice</td>
<td>11</td>
<td>Semester</td>
</tr>
<tr>
<td>Augustine and Spirituality: God and the Meaning of Life</td>
<td>12</td>
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<tr>
<td>Senior Leadership M.E.C.O.</td>
<td>12</td>
<td>Course membership is reserved for M.E.C.O. Leaders</td>
</tr>
<tr>
<td><strong>INTERDISCIPLINARY STUDIES</strong></td>
<td></td>
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<tr>
<td>Business Ethics</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
</tr>
<tr>
<td>- <strong>NEW-</strong> Designing for Social Change</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
</tr>
<tr>
<td>Leadership &amp; Psychology</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
</tr>
<tr>
<td>Mosaics: Critical Analysis of Systems and Society</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
</tr>
<tr>
<td>Social Entrepreneurship</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
</tr>
<tr>
<td>- <strong>NEW-</strong> Media Production</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
</tr>
<tr>
<td>Edge Effect Scholars</td>
<td>10, 11, 12</td>
<td>Course membership is reserved for Edge Effect Scholars identified in January 2019</td>
</tr>
<tr>
<td><strong>DIRECTED INDEPENDENT STUDY (DIS)</strong></td>
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<tr>
<td>DIS (Semester)</td>
<td>10, 11, 12</td>
<td>DIS Experiences are student-driven with mentor support. Departmental and Head of Academics approval is required.</td>
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<tr>
<td>DIS (Full-Year)</td>
<td>10, 11, 12</td>
<td>DIS Experiences are student-driven with mentor support. Departmental and Head of Academics approval is required.</td>
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</table>
**ONLINE LEARNING**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Grade</th>
<th>Information</th>
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<tbody>
<tr>
<td>Technology and Futurology</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
</tr>
<tr>
<td>Online Health</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
</tr>
<tr>
<td>Robotics Design &amp; Automation</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
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</table>

**-NEW- University Coursework**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Grade</th>
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<tbody>
<tr>
<td>World Religions</td>
<td>12</td>
</tr>
<tr>
<td>Introduction to Data Analytics</td>
<td>12</td>
</tr>
<tr>
<td>Accounting &amp; Budgeting</td>
<td>12</td>
</tr>
<tr>
<td>Storytelling with Data</td>
<td>12</td>
</tr>
</tbody>
</table>

**EXCEPTIONS/ALTERNATIVES TO REQUIREMENTS:** Students must work directly with Counselors to outline possible exceptions/alternatives to stated requirements. Those requests are then processed by the Assistant Head of School for Academics with the assistance of the Curriculum Coordinator Team on a case by case basis.
VISUAL ART 1 credit in combination with Music

Arts and Music Curriculum Coordinator: Emmanuel Del Pizzo  edelpizzo@malvernprep.org

These Visual Art studio courses focus on two-dimensional productions and should be taken in sequence or with special permission by the art teacher. They will touch upon all areas of art history, mediums, and techniques. These courses are designed not only to build a diversified two-dimensional portfolio of artwork for college but also to enhance and develop a student’s creativity and artistic mind. Studio Art should be considered if students are planning on exploring architecture, animation, video gaming development, graphic arts, or any field or subject that falls in the creative realm in college. Each year the course skill levels become more advanced. By the end of the fourth studio you will have a well-rounded understanding of art techniques, mediums, and art history.

Ceramics I (Form and Function) - 2060  0.5 Credit
Semester | Grades: 9, 10, 11, 12
During this course you will develop skills in both hand building and wheel throwing techniques through hands-on projects, live demonstrations, personal research, and group discussions/ reflections. Working with clay requires you to first understand the material so that the process of purposeful and creative making can occur. This means that most of your learning will occur through your dedicated and focused interactions with the clay while working on short term activities (with clay and other materials) and long term projects. While the finished piece is important, this class focuses on the creative process of research, technical understanding, and the development of your artistic behaviors.

Ceramics II (Ceramic Surfaces) - 2065  0.5 Credit
Semester | Grades: 9, 10, 11, 12
Prerequisite: Ceramics I
Students will continue to understand and develop the techniques in throwing and hand building, with emphasis on the improvement of craftsmanship, critical thinking about sculptural forms, the aesthetics of functional ceramics, and most importantly the understanding of the material. Students will be expected to explore more advanced surface techniques to push their Ceramics I work into the next level of craftsmanship. In addition to surface, students will advance their technical skills on the wheel. Students will also begin developing their experience and understanding of the kiln and firing process. This course requires multiple elements of full involvement, such as focus during demonstrations and completion of homework, that will determine the student’s overall grade and success in the class. While the finished piece is important, this class focuses on the creative process of research, technical understanding, and the development of your artistic behaviors.

Ceramics III (Vocalizing Concept) - 2067  0.5 Credit
Semester | Grades: 10, 11, 12
Prerequisite: Ceramics II
Students will continue to understand and develop the techniques in throwing and hand building. Drawing from this accrued knowledge, Ceramics III students must begin to build a body of conceptually advanced work. The art of sculptural form will be explored. Students will be expected to explore a wide range of scale options. Work should start to reflect each student’s personal style and must be crafted in a way that draws on the methods and ideas from the established masters of the medium. This course requires multiple elements of full involvement, such as focus during demonstrations and completion of homework, that will determine the student’s overall grade and success in the class. While the finished piece is important, this class focuses on the creative process of research, technical understanding, and the development of your artistic behaviors.

Ceramics IV-VIII (H) (Building Artistic Identity) - 2086  0.5 Credit
Semester | Grades: 10, 11, 12
Prerequisite: Ceramics III
Students will continue to understand and develop the techniques in throwing and hand building. Drawing from this accrued knowledge, Ceramics 4-8 students must begin to build a body of conceptually advanced work. The art of sculptural form will be explored. Students will be expected to explore a wide range of scale options. Work should start to reflect each student’s personal style and must be crafted in a way that draws on the methods and ideas from the established masters of the medium. This course requires multiple elements of full involvement, such as demonstrations and homework, that will determine the student’s overall grade and success in the class. While the finished piece is important, this class focuses on the creative process of research, technical understanding, and the development of your artistic behaviors.

Graphic Design I - 7485  0.5 Credit
Semester | Grades: 9, 10, 11, 12
Limit 18 Students
Students will use a Macintosh software platform to explore contemporary graphic design. Students will work with industry-standard software and will primarily be focusing on Photoshop in this class. Regular sketchbook work will be assigned for drawing practice and research in visual literacy. Upon completion of this course, students will be fluent in both design software and the design process, and will produce a digital portfolio. All students will be required to share their work digitally throughout the semester.
Photographic processes. Students will have a display of 8-10 photographic vision using both traditional, digital and alternative formats: Twin Lens reflex, Medium Format, and Holga cameras. Students will also have an opportunity to work with different types of camera techniques and as well as applying digital techniques. Students will also need to write an artist statement supporting their work. Students will also need to write an artist statement supporting their work. The students will learn how to set up and maintain a photography studio. Students will be encouraged to participate in juried exhibitions outside of Malvern. Some outside class work is expected in this course.

Photography I - 2070  
Semester | Grades: 9, 10, 11, 12  
Limit 13 students  
Students will explore the exciting world of black and white photography and will learn the theory, technical, and creative side of the medium. Students will learn to look for a picture and frame their shots, develop their own film and make their own prints. All students will be a part of demonstration of learning. Students will also create a small print portfolio and digital portfolio. Students will also learn how to write an artist statement about their work. Some outside class work is expected in this course.

Photography II - 2075  
Semester | Grades: 9, 10, 11, 12  
Prerequisite: Photography I  
Limit 13 students  
Students will continue to learn more advanced camera and darkroom techniques, such as experimenting with different types of paper and film. Also, the class will learn to cut their own mattes for their photographs. At the end of class, students will submit a printed and digital portfolio. All students will participate in some form of demonstration of learning. Students will also learn how to write an artist statement about their work. Some outside class work is expected in this course.

Photography III - 2076  
Semester | Grades: 10, 11, 12  
Prerequisite: Photography II  
Students will continue to hone their creative vision and darkroom techniques and as well as applying digital techniques. Students will have an opportunity to work with different types of camera formats: Twin Lens reflex, Medium Format, and Holga cameras. Students will also have an opportunity to create negatives on the computer and then print them in the dark room. Students will submit a portfolio of prints 11” by 14” as a final project. Students will also need to write an artist statement supporting their work. All students will participate in some aspect of demonstrations of learning. Some outside class work is expected in this course.

Photography IV-VIII (H) - 2078  
Semester | Grades: 10, 11, 12  
Prerequisite: Photography III  
Students will have an opportunity to continue to explore their photographic vision using both traditional, digital and alternative photographic processes. Students will have a display of 8-10 finished photographs that will be juried by a panel of teachers. Students will also need to write an artist statement supporting their work. The students will learn how to set up and maintain a photography studio. Students will be encouraged to participate in juried exhibitions outside of Malvern. Some outside class work is expected in this course.

Sculpture I - 2090  
Semester | Grades: 9, 10, 11, 12  
Students will begin to observe sculpture around them, in their world, and begin to discover how their art will become a part of it. Students will develop their own sense of style in sculpture by incorporating advanced building techniques while creating three-dimensional objects using different mediums and problem solving skills. Students will keep a sketchbook journal which will focus on their thought process and decision making using sketching, writing, and gathering art resources. Students will maintain a digital portfolio of all work.

Sculpture II - 2092  
Semester | Grades: 9, 10, 11, 12  
Prerequisite: Sculpture I  
Students will begin to observe sculpture around them, in their world, and begin to discover how their art will become a part of it. Students will develop their own sense of style in sculpture by incorporating advanced building techniques while creating three-dimensional objects using different mediums and problem solving skills. Students will keep a sketchbook journal which will focus on their thought process and decision making using sketching, writing, and gathering art resources. Students will maintain a digital portfolio of all work.

Sculpture III - 2094  
Semester | Grades: 10, 11, 12  
Prerequisite: Sculpture II  
Students will begin to observe sculpture around them, in their world, and begin to discover how their art will become a part of it. Students will develop their own sense of style in sculpture by incorporating advanced building techniques while creating three-dimensional objects using different mediums and problem solving skills. Students will keep a sketchbook journal which will focus on their thought process and decision making using sketching, writing, and gathering art resources. Students will maintain a digital portfolio of all work.

Sculpture IV-VIII (H) - 2096  
Semester | Grades: 10, 11, 12  
Prerequisite: Sculpture III  
Students will produce sculpture in an independent study environment. The focus of this honors class will be to ask and answer the question ‘how will my art impact society?’ Students will choose how to present their findings to the community. Outside class work is required for developing a thesis statement or philosophy. Students must maintain a working sketchbook that documents gathering resources, researching artists, and devising an outline for their digital portfolio. ‘Sculptural Stagecraft’ in collaboration with the Malvern Theatre Society remains a requirement for all levels of sculpture.
Studio Art I - 2055  1 Credit
Semester | Grades: 9, 10, 11, 12

We live in a visual world and being able to understand why is an important part of you. Are you interested in doodling, drawing, or just looking at something visually appealing like architecture? This course is designed to help the novice to the experienced student. They will explore and develop their creative and imaginative side by learning how to use sketchbooks, drawing techniques, visual tricks, and a diverse array of materials to produce artwork. Documentation of all artwork will be kept within a digital portfolio. The class will draw artistic parallels between history, the sciences, and social studies. At the end of the course, students will share their body of work in a visual art show. How will you leave your mark on the visual world?

Studio Art II - 2056  1 Credit
Semester | Grades: 10, 11, 12
Prerequisite: Studio I

Continuing what was discovered in Studio I, students will help design their own artistic pathway that will direct their focus on their creativity, allowing them to take a deeper dive into their understanding of what they can achieve as an artist. Students will further explore the social and historical issues that help form art in our society today. Documentation of all artwork and visual analysis will be maintained within the digital portfolio. At the end of the course, students will share their body of work in a group visual art show.

