

ASHEVILLE SCHOOL

Curriculum Guide

2024-2025 School Year



Asheville School

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ASHEVILLE SCHOOL

Vision, Mission, & Values

VISION

A global community pursuing lives of meaning and service.

MISSION

Asheville School is a diverse and nurturing community that challenges and supports the mind, body, and spirit of our students by developing their resilience, intellect, and character.

VALUES

- Personal Excellence
- Inclusive Community
- Perseverance and Resilience
- Life-long Curiosity
- Spiritual Reflection

Values Defined

PERSONAL EXCELLENCE

Excellence is striving for personal growth, a desire to discover and explore possibilities, and the courage to see opportunities in challenges. We foster critical and creative thinking skills in diligent pursuit of personal excellence in academics, the arts, athletics, mountaineering, and service. We challenge students to continually seek to understand how their decisions and actions impact their own lives and the lives of others.

INCLUSIVE COMMUNITY

We intentionally seek different perspectives and foster equity. Our community is stronger when each individual's voice is a valued and respected part of the conversation. We grow through exploration, understanding, and respect for the differences and similarities that are the foundation of the most essential piece of the Asheville School experience – our community.

PERSISTENCE & RESILIENCE

Success involves hard work, dedication, and the courage to overcome barriers. Students learn to handle disappointment with grace and flexibility and move forward with renewed focus and fortitude.

LIFE-LONG CURIOSITY

A life-long love of learning is rooted in curiosity. We collaborate and challenge one another to discover different ways of thinking, to pursue interests, and to explore opportunities to develop our mind, body, and spirit. We encourage a hunger for learning, enduring curiosity, and a profound interest in the people and world around us.

SPIRITUAL REFLECTION

Spiritual reflection opens the door to a greater understanding and appreciation of oneself, others, and the connection to something greater. Rooted in our nondenominational Christian heritage, we welcome students of all faiths and beliefs and encourage everyone to explore spiritual connection through multiple pathways, striving to embark on a meaningful and life-long spiritual journey.

Academics at Asheville School

A robust academic curriculum is the cornerstone of the Asheville School experience. Students engage with complex ideas and diverse perspectives and develop an ever-deepening life-long curiosity for their areas of interest. Success includes growth in both academic achievement and personal development. Our students graduate with a comprehensive set of applicable skills that enable them to succeed in college and beyond.

Course Enrollment

Six Course Expectation

Since adopting a seven-period schedule four years ago, we have encouraged students to enroll in six courses per term. Beginning in the 2024-2025 school year, this “encouragement” has evolved into the “expectation.”

Graduation Requirements

Area of Study	Credits Required
Humanities-English	4
Humanities-History	3*
Math <i>Must include Precalculus</i>	4
Science <i>Must include Biology and Chemistry</i>	3
World Language <i>One language, or 2 credits each of two languages</i>	3
Fine Arts <i>One trimester</i>	1/3
Course credits required for graduation ▶	17 1/3

**Starting with 2025-2026 graduates*



Standard Course Progression

English	GL	On-Level	Honors/ Advanced	Note
Four Years	9th	World Literature 9	-	-
	10th	European Literature 10	-	-
	11th	American Literature 11	American Literature 11 (Adv)	-
	12th	American Literature 12	American Literature 12 (Adv)	This will change for '25-'26
History	GL	On-Level	Honors/ Advanced	Note
Three years (Current 11th graders will need four years)	9th	World Cultures 9	-	-
	10th	Western Civilization 10	-	-
	11th	American History 11	American History 11 (Adv)	-
	12th	American History 12	American History 12 (Adv)	This will change for '25-'26
Math	GL	On-Level	Honors/ Advanced	Alternate
Bio, Chem, & Phys or two of those plus one at the "Adv" level	9th	Quantitative Reasoning I	Quantitative Reasoning I (H)	-
	10th	Quantitative Reasoning II	Quantitative Reasoning II (H)	-
	11th	Precalculus	Precalculus (H) / Precalculus (Adv)	-
	12th	Statistics	Calculus AB (Adv) / BC (Adv)	Statistics (Adv) / Computer Science (Adv)
Science	GL	On-Level	Honors/ Advanced	Alternate
Through the 3rd level of 1 language or the 2nd level of 2 languages	9th	Biology	Biology (H)	-
	10th	Chemistry	Chemistry (H)	-
	11th	Physics	Physics (H) / Physics 1 (Adv)	Chemistry (Adv) / Biology (Adv)
	12th	Environmental Science (Adv)	Physics 2 (Adv) / Physics C (Adv)	Chemistry (Adv) / Biology (Adv)
World Language	GL	On-Level	Honors/ Advanced	Alternate
Through the 3rd level of 1 language or the 2nd level of 2 languages	9th	Spanish/ French I	-	-
	10th	Spanish/ French II	Spanish/ French II (H)	-
	11th	Spanish/ French III	Spanish/ French III (H)	-
	12th	Spanish/ French IV	Spanish/ French IV (H)	-
	12th	Spanish/ French IV (Option)	Spanish/ French Language (Adv)	Spanish/ French Literature (Adv)

Course Offerings

The following is a sampling of courses available across our academic departments.