Studio Art III - 2057  1 Credit
Semester | Grades: 11, 12
Prerequisite: Studio II

Combining the techniques and knowledge acquired in Studio I and II, students will begin to produce artwork that is a reflection of them within society. Student work will begin to highlight a style that is unique to each student artist. Students will direct the curriculum independently focusing on a particular area of interest while teacher and student will work out projects together to suit individual interests. Sketchbooks will be used for outside class work assignments. Students will build a finished portfolio of all their work in Studio Arts for college, and departmental review. At the end of the course, students will share their body of work in a group visual art show.

Studio Art IV-VIII (H) - 2058  1 Credit
Semester | Grades: 12
Prerequisite: Studio III

Students will be expected to develop a personal style that is to be present in all of their artwork within and outside of their finished portfolio. Written reports, daily sketchbook entries, teaching presentations, and self-study assessments will be required. Research on various accomplished artists or periods will be required by the student for inspirational/influential projects. Outside class work includes developing a thesis statement, gathering resources, researching artists and writing analysis of work, and devising a portfolio. At the end of the course, students will share their body of work that is a retrospective of their own work in a group visual art show.

Theatre - 2085  0.5 Credits
Semester | Grades: 9, 10, 11, 12

This survey course has been designed to bring the individuals understanding and appreciation for theatre into focus. The individual is encouraged to look at theatre with a high level of respect for all those involved in this art form. A deepened understanding and knowledge of theatre will be discussed. The objective of this class is to introduce major topics concerning theatre: Theatre history, improvisation, set construction, technical theatre, audition preparation, scene study, theatre critique, and other various specialty topics. Students must agree to take part in out of class activities and other theatrical presentations as outlined by the instructor.

VISUAL ART 1 credit in combination with Music
Modern Jazz Ensemble (A) - 2512  1 Credit
Grades: 9, 10, 11, 12
The Malvern Jazz Ensemble is a high school organization for the purpose of learning, practicing, and performing different styles of Jazz music. The course offers two on campus concerts, Winter and Spring Arts Festivals, Christian Service hours for various performing events, Opportunities to audition for All-Catholic Jazz and Concert Band as well as District and Regional Concert bands, and out-of-state spring trips for the purpose of performing and competing against other Jazz Bands from other areas. Grades will be based on participation, preparation for class and concerts, and general musical improvement. A placement audition may be utilized to fill seats. Participation at performances and/or clinics at Disney and/or other venues may be required every other year. NOTE: Students are encouraged to enroll in this class for all 4 years.

Beginning Acoustic Guitar - 2600  0.5 Credits
Semester | Grades: 9, 10, 11, 12
This semester course is an introduction to fundamental guitar techniques, including note reading, tablature, chord formation, strumming technique, and basic improvisation. No prior musical training is required; acoustic guitars will be provided in class.

Classical Ensemble - 2520  1 Credit
Grades: 9, 10, 11, 12
The string ensemble offers the serious musician an opportunity to grow and engage in challenging classical music. Instruments are Violin, Viola, Cello, Double Bass, and Piano, etc. Performances will include the Winter and Spring Art Festivals, Liturgies, Chapel Services, and other venues, various receptions, and school functions.

Drum Line & Pep Band - 2588  .5 Credits
Semester | Grades: 9, 10, 11, 12
Prerequisite: Meets as Daily HR (8 - 8:25am) for duration of academic year for .5 credit
Drum Line & Pep Band Homeroom offers students the opportunity to get involved in percussion and Pep Band music. Students in this course will perform at Homecoming, Winter and Spring Arts Festivals, sports events, and other venues throughout the year. No prior drumming experience needed for Drum Line. Students interested in the Pep Band must be able to perform at an intermediate level. Students must commit to an 8:00 am homeroom start.

Guitar Ensemble - 2530  1 Credit
Semester | Grades: 9, 10, 11, 12
Prerequisite: Beginning Acoustic Guitar -or- Demonstrated Mastery of Guitar
This performance oriented class for intermediate to advanced level guitarists performs at various concerts, Masses and other public events throughout the school year. See instructor for placement and audition information.

Liturgical Music - 2578  0.5 Credits
Semester | Grades: 9, 10, 11, 12
Meets as Daily HR (8 - 8:25am) for duration of academic year for .5 credit
This group welcomes all ages and levels of singers, as well as guitarists, drummers, bass and piano players for performances at Malvern’s many Liturgical services held throughout the school year. Contemporary popular music will be performed as well as traditional choral works. To accommodate student schedules, this ensemble meets daily during homeroom for the entire year; see choral instructor for placement information.

Men's Chorus - 2575  1 Credit
Grades: 9, 10, 11, 12
The Malvern Men’s Chorus performs at a variety of public events including the annual Winter and Spring Arts Festivals, school liturgies, and other public functions. Students will refine sight-singing skills, learn proper vocal techniques, and will have the opportunity to audition and perform with the Archdiocesan All Catholic Chorus. Students will also participate in a choral collaboration with the Notre Dame Academy providing additional experience in traditional four part choral singing.

Music Recording And Technology - 2586  0.5 Credits
Semester | Grades: 9, 10, 11, 12
Limit 10 students
This course will explore how modern recording techniques are used in the studio from the computer to the mixing board. The student will learn everything from microphone placement for acoustics to recording techniques as well as participation in live studio recordings. No musical experience required.

-NEW- Music Industry - 2588  .5 Credits
Semester | Grades: 9, 10, 11, 12
Prerequisite: Music Recording & Technology
Limit 10 students
This course is a continuation of Music Recording and Technology with a focus on the fast pace and ever changing music industry. The course explores all recording techniques including mixing and mastering. The course will also explore publishing strategies and marketing techniques including social media trends and practices. Students should have intermediate skills in at least one instrument/voice and have a deep curiosity on the ‘how’ and ‘why’ of recording techniques and equipment. This will be an exploration and application of all aspects of recording including acoustic studies and experimentation of old and new practices.

Practical Theory And Songwriting - 2591  0.5 Credit
Semester | Grades: 9, 10, 11, 12
The course introduces students to basic concepts of music theory and composition; techniques and methods of popular songwriting will also be explored. Ear training, musical forms, solo projects and collaboration will be emphasized. Students will learn how to submit their material to music industry professionals. Prior musical training is helpful but not required.
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td><strong>Jazz Improvisation (H) - 2595</strong></td>
<td>1 Credit</td>
<td>Modern Jazz Ensemble</td>
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<tr>
<td>Semester</td>
<td>Grades: 9, 10, 11, 12</td>
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This course is designed for students wanting to learn the art of jazz improvisation. Students must be able to play an instrument at an intermediate level in order to explore improvisational theory. The student will use their instrument to learn theory needed to improvise. This class will also cover Jazz History from its roots to modern day. Students will study the influence of improvising on all styles of music from rock n’ roll to Gospel to country and pop. Techniques will be taught along with hands on exercises for their instruments. Testing of students’ skills will occur every day during class practices. Students will also perform at various events in and around the campus. The final exam will include performing at the Winter and Spring Arts Festivals and performing an individual Jazz tune developed in the music lab and class.

**NOTE:** Students are encouraged to enroll in this class for all 4 years.

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td><strong>-NEW- Modern Jazz Ensemble (H) - 2570</strong></td>
<td>1 Credit</td>
<td>Modern Jazz Ensemble</td>
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<tr>
<td>Semester</td>
<td>Grades: 11, 12</td>
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This course is offered to all Junior and Senior Modern Jazz Ensemble students who exhibit a desire and ability to approach Modern Jazz Ensemble as a College Prep Music Major course. At the end of their Sophomore year, Jazz Ensemble members will be given the option to declare Music as a Major. If a student declares music as their major and has departmental approval, the following requirements must be met:

- Entrance theory test to determine student’s ability and skill level. Must receive a “B” or better.
- Solo performance on student’s instrument. Pieces to be determined.
- Perform 3 major scales and 3 minor scales in 2 octaves. Drummers must be proficient in the following styles: Swing, Straight-A, Ballad, and Rock-Funk.
- The ability to ad-lib and improvise a solo over 8 measures in time. (Ad-lib is the ability to embellish an exiting theme; improvisation is the ability to create a new theme from an existing form).

Participation at performances and/or clinics at Disney and/or other venues may be required every other year.

**NOTE:** Students need to have already participated in band for Freshman and Sophomore years. Meeting time for Honors band is at the same time as band so nothing will change in your schedule. Students are encouraged to finish both Junior and Senior years in Honors band.

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td><strong>-New- God Band</strong></td>
<td>0.5 Credit</td>
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<tr>
<td>Semester</td>
<td>Grades: 10, 11, 12</td>
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</tbody>
</table>

This class is co-taught by Mr. Emanuel Del Pizzo and Mr. Tony Del Pizzo and participants can include Upper School and Middle School students. God Band is a dynamic contemporary Christian Rock Band with a focus on music ministry for school Masses and events. Musicians and singers are required to demonstrate intermediate to advanced musicianship and must audition prior to acceptance. This course is scheduled using a ‘flex hours’ concept. Practice time and prep time are scheduled and decided as a group throughout the year—avoiding scheduling conflicts. This allows students to participate in God Band without the need to drop/substitute any of their existing classes.

**NOTE:** Students are encouraged to finish both Junior and Senior years in Honors band.

**MUSIC** 1 credit in combination with Visual Arts
English Curriculum Coordinator: Jason Sammartino  jsammartino@malvernp.org

The Upper School English Program is designed to develop the skills our graduates need to best succeed both in college and in life. Students will develop an understanding and appreciation for literature by engaging with works from various cultures, eras and voices while developing and strengthening reading, writing, listening, and higher level thinking skills. The sequence of courses in the Upper School transitions from a general Literature and Composition course in the ninth grade to American Literature in tenth grade to British Literature in eleventh grade. Each of these courses is offered on both the Academic and Honors level.

Twelfth grade students have several course options from which to choose in their senior year. Advanced Placement Literature and Composition is a year-long course, and students enrolled in the course have the option of taking the AP Exam in May. Those students not taking Advanced Placement may choose from a variety of single semester courses. Students not taking AP must take two of these half-credit courses their senior year in order to meet the English requirements towards graduation. Seniors taking semester courses will be required to complete a research assignment and/or a final portfolio project.

Literature & Composition (A) - 2160  1 Credit
Grades: 9
Prerequisite: Marked essay submission for review

This course successfully supports students with a diversity of interests and goals. Students learn to read and write critically, with increasing sophistication, as they discover how to ask appropriate questions of texts in a variety of genres. Students will expand their growth mindset and learn to write with an analytical clarity that promotes creatively developed ideas. Works are chosen both for their literary merit and global awareness of the human condition. Differentiated instruction drives discussion and leads to increasing levels of composition, while students learn to listen, think, and respond actively and thoughtfully. Technology is fully integrated into classrooms for purposes of reading, writing and revising, and enriching work in progress.

Literature & Composition (H) - 2150  1 Credit
Semester | Grades: 9
Prerequisite: Marked essay submission for review

The freshman curriculum incorporates many genres and eras of literature as an introduction to literature study at the high school level. Students will read mythology, short stories, novels, plays, poetry as well as both fiction and non-fiction. Additionally, students will review grammar, compose five paragraph essays, develop thesis statements and practice MLA format for citations and writing. Students will participate in various student-centered projects geared to evaluate various skills (such as persuasion) and their understanding of material. While all students are expected to create quality work, teachers expect the Honors Section student to produce more creative and complex writing samples over the course of the year.

American Literature & Composition (A) - 2221  1 Credit
Grades: 10

The literary offerings within the American Literature course involve a survey of classic and contemporary American literature spanning multiple genres and formats. Students will respond to reading assignments orally and in writing and demonstrate a proficiency in style, content, and creativity. Students will develop their writing and speaking abilities across varying styles including the persuasive, expository, creative and analytical modes of writing. Students will practice research skills relating to the writing of a literature based research paper, complete weekly vocabulary assignments, and develop oral communication skills through public speaking assignments. Through the interaction with American fiction, nonfiction, and poetry, students will possess an understanding of how literature encourages reflection and connects us to our past and present, and prepare us for our future.

American Literature & Composition (H) - 2210  1 Credit
Semester | Grades: 10

All sophomore sections continue with the content and skills of the English curriculum. The Honors Section builds on the written communication skills mastered in grade nine. Students will practice and strengthen their written communication skills through longer writing assignments, mini research papers, and written responses to American literature. Through these writings, students will explore the values of the American way of life, trace the evolution of the American Dream, and study the development of the individual's role in society, as documented through the rich heritage of American literature. Additionally, students will study vocabulary, deliver presentations, and defend a literature-based research paper.

British Literature & Composition (A) - 2325  1 Credit
Grades: 11

In this course, students will survey English literature from the Old English period through the 21st century. Students will read a variety of styles and genres, including ballad, metrical romance, drama, poetry, essay, satire, the novel. Additionally, students will practice expository writing and active reading to develop their analytical skills and to understand modern interpretations of the readings. Furthermore, students will complete a myriad of assessments, including a major, literature-based research paper, reflective essays, classroom presentations, and technology assignments.

British Literature & Composition (H) - 2310  1 Credit
Semester | Grades: 11
Prerequisite: British Literature

One of the main thrusts of this course is the development of an understanding of the mores and ideals of the English way of life. A running narrative of British literature through the devices of ballad, metrical romance, drama, poetry, essay, satire, novel, and biography reinforces skills for analyzing, synthesizing, and appreciating English literature as it traces the evolution of the British people. Reading and writing assignments of considerable length, oral presentations, SAT attack skills, vocabulary reviews, and major literature-based research papers encompass the scope of student study. (Students from this class will have the opportunity to sit for the Advanced Placement Language & Composition Examination in May)
AP Literature & Composition - 2410  1 Credit
Semester | Grades: 12
Prerequisite: Honors British Literature -or- Writing Center

The purpose of this full-year course is two-fold:
1. to ensure competency in the interpretation of college level literature and the writing of themes relating to that literature, and
2. to prepare students for the Advanced Placement Test in Literature given in May for the purpose of attaining some credit for college freshman English.

Both semesters concentrate on selected authors in American, British, and World Literature especially those whose works have appeared in previous AP tests. The student is expected to lead discussions on particular works and to provide a detailed analysis of these works. To facilitate the reading of as many novels and plays as possible, the student will read approximately 150 - 200 pages per week through assigned readings and will write critical essays on selected subjects covered in and outside of class. Research skills leading to the development of a required senior research paper, SAT attack strategies, weekly vocabulary reviews and rhetoric will comprise the additional components of this rigorous course of study.

Contemporary Novel - 2475  0.5 Credits
Semester | Grades: 12

The Contemporary Novel course is a one-semester survey of influential long fiction with a concentration on contemporary novels. Students will examine how the selected texts portray the defining issues of the contemporary world as well as common elements like mood, tone, point of view, narration, conflict, characterization, imagery, structure, and theme. Intense reading and writing will be required in this one-semester course.

Contemporary Short Story - 2446  0.5 Credits
Semester | Grades: 12

The Contemporary Short Story course is a one-semester survey of influential short fiction with a concentration on contemporary short stories. We will explore major movements in short fiction and examine the structure, craft and theory of the short story. Students will read from diverse body of short stories from around the world. In this course students will learn to read as writers and explore the craft of short fiction writing. Intense reading and writing will be required in this one-semester course.

Creative Writing/Non-Fiction - 2448  0.5 Credits
Semester | Grades: 11, 12

Creative Writing/Non-Fiction is a one-semester, workshop course that investigates creative non-fiction. We will explore how writers use their knowledge of dramatic structure, scene setting, description, dialogue, narrative pacing and point of view to create effective non-fiction pieces. Students will develop the writing techniques, research methods and composition skills necessary for effective, creative non-fiction articles. A variety of readings will be assigned over the course of the semester to introduce the student to different types of non-fiction.

Creative Writing - 2450  0.5 Credits
Semester | Grades: 12

This is a writing intensive workshop where students will write in variety of genres, including fiction, creative nonfiction and poetry. Students will write purposefully, read as writers and analyze craft, technique and story. At the end of the semester, students will submit a portfolio of their peer edited and revised submissions from the semester. The course will be a workshop format and relies heavily on class participation.

The Graphic Novel - 2452  0.5 Credits
Semester | Grades: 12

This course will explore the graphic novel as a literary form. The course will use Scott McCloud’s Understanding Comics as a textbook to garner an appreciation and vocabulary for criticism of graphic novels. The course will use Spiegelman’s Maus, Moore’s Watchmen, and Satrapi’s Persepolis as texts for exploration. Students will analyze artist’s techniques and develop the skills necessary for authentic critical examination of graphic novels. Intense reading and writing will be required in this one-semester course.

Journalism And Media Literacy - 2465  0.5 Credits
Semester | Grades: 11, 12

Journalism concentrates on students writing about the real world - their world. Using journalism principles, students will compose in several forms (i.e. narrative, expository, analytical, argumentative essays) about a variety of subjects, with consideration to purpose and audience for their writing. With a balance of reading, discussion, research and data analysis, production, and editing - and with constant consideration to audience and purpose for their writing - Journalism students will be prepared to identify, evaluate, create, and lead “the first rough draft of history.” Students will complete this course with a portfolio of journalistic writing including news writing, editorial columns, news analysis, feature stories, reviews, and several publishable works.

Mystery Literature - 2447  0.5 Credits
Semester | Grades: 12

Mystery Literature is a ½ credit, semester long English course that concentrates on detective literature from the 19th century to the present. The course begins with the deductive mysteries of Sherlock Holmes and Poe’s Auguste DuPin before moving to the closed-community mysteries of Agatha Christie and the “noir” detectives such as Sam Spade and Philip Marlowe. More contemporary authors may include Michael Connelly, Stieg Larson, or Robert Parker. Like all English courses at Malvern Prep, “Mystery Literature” will include intensive reading, writing and vocabulary work.
-NEW- Writing Center | An Introduction to Peer Editing  1 Credit
Grades 11, 12
Prerequisites: Honors American Literature / British Literature Honors, and/or AP US History, and/or Integrated 2 Science Honors or above.

Malvern’s Writing Center will serve all students with the support and coaching necessary to properly assess, inform, and improve upon written compositions of their peers. As a result, Writing Center coursework will be rooted in the practice of exploring how to assess various genres of academic writing, as well as case studies in preparation for student-to-student collaboration in the spring ‘21 semester. Writing Center students should expect a substantial amount of output—both reading and writing based—during an Honors level experience in an effort to equip themselves with the skills necessary to support their peers [Grades 6 - 12] on their own writing journey. Successful completion of this course, and additional supplemental material, enables eligible students to join AP Literature and Composition in the Fall of 2021.
Physical Education Curriculum Coordinator: Jay Schiller. jschiller@malvernprep.org

Physical education will enable students to develop habits for living a healthy lifestyle. Malvern’s physical education program gives every student the opportunity to learn about and to take part in a variety of natural play, team, individual, recreational, and physical fitness activities. The skills and experiences gained in physical education classes are readily transferable to lifetime and extra-curricular activities. Students will gain a thorough understanding of what their body is capable of doing both mentally and physically. It also contributes to the overall development of those students with interest and/or talent who elect to participate in the program of intra-scholastic athletics in both the Middle and the Upper Schools. Physical Education will teach the progression of safe movements, challenging exercises, and fun activities that will broaden students’ overall fitness knowledge. Assessments (including the Presidential Physical Fitness Test) will be taken at the beginning and end of each school year. Also, each student is required to participate in our aquatics program for a quarter of swimming safety skills, swimming tests and other aquatic games and activities. Please note that each Malvern student must pass a basic swimming test as a graduation and life skill requirement.

PHYSICAL EDUCATION - 9120 0.5 Credits
Grades: 9
Each student in the 9th grade will receive a full year of Physical Education that will meet once per 8 day cycle for one hour. The following is an outline of the curriculum by quarter:

• 1st Semester – Introduction to Malvern Prep Sports (team and individual sports). Each student will participate in sport activities that will enhance fine and gross motor skills. Crew, Squash, Wrestling, Rugby, and other sports coaches will introduce their sport to the students.
• Fitness training and weight room certification. Students in the 9th grade will learn safe and effective training methods and learn that physical fitness is a lifetime activity. Each student will be trained and certified in the use of the Malvern Prep strength and conditioning center.
• 2nd Semester – Swimming Safety and intro to Snorkeling and aquatic sports. Students will learn basic swimming skills for safety and survival. Each student must pass a swimming competency for safety as a graduation requirement! Students will learn safe use of snorkeling equipment. The boys will have the opportunity to learn the basic skills required to participate in competitive swimming, diving and water polo and will play lead up games for water polo.
• Introduction to First Aid and Hands Only CPR. Students will learn basic first aid treatment for common emergencies and will learn and practice CPR (Cardiopulmonary Resuscitation) and the use of an AED (Automated External Defibrillator).
• Boys will complete the basic fitness skills tests outlined in the FitnessGram (formerly the President’s Council on Physical Fitness)

Physical education is designed to help every student acquire knowledge and to develop practices necessary to maintain mental, physical, spiritual and emotional well-being. The basis for Malvern’s health curriculum is the “health diamond” in which the physical, mental, social/emotional and spiritual aspects of one’s life are explored in order to ensure a healthy well-being. Students will be able to demonstrate knowledge of the following concepts: health promotion and disease prevention; accessing valid health information and health-promoting products and services; practicing health-enhancing behaviors thereby reducing health risks; analyzing the influence of culture, media, technology, and other factors on health; using interpersonal communication skills to enhance health; utilizing goal-setting and decision-making skills to enhance health; and advocating for personal, family, and community health. A variety of student-centered tools and assessments will be utilized to further enhance students’ learning of health related concepts.

Advanced Life Management Skills (Health) - 8221 0.5 Credits
Grades: 10, 11, 12
This is a one semester course that will meet 5 days of the 8 day cycle; 3 days per cycle will be dedicated to health education and 2 days per cycle will be dedicated to physical education. The health education curriculum will cover the following: risk behaviors that lead to unintentional and intentional injury (abuse and misuse of alcohol, illegal and prescription drugs, and tobacco products); poor nutrition that leads to obesity and disease (lack of fitness and adverse affects on one’s health); and sexual behaviors that lead to HIV, Sexually Transmitted Infections and Diseases and unwanted pregnancy. Students will analyze how technology impacts one’s health and relationships and students will learn how to use prayer and exercise as tools to “unplug” from their media saturated lives. In physical education classes, students will participate in fitness activities such as strength training, Cross-Fit training, Olympic weightlifting and general fitness provided through Individual and Team sports.

-NEW- Advanced Life Management Skills (Health) Online .50 Credit
This is a one semester course that will be taken via an online dashboard. The Curriculum will follow the same risk behaviors teens face as the Advanced Life Management Skills class. Students will keep a fitness journal and nutrition log in addition to completion of assignments from the curriculum.
Chinese I - 3611  1 Credit
Semester | Grades: 9, 10, 11, 12
In this course the students will learn the basic building blocks of Chinese spoken and written communication; this includes the four tones, the phonetic system known as Pinyin, simplified versus traditional characters, radicals, and stroke order. The students will develop their listening, reading, and writing skills while focusing on common sentence patterns and mastering about 250 of the most common characters. An extensive array of materials will be utilized to practice communication and authentic language in real life contexts.