Math

Jacob O'Brian | Department Chair

QUANTITATIVE REASONING I

Embark on a mathematical journey in Quantitative Reasoning I, where students pave the way for a successful math career at Asheville School. Dive into the essential realms of algebra and geometry, mastering key concepts with our newly crafted curriculum. Tailored for a fluid transition between your first and second year, this class welcomes students of diverse mathematical backgrounds. Get ready to transform into a passionate and collaborative problem-solver as we cultivate your mathematical potential.

QUANTITATIVE REASONING I (HONORS)

Explore the best of both worlds in Quantitative Reasoning I Honors. This course delves into various mathematical disciplines, emphasizing geometry and algebra. Our curriculum challenges students to expand their mathematical understanding, laying a strong foundation for future courses. In the honors curriculum, we will cover a wider breadth of topics aimed at creating a smooth transition to our future honors courses. Join us and discover your next favorite math topic!

QUANTITATIVE REASONING II

In Quantitative Reasoning II, we'll empower ourselves as problem-solvers with a growing toolkit of algebra skills. We'll blast beyond any word-problem woes. We'll leave the linear world behind for a quirkier quadratic dimension, mastering our factoring, expanding, and parabolic graphing skills. We'll dip our toes into the triangular waters of trigonometry. We'll prepare for the quantitative reasoning sections of standardized tests by incorporating ACT/SAT-style problems in daily warm-ups and activities. We'll solve complex math puzzles through logical deduction, and along the way we'll work collaboratively to grow as mathematicians.

QUANTITATIVE REASONING II (HONORS)

During this course, students will learn traditional material from Algebra II and Geometry, with the focus being on problem solving and critical thinking. The ultimate goals are for students to develop a growth mindset, to cultivate a curiosity/passion for mathematics, and to create an excellent foundation for further study of applied mathematics.

PRECALCULUS

Critical thinking skills and problem-solving drive the Precalculus curriculum. Students will practice and develop these skills while tackling mathematical problems. The year

will focus on revisiting a library of functions that students may have studied in earlier classes (linear, quadratic, exponential, logarithmic, etc). These topics will prepare students to take the quantitative reasoning sections of the ACT, SAT, or other standardized tests. Our overall goal will be to cultivate a curiosity and passion for mathematics while providing students with a problem-solving foundation that they will use to solve problems in the "real world."

PRECALCULUS (ADV)

This course covers similar concepts as Precalculus (Honors) but is meant for the student who is looking to move on to a more advanced Calculus course. Concepts are covered in greater detail, and the pace of the course is such that students can expect to finish into Limits, giving one a jump start into Calculus.

PRECALCULUS (HONORS)

Honors Precalculus is designed to prepare students for Calculus AB. It largely focuses on the properties of functions with the study of trigonometric, logarithmic, and exponential functions. Students also learn about limits and other concepts essential to the study of Calculus. By the end of this course, students should be able to work with functions represented in a variety of ways (graphical, numerical, analytical, or verbal) and understand the connections among these representations. They should also be able to communicate mathematics both orally and in well-written sentences and explain solutions to problems, model a written description of a physical situation with an appropriate function, use technology to help solve problems, experiment, interpret results, verify conclusions, and determine the reasonableness of solutions.

STATISTICS

The world is built on the back of data. This course explores how data is used to support change, manage growth, and even manipulate ideas. Students in this course have successfully calculated how to have the most exciting bungee jump, how to prove

their favorite music artists indeed write their own songs, and how the media emphasizes certain data to sway their opinions. This course is for the student who loves numbers but dreads formulas, and it ties directly to Statistics courses they will see at the University level.

STATISTICS (ADV)

Advanced Statistics is a deep dive into collecting, analyzing, and drawing conclusions from data. The course is based around applying statistical formulas and concepts to everyday problems. Students will develop critical thinking skills as they explore these problems and learn to analyze data sets using statistical techniques.