Chinese II (A) - 3612  1 Credit
Semester | Grades: 10, 11, 12
Prerequisite: Chinese I
The student will continue to build on the basics learned in Chinese I while developing a greater linguistic, communicative, and cultural proficiency. There will be a greater emphasis on more complex grammatical structures, vocabulary building, and greater fluency in utilizing communication skills in familiar everyday situations. The rich Chinese culture will be taught through the use of language and communication with a wide array of authentic materials.

Chinese II (H) - 3613  1 Credit
Semester | Grades: 10, 11, 12
Prerequisite: Chinese I
In this course, the student will expand on the content of Academic Chinese II, particularly in the area of written communication. The student will continue to raise his level of language proficiency by going beyond character recognition and continuing character production. The student is expected to be more self-motivated, and more thorough in his preparation.

Chinese III (A) - 3614  1 Credit
Semester | Grades: 11, 12
Prerequisite: Chinese II
The student will continue to build on the language base from Chinese I and Chinese II while expanding the three modes of communication: interpretive, interpersonal, and presentational. The student will move beyond simply asking and answering question to exchanging ideas through comparing and contrasting, expressing preferences and opinions, giving perspectives, and detailing experiences. The class will be conducted nearly exclusively in the target language as more complicated grammar structures and a rich vocabulary are mastered. There will be a strong emphasis placed on greater fluency and confidence in oral communication, therefore students will frequently engage in free conversation and conduct oral presentations. The students will be able to write about 500 characters, and read about 750 characters. Thematic units and authentic resources will be utilized to continue to explore Chinese culture through the use of language and communication.

Chinese III-IV (H) - 3615, 3616, 3617  1 Credit
Semester | Grades: 11, 12
Prerequisite: Chinese II
In this course, a high level of self-discipline and self-motivation is expected of the students who must do a significant amount of independent study. This course will expand on the content of Academic Chinese III particularly in the areas of reading and writing. The student will continue to raise his language level by continuing to go beyond character recognition into more character production. The student will be able write about 750 characters, and read about 1000. To continue to expand one’s character base, the student will be required to write compositions frequently.

Latin I - 3411  1 Credit
Semester | Grades: 9, 10, 11, 12
Students are introduced to the rudiments of the Latin language. They learn the verb conjugations and the forms and uses of tenses, the various noun declensions and their cases, as well as a substantial vocabulary to assist them in reading and translating Roman texts. Through this reading, they learn about the history of the Romans and their culture and civilization. The strong mental discipline involved in learning Latin enhances the students’ analytical skills, and their study of Latin words strengthens their knowledge of English vocabulary derived from that language.

Latin II (A) - 3421  1 Credit
Grades: 10, 11, 12
Prerequisite: Latin I
This course reinforces and thoroughly expands upon the basic grammar and vocabulary lessons of first year Latin. The student begins to learn the more advanced grammatical features of the language, including the use of participles and the subjunctive mood. Latin II students continue to build applicable vocabulary beyond the introductory level, as well as refine their translation skills via more advanced reading assignments.
### World Language 2 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Grades</th>
<th>Prerequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin II (H) - 3441</td>
<td>1</td>
<td>10, 11, 12</td>
<td>Latin I</td>
<td>In this course, the student expands upon the content of academic Latin II. Honors Latin II is an advanced course that aims to develop translation skills to a level of proficiency beyond academic, and is designed for the student who plans to continue his language study in Honors Latin III, a pure translation course. The curriculum includes the continued extensive study of Latin grammar and vocabulary, along with supplemental passages for translation. The student is expected to do a significant amount of independent study.</td>
</tr>
<tr>
<td>Latin III (H) - 3431</td>
<td>1</td>
<td>11, 12</td>
<td>Latin II</td>
<td>The primary focus of the Latin III course is the development of translation skills. Having already been exposed to a wide background of Latin grammar and vocabulary, the students will learn to recognize and accurately construe the more subtle aspects of the language while continuing to build an operative vocabulary. The primary text is Julius Caesar's De Bello Gallico, a fascinating account of Rome's conquest of Gaul (modern France and Belgium).</td>
</tr>
<tr>
<td>Latin IV (H) - 3451</td>
<td>1</td>
<td>12</td>
<td>Latin III</td>
<td>This course consists of the study of Vergil's epic poem, The Aeneid, a classical masterpiece that tells the mythological story of Rome's founding after the Trojan War. Students will also learn the basics of meter and scansion in ancient poetry.</td>
</tr>
<tr>
<td>AP Latin - 3481</td>
<td>1</td>
<td>12</td>
<td>Latin IV</td>
<td>The Advanced Placement course is a college level course that focuses almost exclusively on the study of two works; Vergil's Aeneid, the greatest surviving example of heroic epic in Latin will comprise the section dedicated to poetry, and Julius Caesar's De Bello Gallico will provide the prose material. Students will translate significant portions of each in preparation for the AP Latin exam. Mastery of the basic components of Latin grammar, syntax, and vocabulary are prerequisite. Daily translation exercises provide an opportunity to master the more advanced elements of the language. Discussions of Roman history, geography, culture, and religion as they pertain to these works will also play a major role in the course.</td>
</tr>
<tr>
<td>Spanish I - 3311</td>
<td>1</td>
<td>9, 10, 11, 12</td>
<td>Spanish I</td>
<td>Spanish I is a student's introduction to the Spanish language and culture. The course aims to develop the four linguistic skills (listening, speaking, reading and writing) in order to achieve a basic level of proficiency. Starting with rudimentary conversational utterances, the student practices the pronunciation of Spanish through oral / aural exercises in class. He learns the Spanish alphabet and pronunciation value of each letter and combination of letters within the Spanish sound system. He engages in a variety of everyday conversational situations, including weather, time, health, and other items; learns structural patterns through textbook exercises; and does free oral or written composition based on suggested themes. To develop reading comprehension, the student reads short passages and then answers written or oral questions. Since knowledge of the culture and civilization of the Hispanic peoples is considered an integral part of learning the language, the student reads newspaper and magazine articles and views videos on Hispanic culture and civilization and does oral and written reports on his research.</td>
</tr>
<tr>
<td>Spanish II (A) - 3321</td>
<td>1</td>
<td>9, 10, 11, 12</td>
<td>Spanish I</td>
<td>Spanish II is designed to continue to strengthen the development of the listening, speaking, reading and writing skills. The student builds on the rudiments learned in the Level I course, working to attain a much higher degree of proficiency at the completion of the course. The student increases his knowledge of the differences among verb tenses and how and when to use them. He begins to speak using compound sentences. He becomes skilled in the use of pronouns and prepositional phrases. The student is required to produce memorized utterances and sequences; to respond to questions using relevant vocabulary and grammatical structures; to react to visual cues, and to show, in oral and written form, some spontaneity and creative language in response to an oral or written question or situation. In addition, the student will learn to appreciate different aspects of Hispanic culture through outside readings, projects, Internet websites, digital audio recordings, and videos.</td>
</tr>
<tr>
<td>Spanish II (H) - 3320</td>
<td>1</td>
<td>9, 10, 11, 12</td>
<td>Spanish I</td>
<td>In this course, as in Honors Spanish III that follows, the student expands and supplements the content of academic Spanish II. Honors Spanish II is an advanced course that aims to develop the linguistic skills to a high level of proficiency. It is geared to the student who plans to continue his language study in Honors Spanish III and prepares him for the transition. The student is expected to do a significant amount of independent study. The curriculum includes reading and discussion of native literature and culture and is nearly exclusive in the use of the target language as more complicated elements of grammar and extensive vocabulary beyond the basic levels are mastered. The student develops confidence and fluency in Spanish by means of engaging in free conversation, speaking extemporaneously, and giving frequent oral presentations. To improve his writing skills, the student is required to maintain a journal and to write frequent compositions.</td>
</tr>
</tbody>
</table>
| Spanish III (A) - 3331          | 1       | 10, 11, 12 | Spanish II           | Spanish III is an advanced course that aims to develop linguistic skills to a high level of proficiency. The student learns more complicated elements of grammar through structured
exercises and continues to build functional vocabulary beyond the basic and intermediate levels. Using these newly acquired elements of the language to engage in free conversation with other students in class, the student develops confidence and fluency in speaking. To practice writing skills, he writes weekly compositions and makes reports on readings done in class.

**Spanish III** (H) - 3330  
**Grades:** 10, 11, 12  
**Prerequisite:** Spanish II

In this course, a high level of self-motivation and self-discipline is expected of the students who must do a significant amount of independent study. Spanish III Honors is an advanced course that aims to develop the linguistic skills to a high level of proficiency. It is geared to those students who plan to continue their language study in either Spanish IV or AP Spanish. The student learns more complicated elements of grammar through structured exercises and continues to build functional vocabulary beyond the basic and intermediate levels through the reading of short stories and magazine and newspaper articles. He develops confidence and fluency in Spanish by means of engaging in free conversation, speaking extemporaneously, and giving frequent oral presentations. To improve his writing skills, the student is required to write regularly in a journal and submit compositions periodically.

**Spanish IV (A)** - 3335  
**Grades:** 11, 12  
**Prerequisite:** Spanish III

Like its Honors counterpart, Spanish IV is an advanced course that offers the students further practice in the language toward the goal of increased proficiency. The components of the honors course are present here also-grammar drills, thematic vocabulary, audio and video listening activities, written reports on current events, personal interests, and oral reports of the same nature. However, this course is recommended for those students not interested in progressing to the AP Spanish language course. Those moving on to AP Spanish must take the Honors Spanish IV course.

**Spanish IV (H)** - 3342  
**Grades:** 11, 12  
**Prerequisite:** Spanish III

Honors Spanish IV is an advanced course which offers the student further practice in the language toward the goal of increased language proficiency. In addition to continuing advanced grammar and learning thematic vocabulary, the student is encouraged to personalize his study by doing reports on areas of interest, to talk about items of current events, and to give his opinion during discussions on controversial matters. Frequent use of audio and video materials gets the student accustomed to native Spanish speakers talking at normal speed. Readings from texts on culture and civilization and from current newspapers familiarize him with the Spanish-speaking countries and their people.

**AP Spanish - 3350**  
**Grades:** 9, 10, 11, 12  
**Prerequisite:** Spanish IV (H)

The AP Spanish course is a rigorous course taught almost exclusively in Spanish that requires students to improve their proficiency across the three modes of communication (interpretable, interpersonal, and presentational) in accordance with the standards defined by ACTFL for 21st century language acquisition. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. The curriculum revolves around six general themes (Families and Communities; Science and Technology; Beauty and Aesthetics; Contemporary Life; Global Challenges; and Personal and Public Identities) as students utilize the authentic resources to formulate response to essential and overarching questions. Students strive to communicate using advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. Spanish III Honors is a prerequisite for this course. The student must be highly motivated and interested in the subject. He must be willing to meet demanding standards and perform independent study, including but not limited to activities assigned for the summer prior to the start of the course.

**NEW** **Spanish V (H)**  

Honors Spanish V is an advanced course that aims to build upon previously acquired proficiency as it prepares students to confidently converse in a variety of real-world situations. As students acquire content-specific vocabulary, they will also improve their proficiency across the three modes of communication (interpretable, interpersonal, and presentational) in accordance with the standards defined by ACTFL. Students will be encouraged to apply the linguistic skills acquired in the course to their own lives and consider the ways that their Spanish skills can be substantively applied to their lives beyond Malvern.
MATHEMATICS 3 credits

Mathematics Curriculum Coordinator: Kevin Moore, kmoore@malvernprep.org

The Mathematics Department of Malvern Preparatory School is committed to providing each student with the mathematical background, knowledge, and experience required to pursue a program of collegiate mathematical studies congruent to his abilities. The Mathematics Department seeks to maximize the potential of each student by offering a varied sequencing of courses geared as much as possible to individual abilities and skills in a student centered learning environment. In general, placement of students is based on achievement, not potential.

Placement criteria for incoming Upper School students

The Mathematics Curriculum Coordinator, in conjunction with the Dean of Admissions and the Assistant Head of School for Academics, determines the placement of each incoming ninth grader based on the entrance test scores on the reading, quantitative, and mathematics sections, eighth grade mathematics course and the grade achieved therein, a placement test, and teacher recommendation. These criteria apply to each student regardless of the school he attended in eighth grade. Exceptional students may take two math classes concurrently with the approval of the Curriculum Coordinator and the Assistant Head of School for Academics.

Policy for Honors level courses

Honor students need a “B” average or higher to continue in the Honors sequence (with the exception of Pre-Calculus (H) into AP Calculus AB, to which they need a “B+” average or higher and teacher recommendation). A student in Academic level courses may move into the Honors sequences if he has an “A” average in his present course, his teacher’s recommendation, and earn a “B” or higher on the Honors level final of the student’s current course.

Policy for electives and parallel courses

Students may take Algebra II (H) and Geometry (H) simultaneously with the permission of the Curriculum Coordinator. Statistics may be taken along with either Calculus or Pre-Calculus courses. Similarly, Juniors or Seniors taking Contemporary Topics in Mathematics may take Algebra II, Pre-Calculus, or Calculus simultaneously. Students may take more than one mathematics course with the permission of their Counselor, Mathematics Curriculum Coordinator, and Assistant Head of School for Academics as long as one course is not the prerequisite of the other.

Algebra I (A) - 4120  1 Credit

Grades: 9

This course is offered to ninth grade students who have successfully completed a course in Pre-Algebra or who fail to credit on the Algebra placement exam. Students will develop their expressive language skills using the platform of algebra and these specific topics: algebraic properties of real numbers, the order of operations, transformations of equations and their application of slope, linear functions, and systems of equations and inequalities. Our algebra students will explore and demonstrate their skill development in the areas of transformations of functions, exponents, factoring, the quadratic formula, the Pythagorean Theorem, irrational numbers, radical expressions, and rational numbers. The students will explore and practice the uses and applications for the TI-84 family of calculators, especially in the evaluation of expressions, solutions of linear and quadratic equations, and the graphing of equations in the coordinate plane.

Algebra I (H) - 4110  1 Credit

Grades: 9

The mastery of Algebra I is crucial for success in higher level mathematics courses, for it is here that a student begins to lay the foundation for later work. The topics of study for this course include: properties of equality and inequality, solving first-order equations and inequalities, solving and graphing linear equations and inequalities, ratio and proportion, laws of exponents, exponential functions, polynomials and factoring, and quadratic equations. The idea of a relation being a function is a unifying topic woven throughout the course. Since it is essential for a student to be able to represent data and situations in three different ways - algebraically, graphically, and verbally - the students will learn to move from one phase to another primarily through application-based problems. A graphing calculator from the TI-84 “family” is required.

Geometry (A) - 4225  1 Credit

Grades: 9, 10

Prerequisite: Algebra I

Students will develop their mathematical and critical thinking skills in this cross-functional class. Early parts of the class are focused on the development of an advanced geometry-based vocabulary. Additionally, students will need to call back on skills from their previous algebra classes in order to solve problems in new and complex ways. All traditional topics of Geometry will be explored including Logical and Deductive Reasoning; Segments, Lines & Angles; Triangles, Right Triangles and Trigonometry; Polygons and Quadrilaterals; Similarity and Congruence; Coordinate Geometry; Transformations of Equations and Polygons; Circles; Area and Volume Formulas.

Geometry (H) - 4210  1 Credit

Grades: 9, 10

Grounded in the postulates, theorems, and definitions of Euclid, this course challenges the student to advance to higher levels of critical thinking. Utilizing not only deductive reasoning, but also inductive reasoning, students will learn postulates and theorems and utilize them to solve algebraic and numerical problems. Students will work collaboratively with peers and instructors to discover the key concepts of these topics: parallel and perpendicular lines, congruent triangles, quadrilaterals, similar polygons, properties and relationships of triangles (including trigonometry of right triangles), area, and circles. The course incorporates the use of the TI-83/84 family of graphing calculators as a tool to enhance exploration of topics.
Algebra II (A) - 4320  
Grades: 9, 10, 11  
Prerequisite: Algebra I & Geometry  
This course provides an opportunity for students to discover and develop a deeper understanding of algebra. Students are encouraged to investigate concepts individually and collaboratively. The class promotes student-led discussions to enhance the use of mathematical vocabulary and comprehension of topics. The topics include application and analysis of linear equations and inequalities, polynomial functions, exponents, and radicals. The course incorporates the use of the TI-83/84 family of graphing calculators as a tool to enhance exploration of topics.

Algebra II (H) - 4310  
Grades: 9, 10, 11  
Prerequisite: Algebra I & Geometry  
This course incorporates student-centered collaboration and independent problem-based learning. Students explore the properties and transformations of functions including linear, quadratic, higher order polynomial, exponential, radical, logarithmic, trigonometric, and rational functions. Additional topics covered are complex numbers, trigonometry including the unit circle, systems of equations and inequalities, an introduction to series and sequences, and statistics and probability. The topics are treated in a rigorous manner with a heavy emphasis on critical thinking. Students are expected to discover ideas and techniques through cooperative and collaborative endeavors. The course incorporates the use of the TI-83/84 family of graphing calculators.

Pre-Calculus (A) - 4420  
Grades: 9, 10, 11, 12  
Prerequisite: Algebra I & II  
In this course students prepare for college level calculus by working with classic functions in applied situations. Mathematical concepts are developed with a view toward creating models and exploring applications. Students are encouraged to discover ideas through graphical analysis of polynomial, exponential, logarithmic, and trigonometric functions. Students are asked to present functional applications with data that are found in the areas of business, science and in leisure pursuits. The trigonometry topics include the exploration of the right triangle and circular functions. The translations of trigonometric graphs are distinguished as it pertains to physical sciences. Students seek to develop multiple methods for solving specific problems. The graphing calculator is used as a problem-solving tool. The course incorporates the use of the TI-83/84 family of graphing calculators as a tool to enhance exploration of topics.

Pre-Calculus (H) - 4410  
Grades: 9, 10, 11, 12  
Prerequisite: Algebra I & II, Geometry  
The purpose of this course is to prepare the student to be successful in a college-level calculus course. The course covers linear, quadratic, polynomial, rational, exponential, logarithmic, logistic, and trigonometric functions and their real-world applications. Numerical, algebraic, and graphical methods are all applied to each concept where appropriate. Students will strengthen their problem-solving skills by developing mathematical models and interpreting their solutions in context. Collaboration will occur frequently, as students are expected to work efficiently in groups to complete assignments and discovery activities. Self-evaluation and problem analysis will be a common practice in class. A TI graphing calculator is required for this course.

Calculus (H) - 4430  
Grades: 10, 11, 12  
Prerequisite: Pre-Calculus (H)  
This course offers students the opportunity to discover and explore calculus. The following college calculus topics will be covered in a less rigorous way than the AP Calculus AB course: determining the limit of a function, the derivative of a function, and the integral applied to polynomial, trigonometric, logarithmic, and exponential functions. Students will build relationships through physical activities, self-reflect on their understanding of concepts, and collaborate with peers and teacher on a regular basis. This course focuses on problem solving and a way of thinking, not necessarily on following a prescribed formula or set of steps. A TI-83/84 graphing calculator is required for this course.

AP Calculus (AB) - 4400  
Grades: 10, 11, 12  
Prerequisite: Pre-Calculus (H)  
This course is a full year of college calculus of a single variable. It follows a syllabus approved by the College Board. Students develop an understanding of the limit of a function, the derivative of a function, and the integral applied to polynomial, trigonometric, inverse trigonometric, logarithmic, and exponential functions. Students will express what they know through student led discussions. They will also be expected to present solutions in a formal manner to demonstrate their knowledge and understanding of concepts.

AP Calculus (BC) - 4300  
Grades: 11, 12  
Prerequisite: AP Calculus AB  
This course is the equivalent of a college calculus course of two semesters. It follows a syllabus approved by the College Board. Topics include a review of the calculus AB material (course number 4400), as well as extended techniques for integration, differential equations in a variety of applications, the calculus of parametric functions, the calculus of polar functions, the calculus of vector valued functions, sequences, and finally finite/infinite series (including the calculus of infinite series pertaining to Taylor series/polyynomials). Students are expected to read significant portions of their textbook and use other resources to explore the material. They are not only responsible to lead class discussions, but also develop ideas in groups and present those ideas to the class. Students will apply a variety of theorems and methods in order to construct solutions to complex problems as well as to explain their reasoning in a comprehensive manner. If the ability of the students and the available time permits, a partial to full course in multi-variable calculus is completed after the prescribed BC topics are covered. Multi-variable topics include partial derivatives, applications of partial derivatives, Lagrange multipliers, multiple in-
tgrals with applications, vector calculus, motion in space, Green's Theorem, and Stokes Theorem.

**Honors Statistics (H) - 4100**  
**1 Credit**  
**Grades: 11, 12**  
**Prerequisite: Algebra II (H)**

This course is a non-calculus based introductory course in Statistics that may be chosen as an additional elective. The course focuses on four conceptual themes in Statistics: exploratory data analysis, the design of studies and experiments, probability and its applications, and statistical inference. A graphing calculator with statistical capabilities is required for this course, as students will routinely use this technology to complete activities. Students will be expected to collaborate with peers on projects, activities, and assignments in the classroom. They will also be expected to present and assess solutions to problems to demonstrate their understanding of material. Students are encouraged to take this course in addition to their calculus preparation. The Honors Statistics curriculum will only cover a part of the AP Statistics curriculum. However, students will still have the opportunity to sit for the AP Statistics exam, if desired.

**Applied Calculus - 4435**  
**1 Credit**  
**Grades: 11, 12**

Applied Calculus provides a problem solving and application driven approach to calculus for future business, social science, and humanities majors. The course is designed to be student-centered with an emphasis on collaboration and small group discovery. Students will utilize mathematical and functional notation and high level math skills to perform techniques of differentiation and integration. Students will explore and discover the utility of these techniques and apply problem solving strategies as they analyze and solve real world applications involving rates of change, marginal analysis, optimization, present and future value, and accumulation. Students will explore and practice the use and application of the TI-83/84 family of calculators to solve and evaluate polynomial functions and plot and analyze graphs.

**Real World Applications of Mathematics - 4444**  
**1 Credit**  
**Grades: 12**  
**Prerequisite: Algebra II**

Real World Applications of Mathematics is an elective Mathematics course that is offered to twelfth grade students who have successfully completed Algebra II. The purpose of this course is for students to develop an appreciation of the power, beauty, and utility of mathematics. Students will apply problem solving strategies and mathematical thinking as they research and discover the mathematical side of a variety of real-world applications. Applications may include but are not limited to Finance, Sports, Health & Fitness, Spreadsheets, Statistics, Economics, Consumer Mathematics, and Graphical Analysis. Students will explore the usefulness of the TI-84 family of calculators and utilize an online skills and content program such as ALEKS in order to reinforce the essential skills learned/developed in previous courses.
Science Electives

Science electives are offered to all 11th and 12th grade students but additional prerequisites may apply. Elective courses will only run as a scheduled course if a minimum number of students register. However, any course may be pursued as an independent study given approval by the instructor, Science Curriculum Coordinator, and the student’s School Counselor.

Standard AP Science Prerequisites

- Student must obtain a recommendation from the teacher(s) of any prerequisite course(s)
- Student must submit an essay to and/or be interviewed by the prospective AP teacher
- Student must maintain a 3.4 or better GPA in Science
- Student must complete any other criteria unique to the course, such as a summer assignment

Directed Independent and Alternative Study

The science department offers alternative opportunities beyond traditionally scheduled courses for students to earn academic credits. These experiential learning opportunities are highly student centered and are focused on students working as designers and project managers. Students seeking to participate in these learning experience should speak with the science Curriculum Coordinator.

Introduction to Computer Science - 4450 0.5 Credit

Semester | Grades: 9, 10, 11, 12

Students will be empowered to develop computational thinking skills through the exploration of computer software and hardware. This innovative course design allows for each student to have a unique learning experience oriented toward his personal interests and ambitions. Students will create their own learning pathway in which they may focus on a programming language (such as Python or JAVA), device (such as Arduinos or Raspberry Pi), or application (such as Scratch or Google Sheets) in order to develop their computation thinking skills.

Integrated Science I - 5121 1 Credit

Grades: 9

In this course, students will prepare for their rigorous inquiry intensive high school science experience. This course centers around two themes: “Who am I?” and “What am I made of?”. In the first semester, students will examine the structure and function of DNA and apply Mendelian Genetics while studying the physics and chemistry that support the structure of our genes. In the second semester, students will appreciate the anatomy and physiology of the human body while applying the Chemistry that ultimately determines its functionality. Students will engage in many laboratory experiences incorporating Biology and Chemistry principles in order to acquire the necessary skills to excel in high school science and beyond, culminating in the dissection of a fetal pig. With their teacher as a guide students will also complete interdisciplinary projects, group work, research, construction of models and presentations of learning.

Integrated Science II (A) - 5122 1 Credit

Grades: 10

Prerequisite: Integrated Science I

This course will explore the theme of “How does the environment sustain life and how can we sustain the environment?” Students will explore this theme through the interplay of Biology, Chemistry, and Physics principles. Through inquiry based learning, students will complete laboratory experiments, research, group activities, and class discussion exploring and developing a deep understanding of our responsibilities as stewards of the environment. Students who have completed Integrated Science I & II will have completed cumulatively one year of Biology and one year of Chemistry.

Integrated Science II (H) - 5123 1 Credit

Grades: 10

Prerequisite: Integrated Science I

This innovative course design allows for each student to have a unique learning experience oriented toward his personal interests and ambitions. Students will create their own learning pathway in which they may focus on a programming language (such as Python or JAVA), device (such as Arduinos or Raspberry Pi), or application (such as Scratch or Google Sheets) in order to develop their computation thinking skills.

AP Chemistry - 5410 1 Credit

Grades: 11, 12

Prerequisite: Honors Chemistry or Integrated Science II (H)

Students will have a deep understanding of the concepts within the big ideas through the application of chemistry principles in the laboratory. Students cultivate their understanding of chemistry and science practices as they explore chemistry topics. Students will work with classmates to conduct meaningful laboratory investigations that let them observe chemical reactions and substances, interpret their findings, and communicate their results. Through inquiry-based learning, students develop critical thinking and reasoning skills.

Laboratory requirement: Students will have the opportunity to engage in laboratory investigations. This includes a minimum of 16 hands-on inquiry based labs. This will require that the students start class at 7:40 AM once each cycle.

AP Biology - 5400 1 Credit

Grades: 10, 11, 12

Prerequisite: Honors Chemistry or Integrated Science II

This elective is designed to parallel a college introductory course in Biology. AP Biology strictly follows the AP Biology Curriculum Framework established by the College Board so that a student has the opportunity to receive college credit. The course is centered on the Four Big ideas of Biology: Evolution, Cellular Processes, Genetics and Information Transfer and Interactions of Organisms; enduring understandings and science practices as described by the AP Biology Curriculum Framework. Students will investigate
these four themes by completing group work, internet activities, journal and current event articles, student research as well as class discussion. **Laboratory requirement:** Students will investigate biological topics by planning and performing various laboratory exercises. For this reason students volunteer to attend a 7:30 AM class once a cycle.

**AP Computer Science - 4500**
1 Credit
**Grades:** 10, 11, 12
**Prerequisite:** Introduction to Programming

This course is modeled, in part, based upon the syllabus set by the College Board. In addition students will explore advanced topics in computer science, especially those intertwined with current events such as cyber security and data privacy issues. Java will be the primary programming language used in the course. Students are expected to have a basic proficiency with the Java language upon enrollment.

**AP Environmental Science - 5440**
1 Credit
**Grades:** 10, 11, 12
**Prerequisite:** Honors Chemistry or Integrated Science II

This course is designed to be the equivalent of an introductory college course in environmental science. Environmental Science is an interdisciplinary science so students will work with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The focus of this course is the relationship between humanity and the natural world. The course requires that students identify and analyze natural and human-made environmental problems. Students will accomplish this through a mix of field work, in-lab experimentation, modeling, and research. A successful environmental science student is expected to be able to apply concepts from geology, biology, ecology, chemistry, physics, and geography.

**AP Physics C - Mechanics/E&M - 5700**
1 Credit
**Grades:** 12
**Prerequisite:** Physics

This is a calculus-based, college physics course. This course forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. The principal course objectives are: 1) to give students a firm foundation in the branches of physics known as mechanics and electricity & magnetism, 2) to give students an excellent grounding in physics laboratory techniques, 3) to give students skills in advanced physics problem solving including problems that require differential and integral calculus, and 4) to prepare students to successfully take the AP Physics C: Mechanics and Physics C: Electricity & Magnetism.

**Astro-Biology (H) - 5161**
0.5 Credits
**Semester | Grades:** 11, 12
**Prerequisite:** Honors Chemistry, Integrated Science II

An investigative science course focused on the question: Are we alone in the universe? Through this course students will study Earth as a case study, investigate the conditions needed for life, and design/propose a NASA mission to search for life in our solar system.

**Engineering I & II (H) - 5775 & 5777**
0.5 Credits
**Semester | Grades:** 11, 12
**Prerequisite:** Honors Chemistry, Integrated Science II

Students that enroll in the Engineering course will work towards creating social impact from a variety of engineering perspectives. They will empathize with clients and populations to determine real world needs and design practical solutions that work within actual and measurable parameters to meet those needs. By applying concepts learned throughout their science experience they will iterate through proposals that are sophisticated, creative, elegant, and feasible. They will collaborate with local and global professionals and communities to articulate needs that must be addressed, present refined solutions, and propose a course of action to see their solutions through. The course is offered in a semester by semester format but students are encouraged to take Engineering I and II as a year-long (1 credit) experience.

**Environmental Science - 5430**
0.5 Credits
**Grades:** 11, 12
**Prerequisite:** Honors Chemistry, Integrated Science II

An introductory level environmental science course. This course will focus on the connections and impacts human civilization has with the world around it. Through a project based approach students will understand the human effects on the biologic, geologic, and chemical systems we are a part of.

**Introduction to Organic Chemistry and Lab Techniques (H) - 5850**
0.5 Credits
**Grades:** 11, 12
**Prerequisite:** Honors Chemistry or Integrated Science II

This course provides an overview of organic chemistry to students who want to pursue a career in science or medicine. Students will complete projects and laboratory experiments with an emphasis placed on depth of understanding of organic chemistry and lab techniques. Students will make real-world connections with the major types of reactions used in the pharmaceutical and agrochemical industries, reaction energetics and mechanisms, and the analytical techniques involved.

**Marine Biology (H) - 5320**
1 Credit
**Grades:** 11, 12
**Prerequisite:** Honors Chemistry, Integrated Science II

The objective of this class is to introduce major topics concerning the marine world. Some of these topics include: marine habitats; marine vertebrates with emphasis on the major groups of fishes; ecological principles of near shore and open ocean organisms; the evolution of systems in major phyla of invertebrates; and interactions between organisms and their physical and chemical environments. This hybrid course has been designed to integrate traditional teaching styles and technology. A deepened understanding and knowledge of marine organisms and their habitats will be a key component of this course. This intensive investigation will be completed through a full year research project designed and completed by the students. As part of this authentic research project, students will make connections to the local and global community with how their research might better support those communities. Additionally, students will en-
gage in hands on lab investigations including, but not limited to, collecting real time data at various shore points and along the Florida keys. This intimate connection with the environment will help develop a better understanding of life and life processes. **NOTE:** Students must be available to travel to the Florida Keys with the class during the spring semester, and must complete an authentic research project and present their work at a local science fair, or other formal symposium.

**Modern Medicine (H) - 5170**  
0.5 Credits  
**Semester | Grades: 11, 12**  
**Prerequisite: Honors Chemistry, Integrated Science II**

Will we ever find a cure for cancer? What are the cutting edge treatments for diabetes? How is someone infected with HIV? How do certain drugs affect my health? These questions (and so much more!) will be the topics of discussion in Modern Medicine, a rigorous course designed to explore the medical applications of Anatomy and Physiology. Modern Medicine is perfect for any student interested in working in the healthcare field (i.e. nursing, medicine, pharmacy, dental, physical therapy, research) or for the motivated student seeking to become a more medically-informed citizen.

**Physics (H) - 5520**  
1 Credit  
**Grades: 11, 12**  
**Prerequisite: Chemistry or Integrated Science II**

Students will discover and test the universal laws of Physics through the use of inquiry activities and formal laboratory experiments, conducted both individually and in collaborative student groups. They will analyze their findings with a skeptical eye in order to articulate, through multiple communication media, applications of those laws to modern problems and their solutions in both local and global communities. In addition to enhancing students’ appreciation of the physical world and promoting engagement in matters of civil and scientific importance, students will also be knowledgeable of most topics and skills that will be assessed on the SAT II Physics subject test. This course is a prerequisite for AP Physics C.

**Zoology - 5170**  
0.5 Credits  
**Semester | Grades: 11, 12**  
**Prerequisite: Honors Chemistry, Integrated Science II**

This course is a study of the major lineages of vertebrate animals, with emphasis on the ontogeny, structure, and function of organ systems in an evolutionary context. Topics covered will include basic cell structure and function, development, systematics, and evolution. The laboratory will focus on observation of structural-functional relationships of living and preserved representatives of the major animal phyla.

**Science Research I-IV - 5600**  
0.5 Credits  
**Grades: 9, 10, 11, 12**  
**Prerequisite: Must be Department approved**

This experience is an introduction to the performance of scientific research with emphasis on the design of projects, the understanding of the scientific literature, and the ethics of research in regards to real world problems and their possible solutions. Students will develop appropriate strategies for conducting and communicating their research to local and global communities. Students will participate in a public demonstration such as a science fair or another acceptable venue. This pass/fail experience will require collaborative meetings of students and the science research coordinators. Students will also be expected to communicate with an individual research mentor who will assist the student in reaching all benchmarks. All Science Research experiences are student-driven, and earn a 0.25 credit.
Global Perspectives - 6020 1 Credit
Grades: 9
Students participating in this course will explore important events and issues currently facing our world from a historic perspective. The course is designed in conjunction with Brown University’s Choices Program. The Choices Program’s Teaching with the News initiative provides curriculum materials to connect the classroom to the headlines in the news. Using readings, documents, statistics, and simulations, students will explore various issues and consider their global impact. Students will utilize critical thinking, creativity, collaboration, media and technology, literacy, and global awareness to produce a variety of projects. Examples of student activities include creating websites and short documentaries, engaging in debates and simulations, and researching for and writing various essays and papers, statistics, and simulations. Students explore various issues and consider their global impact. The course will emphasize critical thinking, creativity, collaboration, media and technology literacy and global awareness.

United States History (A) - 6220 1 Credit
Grades: 10
Prerequisite: Global Perspectives
Students engage in learning American History from the Pre-Columbian Era to the Post Civil War era. Important leaders, events, legislation, and concepts that have impacted our nation serve as mileposts for student investigation and provide the foundation for intellectual growth. The classes utilize primary source documents, documentaries, films, readings and simulations to gain a better understanding of our nation’s early years. In addition, the course emphasizes critical thinking, creativity, collaboration, writing, note taking, and other study skills. Some of the areas and events that we will be exploring include the Age of Discovery, immigration, the Thirteen Colonies, the American Revolution, formation of government, Westward Expansion, and the Civil War. This course is intended for sophomores, but is open to juniors and seniors on a case by case basis.

United States History (H) - 6350 1 Credit
Grades: 10
Prerequisite: Global Perspectives
This course is designed to give students a thorough understanding of the history of the United States. It covers from Pre-Columbian society to the present. Using chronological and thematic approaches to the material, the course exposes students to extensive primary and secondary sources and to the interpretations of various historians. Class participation through discussions, debates, and cooperative learning activities is required. Special emphasis will be placed on critical reading and essays. This fast-moving course will require students to master relevant concepts and demonstrate the ability to communicate their understanding through a variety of mediums. The advanced course will go into even more detail and require extensive reading and writing beyond what is expected from the students opting for the academic sections.

AP United States History - 6305 1 Credit
Grades: 10, 11
Prerequisite: Global Perspectives
As a sophomore Advanced Placement course, the curriculum is designed to give students a thorough understanding of the history of the United States. It covers from Pre-Columbian society to the present. Using chronological and thematic approaches to the material, the course exposes students to extensive primary and secondary sources and to the interpretations of various historians. Class participation through discussions, debates, and cooperative learning activities is required. Special emphasis will be placed on critical reading and essays. This fast-moving course will require students to master relevant concepts and demonstrate the ability to communicate their understanding through a variety of mediums. The AP course will go into even more detail and require extensive reading and writing beyond what is expected from the students opting for either the academic or honors sections.

African American History 1 Credit
Grades: 11, 12
The African American Studies course is offered to all juniors and seniors. Students will journey through African culture, kingdoms, and customs of West Africa. The course will explore the Middle Passage and the development of slavery. Students will gain insight through literary passages, research projects, and various media outlets to learn about the slave mentality. In addition, African American culture in "Black America" will be explored from the eras of Jim Crow, Civil Rights, Black Lives Matter, Judicial system, and the successes and struggles in a post-slavery society. Students will be exposed to significant historical sites that will aide in the educational impact of the course. Students should expect to take deep dives into discussions and will be asked to consider multiple perspectives as they engage with their peers during this course.

AP Economics - 7410 1 Credit
Grades: 11, 12
AP Economics is equivalent to two, university-level courses in Macroeconomics and Microeconomics and will require diligent and consistent effort for a full academic year. Students will utilize intense reading, leading economic journals, and inquiry-based writing activities to provide a practical and rigorous learning experience aimed at understanding basic economic principles and bridging the gap between economic theory and contemporary issues. Students will study current economic issues such as health care, labor market, immigration, international trade, energy, deficit/ debt, currency, and income distribution through a variety of methods including class discussion, collaborative projects, formal presentations, and analytical problem solving. At the completion of the course in early May, students are required to set for the College Board Advanced Placement Tests, one in Macro (3 potential college credits) and one in Micro (3 potential college credits).
AP United States Government - 6770  1 Credit
Grades: 11, 12
AP United States Government and Politics is an intensive study of the formal and informal structures of government and the processes of the American political system. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. Beginning with an in-depth look at the U.S. Constitution and Bill of Rights, it moves on to a study of Federalism and how it affects our daily lives. Students will be introduced to American civil liberties and issues of civil rights. The course then covers linkage institutions including political parties, the media and interest groups. Time is spent on elections and campaigns and understanding the ever changing world of campaign finance reform. The 3rd and 4th quarters are spent studying the three branches of government, how they are structured and how they interact. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes in government and politics. The concepts and specific topics examined in this course are those that may appear on the AP exam.

East Asian Studies (H) - 6550  1 Credit
Grades: 11, 12
Many students have a curiosity about cultures around the world, and East Asian Studies is a great opportunity for them to examine the history and development of modern China and Japan over the past 400 years (1600-present). China, the oldest continuous civilization in human history, is presently the largest manufacturing nation in the world and has returned to the status of world player after a century of decline, dismemberment, and revolution. Japan has been a major player in Asia for the past century and has developed in a unique and fascinating way to achieve economic superpower status after total disaster in WWII. Our study of the region embraces a variety of aspects: historical, economic, political, social, cultural, both traditional and modern. Students will actively engage in projects and discussions with the goal of understanding how both nations have grown and developed into their modern forms. From insular, imperial Manchu China (1644-1911) and isolated, samurai-dominated Tokugawa Japan (1600-1868) have sprung nations which have shaped the modern world. The internal changes wrought by outside forces continue to impact both nations, and their historical and cultural relationships are fertile ground for in-depth discussion and hands-on learning for the class.

Economics of Financial Choices - 7441  1 Credit
Grades: 11, 12
This course will utilize the basic concepts of economic reasoning to prepare students for the constantly changing economic environment. Students will learn about various lifelong financial applications. The course content will develop and identify analytical skills to attain a strong level of understanding of effective financial decision-making. A strong emphasis on current events and economic consequences of those events will frame our topic-based course. Students will be asked to complete a variety of assessments throughout this course including written and oral topic/issue reflections, individual and team class presentations, project based learning through research and collaboration, and case studies which will include outside consultants from our community of alumni and parents. Required text: Personal annual subscription to the online Wall Street Journal

Historic Preservation (H) - 6330  1 Credit
Grades: 11, 12
This course provides hands-on learning experiences using the latest technology to research, document, map, and present the story of local historic sites. The students will have opportunities to travel to several local historic sites to meet professionals, discuss preservation, and conduct primary research. Such topics as local traditions, historic foods, archaeological finds, restoration materials are major features of this in-depth learning experience. The end product will be a student-directed creation of useful on-line tools and public presentation. Local site visits may include: the Paoli Battlefield; Valley Forge National Historical Park; Cliveden of the National Trust; Waynesborough House; Brandywine Battlefield and satellite sites; and others. Local research facilities will include the Chester County Historical Society; The Historical Society of Pennsylvania; The Library Company; The American Philosophical Society; The David Library of the American Revolution; and the American Revolution Center (under development). This course is available to a limited number of Juniors and Seniors only.

Introduction to Law - 7444  1 Credit
Grades: 11, 12
This course is designed for Juniors and Seniors interested in pursuing law at the University level. In this course, students will examine the foundations of the American legal system, including the Constitution, as well as Criminal and Civil Law. The course will also offer perspectives on other types of legal practice such as Intellectual Property, Business Law, Contracts, etc. Students enrolled in the course will also be expected to compete in the PA Mock Trial program, which takes place in February each year.

Modern European History (H) - 6210  1 Credit
Grades: 11, 12
This course is an opportunity for students to engage in rigorous intellectual investigation of the forces at work in Europe from the French Revolution in 1789 until the end of WWII in 1945. The challenge of studying the history, geography, politics, and peoples of Europe and the rise of modern European nations, through political, industrial, technological, and social revolutions. The major powers-- Great Britain, France, Austria and Russia-- are examined, as well as the development of modern Italy and Germany and their interaction with the imperial powers. The world colonial empires and their impact on the modern world will also be covered, and contemporary European issues will be discussed in light of their historical origins and development. The format of the class is a mixed style of lecture, discussion, questions and answers, and research. The textbook (The Western Heritage) will be used in conjunction with handouts, Internet assignments, and lectures, together with multi-media presentation (video documentaries, popular films, music and literature from different eras). Students play an active part in the classroom in several ways: daily discussion, active listening, critical thinking, and
appropriate presentation of ideas. Material objects—newspapers, artifacts, documents—are also incorporated as often as possible to give a hands-on dimension to history.

-New- Currents 1 Credit

Grades 11, 12

This course covers current events as they happen around us and to us. In Currents, we will follow the news daily, getting to know the history, science, economics, and other cultural forces of the major stories of our time. Potential topics include politics, climate change, civil rights, international conflict, and literally infinite other possibilities. We will focus on civil discourse, media literacy, empathy, and the school’s values of Truth, Unity, and Love.
Theology Curriculum Coordinator: Rev. Chris Drennen, O.S.A. · cdrennen@malvernprep.org

THEOLOGY 4 credits

*NEW* Adeodatus 1 Credit
Grades 10, 12
A small group of 10th and 12th graders who will meet everyday during homeroom to reflect and plan on Daily Chapel Services. The participants will rotate in leading the Chapel experiences each day. Membership in the class is by application only. Those chosen will be exempt from the grade level Theology class.

Biblical Studies - 1120 1 Credit
Grade: 9
Since the study of Scripture is an essential and integral part of Christian theology, Malvern devotes the entire freshman year to a systematic study of the Bible - the first semester to the Hebrew Scriptures; the second, to the Christian Testament. In addition to cultivating a familiarity with the sacred text itself, students explore parallel ancient cultures, especially those of Egypt, Mesopotamia, the Near East, Greece and Rome. Therefore, this Biblical studies course of the Old & New Testaments is multi-cultural in scope. Scriptural emphasis is first placed on understanding the formation of the Jewish nation as the “Chosen People” of God, its connection with the coming of Christ as the “Promised One” of the ages, and the direct effect of Jesus’ life, death and resurrection on the infant Church.

Church History - 1225 1 Credit
Grade: 10
This required full year course studies in depth the development of the Church during its first millennium of existence. In doing so, it broadens the student’s understanding of Jesus as the Living Presence at the very center of the Church, and the struggle of each age to understand Him. Centered on the Easter Event, the student then explores both the Apostolic & Post-Apostolic periods, the age of the early Christian persecutions, the times of the Apologists & Church Fathers, as well as the defining moments of the early Church councils. From a Vatican II perspective, this course also acquaints the student with the unique contribution the Church has made in the development of Western Civilization. Significant trends such as the monastic movements, the rise of the universities, and the invaluables roles of the baptized throughout the history of the Church are traced, explored and honored. Also, the seven sacraments are studied, in depth. The history of each Sacrament will be explored along with the post Vatican II rubric associated with the celebration of each Sacrament.

Moral Theology - 1325 0.5 Credits
Semester | Grade: 11
This semester course aims to synthesize the objective and subjective dimensions of Christian morality. Students will be provided with a generous amount of time for individual reflection and encouraged to share their insights with peers in both small group and large group discussions. Course content includes Character and Conscience, Sin and Forgiveness, moral decision-making in relation to one’s Catholicity. Relative issues in Social and Personal Sin, especially those centered around human life, will be explored as they relate to the present lived reality of Catholic moral thought.

Issues in Social Justice -1221 0.5 Credits
Semester | Grade: 11
This semester course of the Junior year familiarizes students with the need to connect Christian belief with Christian action and seeks to expand their knowledge of Christian principles as applied to society today. Catholic social teaching is analyzed in detail, urging students to critique the underlying “profit-motives” of society as it obstructs the broader Christian values of compassion and justice. This one semester course is an important academic component for the student’s Christian Service requirement.

Augustine and Spirituality: God and The Meaning of Life 1 Credit
Grade: 12
Using the thought of St. Augustine as a foundation, this Senior Theology course examines various ways human beings search for meaning in life. Augustine’s Confessions serves as a gateway for students to examine the ways we search for God and how God searches for us. The course also delves into some of life’s deeper issues like finding meaning through transitions, discrimination and decision making, and how humans undergo transformation through introspection and self-knowledge. The class blends Augustinian Catholic thought, Mindfulness meditation, Positive Psychology, and Eastern and Western Philosophy to provide students with skills for their spiritual toolbox.

Senior Leadership M.E.C.O. - 1440 1 Credit
Grade: 12
Prerequisite: Course membership is reserved for M.E.C.O. Leaders

Malvernians Encountering Christ in Others is a concept in retreat ministry which has won praise from the students, parents, administration, & faculty of Malvern for over twenty-five years. For three full days seniors come together and confront themselves and their values, and encounter a loving, intimate Christ. There is laughter, pain, and introspection. There is warmth, belonging, and strength. Many say M.E.C.O. was the pivotal moment in their lives; everyone agrees it is worth it. As the official senior retreat of Malvern, an experienced team of committed Catholic Christians - adults and youth, laity and priests, staffs M.E.C.O. The retreat leader (rector) is a layperson sensitive to young people’s needs and capable of leading them beyond themselves.

M.E.C.O. Leaders

Approximately forty seniors make up a retreat group. Based on the Cursillo, each of the three retreat days focuses on an aspect of Christ’s life and His being present with us in the Church. Students relate this structure to their own lives through a series of dynamic talks given by team members; small & large group discussions; person to person sharing sessions; witness & prayer activities; and liturgical celebrations. The depth and intensity of M.E.C.O. provides our seniors with an uncommon experience - one that has meaning long after the weekend itself. The impact of M.E.C.O. lies in the simplicity and beauty of its goal: to see the face of Christ reflected in us and, therefore, to see it reflected in others. For many, it is a first time, joyful, moving experience in the meaning of the Church. Every senior must participate in one of the three
weekends offered in the fall. In the spring of their Junior year, students are given the opportunity to select their weekend option.

**Prerequisite for M.E.C.O. team leadership:** This full-year leadership course is only open to seniors who have already made a M.E.C.O. weekend in their junior year. In addition, seniors must have completed the theology curriculum for the freshmen, sophomore and junior years (Biblical Studies, Church History/Sacraments, Moral Theology, and Social Justice). In accepting a position of M.E.C.O. team leadership, the student understands the requirement to take the full-year M.E.C.O. leadership course in their senior year in addition to the required coursework in the previous three years.

This senior course centers on the remote and immediate preparations for the senior retreat weekends that begin a student’s M.E.C.O.-Cursillo experience. Student-leaders are expected to be present for the retreat weekends, to prepare and deliver talks, to help in all phases of the preparation and implementation of each weekend, and to maintain follow-up. The focus of the course is on student team formation, administration, and spiritual leadership in peer ministry.
Interdisciplinary Studies (IS) is a group of courses rooted in the C’s of Collaboration, Connection and Creativity. They are courses based in problem-solving that believe deeply in the idea of questions > answers. They are not a discipline. All courses are semester-based, team-taught, and value skill development as much as content acquisition. As a result, feedback can take many forms and students should expect to extend themselves in ways traditional course titles do not allow. For example, all courses require the completion of an intensive cumulative assignment that asks students to demonstrate their understanding of the key course concepts in a variety of ways. Students seeking placement in IS courses should be prepared for a substantial workload.

**-NEW- Media Production** 0.5 Credit
Semester | Grades: 9, 10, 11, 12

Students will learn about and develop the skills associated with the design, creation, distribution, and analysis of digital media. Through a focus on marketing and communication students will identify content worthy or publication, determine the appropriate media (audio, video, etc) to connect with the desired population, and use the appropriate technical processes to create digital communication, deliver it, and measure the impact on the community.

**Business Ethics - 7501** 0.5 Credits
Semester | Grades: 9, 10, 11, 12

Using the framework of Stakeholder Theory, students will explore industry and industry practices to assess the efficacy of ethical decision making and the harm caused when business norms deviate from those rooted in an ethical foundation. Students will identify and work with professionals to mentor and inform student teams as they work toward developing a course output that serves a societal good.

**Leadership & Psychology - 7502** 0.5 Credits
Semester | Grades: 9, 10, 11, 12

A blend of one our most popular J-Term courses (Leadership) and most requested courses (Psychology), this course combines research and practical tools to illuminate the idea that Leadership is a mindset, not a position or title. Furthermore, students will understand how to effectively influence others by understanding the psychological mechanisms that drive human behavior, motivation and performance. "Be the Wolf" is a phrase students will understand and reference as a result of this dynamic experience.

**Mosaics: Critical Analysis of Systems and Society - 7503** 0.5 Credits
Semester | Grades: 9, 10, 11, 12

Society has placed a premium on creativity and collaboration with an eye toward innovation across all sectors. And research has shown that the shortcut to creating a breakthrough solution is differentiation of thought. But what happens when you’re sitting at a diverse table of different personalities, genders, ethnicities, nationalities, and backgrounds? How do you navigate this environment seeking to cover the maximum possible terrain of perspectives? Explore theoretical and practical questions of economic, political, and social rights through a variety of lenses and leave with a better sense of self and others. Student should expect to engage in a variety of activities that embody the ideal that there is Strength in Difference.

**Social Entrepreneurship - 7504** 0.5 Credits
Semester | Grades: 9, 10, 11, 12

Social Entrepreneurship provides students the opportunity to develop a business that creates social value by exploring the following topics: defining social entrepreneurship, creating and sustaining businesses that add value to society, understanding and crafting business mission statements, identifying means of funding social enterprises, revealing the values of social entrepreneurship to individuals and businesses, and learning strategies for the evaluation of business success. Students will work in teams to complete a project that demonstrates their ability to identify a precise social impact problem, prototype a solution, test it, and refine it—all based on material discussed throughout the course. In other words, students will work in a “hands-on” environment by applying social entrepreneurship concepts to a “real-world” social impact issue. In addition, students will develop valuable professional/personal skills as they work in a protégé/mentor relationship with actual entrepreneurs assigned to their team as well as quarterly presentations to CEOs.

**Edge Effect Scholars - 7505** 0.5 Credits
Grades: 10, 11, 12

Course enrollment reserved for those established during the previous year’s J-Term experience.

**-NEW- Designing for Social Change** 0.5 Credits
Semester | Grades: 9, 10, 11, 12

Students will learn about both failed and successful social movements in order to understand the factors that go into making a lasting social change. Empowered by that knowledge students will target social problems, identify and empathize with relevant stakeholder populations, and ultimately design and lead a change effort for the purpose of making a positive social impact.
DIS Experiences are student-driven with mentor support. Departmental and Head of Academics approval is required.

DIS (Semester)
Semester | Grades: 10, 11, 12

DIS (Full-Year)
Grades: 10, 11, 12

ONLINE / ASYNCHRONOUS LEARNING

Technology and Futurology 1 Credit
Semester | Grades: 9, 10, 11, 12

This asynchronous online course will be completed on a student’s own time with regular instructor check-ins. Students will leave armed with the skills necessary to be competent and productive in an ever-changing technological world along with strengthened time management skills. After building an initial technology knowledge foundation, students will have the opportunity to choose topics to pursue, including the Adobe Creative Suite, website design, augmented and virtual realities, videography, and more. Each topic will result in a portfolio-level project.

-NEW- ADVANCED LIFE MANAGEMENT SKILLS (HEALTH) ONLINE .50 Credit

This is a one semester course that will be taken via an online dashboard. The Curriculum will follow the same risk behaviors teens face as the Advanced Life Management Skills class. Students will keep a fitness journal and nutrition log in addition to completion of assignments from the curriculum.

-NEW- ROBOTICS DESIGN & AUTOMATION 1 Credit
Grades 9, 10, 11, 12

The Robotics Design & Automation credit can be earned by students who demonstrate proficiencies and skills for an appropriate knowledge of pivotal aspects of robotics, these include: CAD modeling, machining and assembly, mechanical motion, electrical wiring, and programming. Students will learn and develop skills asynchronously and, likely, over a number of years. Upon meeting selected criteria students should complete a seminal project to demonstrate their learning and receive their credit. This credit is not associated with any particular course registration but rather earned upon completion of the competencies. Students that are interested in pursuing this credited experience should indicate their interest with their counselor and the Science Department Curriculum Coordinator to learn more about the process.

EXCEPTIONS/ALTERNATIVES TO REQUIREMENTS: Students must work directly with Counselors to outline possible exceptions/alternatives to stated requirements. Those requests are then processed by the Assistant Head of School for Academics with the assistance of the Curriculum Coordinator Team on a case by case basis.
Immaculata University offers dual enrollment courses onsite at Villa Maria, taught by Immaculata University faculty, for a fee of $300 per course. Each semester course is scheduled at the beginning of the academic day [8:15am - 9:30am] and will take place Monday & Wednesday -or- Tuesday & Thursday. Grades earned in dual-enrolled courses are not incorporated into a student’s Malvern GPA but are recorded on the transcript as being college level work. Each course can host a maximum of (10) Malvern seniors (Class of 2021) who will combine with Villa Maria upperclassmen to create course rosters. All students interested in any of these dual enrollment courses are instructed to discuss first with their Counselor during the course selection process. The following courses will be offered for the 2020-2021 school year:

**-NEW- THE 314 - World Religions (Fall semester, *and possible Spring Semester)**
Prerequisite: A student wishing to register for Dual Enrollment World Religions must also be enrolled in an Honors or AP English course because of the reading and writing skill level required for success.

This semester course will explore the nature and philosophy of the worldviews that make up the various religious traditions, especially those of Hinduism, Buddhism, Judaism, and Islam and Christianity. Students will examine the elements of each religion and the ways in which humans have experienced the sacred and how they attempt to answer the big questions of life. This rigorous course will help the student not only to understand the doctrine, history, and philosophical foundations of other religions but also provide him with another lens to examine Catholicism in the context of a pluralistic and ecumenical world. Having already completed a course in social justice, this course will help students to recognize the need for mutual understanding and respectful dialogue among members of the world’s major religions as vital to seeking and maintaining world peace. Students will have the option to take dual enrollment college credit for this course.

**-NEW- INFO 103 - Introduction to Data Analytics (Fall semester)**
Denoted in MyMalvern as Dual Enrollment S1

Introduces the fundamentals of data analysis. Students learn to gather and interpret data in order to gain insight into possible future trends and strategies. Research and case studies exemplify how data analytics is being used in business and industry.

**-NEW- ACC 201 - Accounting & Budgeting (Spring semester)**
Denoted in MyMalvern as Dual Enrollment S2

An introduction to accounting information and the basic accounting cycle. Techniques of accounting for business transactions, preparation and interpretation of financial statements for internal control and external reporting and for use in making sound business decisions, forecasting and budgeting methods.

**-NEW* INFO 105 - Storytelling with Data (Spring semester)**
Denoted in MyMalvern as Dual Enrollment S2

A first course in creating and using charts, graphs, data maps, and infographics in order to present data in a format that explains and interprets data. Would have appeal for those interested in business, marketing, and the sciences.


COUNSELING COURSEWORK

9TH GRADE
During freshmen year, your son will learn a variety of skills that will help him adjust to life in the high school. Students will work on effective time management skills and study skills. Counselors will emphasize the value of getting involved at Malvern and making the appropriate social adjustments. We will also spend time addressing their online persona, their responsible use of social media, and clear decision making. Resistance skills around drug and alcohol issues will also be addressed.

10TH GRADE
In sophomore year, students will continue to build upon the skills acquired in 9th grade. In addition, we will delve deeper into career exploration through a variety of assessments and activities. Continuing to work on social responsibility and decision making skills will allow our young men to grow and develop. Further exploration in our Family Connection program as it relates to Test Prep and the college process will also occur.

11TH GRADE
The college process is the main ingredient of our counseling curriculum in the second semester of junior year. Students will continue to build on the skills taught in freshman and sophomore year, especially as it relates to learning about how their interests can translate into college majors and careers after college. Students will learn how to research and visit colleges and, with their counselor, begin building their college list. The end of the year will focus on starting the college essay writing process.

12TH GRADE
12th grade focuses on the college application process, including continued writing of college essays, the teacher recommendation process and finalizing the college list. This is an opportunity for seniors to put the finishing touches on their college applications while getting valuable feedback from counselors and peers.