CALCULUS AB (ADV)

AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

CALCULUS BC (ADV)

Calculus BC includes all topics covered in Calculus AB, plus additional topics. It is designed to qualify students for placement and credit in a course that is one course beyond what is granted for Calculus AB. By the end of the course, students should be able to work with functions represented in a variety of ways (graphical, numerical, analytical, or verbal) and understand the connections among these representations. They should also be able to communicate mathematics, both orally and in well-written sentences, and explain solutions to problems and model a written description of a physical situation with an appropriate function, differential equation, or integral. Additionally, students should be able to use technology to help solve problems, experiment, interpret results, verify conclusions, and determine

the reasonableness of solutions. Finally, students will develop an appreciation of calculus as a coherent body of knowledge.

ADVANCED TOPICS IN MATH (ADV)

This post Calculus course functions as an introduction to mathematical proof, linear algebra, and ordinary differential equations with a project-based emphasis on mathematical modeling. By the end of the course, students should be able to present mathematical ideas clearly and rigorously (in writing, graphically, and through presentations). They should leave this course with a foundational and intuitive understanding of a variety of mathematical topics and be able to use the modeling process to help analyze real-life problems (or fictionalized versions like a zombie outbreak). Students learn how to use appropriate tools and techniques to help solve problems, including computational tools like spreadsheets and MATLAB. They will additionally develop skills to learn new mathematical topics independently from textbooks and other resources. In a nutshell, this course is designed to help students learn how to think like a mathematician. At the end of the year, students complete independent research projects which they display and present to the greater school community.

INTRODUCTION TO COMPUTER SCIENCE/COMPUTER SCIENCE PROGRAMMING

It is no secret that computers make the world go round these days. Every major development in the last 60 years has been driven by computer science. A lot has changed since Ada Lovelace wrote the first computer program in the 19th century, but the goal of computer science remains the same. Computers are machines that are meant to amplify and extend our abilities to solve problems and improve our lives. Computer science teaches us both the theories and the mechanics of how to solve complex problems using computers. In this class, we will map out the field of computer science, discover what computers both can

and cannot do, understand how computers work from the ground up, learn fundamental programming concepts by doing, practice effective design, analysis, and debugging techniques, and employ these concepts and techniques to solve problems.

COMPUTER SCIENCE A (ADV)

This is a college-level course that introduces the Java programming language. The course is built around developing computer programs, or parts of programs, that correctly solve a given problem. The course emphasizes design elements that ensure programs are understandable, adaptable, and, when appropriate, reusable. At the same time, the development of computer applications is utilized as a context for introducing other important computer science concepts, including the development, analysis, and application of algorithms and fundamental data structures. To aid them in these explorations, students will delve into industry standards with regard to tools, design techniques, reading and writing documentation, and debugging strategies. In addition, students will be challenged to consider what constitutes ethical use of technology, including the development of algorithms.

Science

Christine Jones | Department Chair

BIOLOGY AND BIOLOGY (HONORS)

Third form (9th grade) students begin their study of high school science with Biology or Honors Biology, courses that allow for active participation in the investigation of fundamental scientific principles. Throughout these comprehensive courses, students will delve into the fundamentals of life, exploring the intricate workings of living organisms at the molecular, cellular, and systemic levels. By examining key concepts in biochemistry, cellular biology, genetics, evolution, and comparative anatomy, students will gain a deep understanding

of the complexities of the natural world. Through a combination of dialogue, collaboration and investigations, students will develop critical scientific thinking skills and improve their ability to effectively analyze data and communicate complex biological concepts. Prerequisites: none. These courses will engage and challenge students from a wide range of middle school science backgrounds. Students enrolled at the Honors level are expected to have strong math and reading skills. Biology (Honors) students are expected to work independently and move with greater confidence through the material.

BIOLOGY (ADV)

Challenge yourself by taking a deeper dive into biological concepts in this second-year course. This fast-paced laboratory science will be divided into three major areas of study. During the first trimester we will investigate cellular energetics and physiology; in the second trimester we will study genetics and cell communication; and in the final trimester we will focus on ecology and evolution. You will need to think independently as you analyze data and research topics and study biological processes. Laboratory work will require you to design and perform experiments in collaboration with your classmates. Prerequisites: Successful completion of first year biology and first year chemistry with a B average or above.

CHEMISTRY AND CHEMISTRY (HONORS)

During this first year chemistry course, students will explore modern atomic theory and how it applies to the chemical interaction of matter. Using mathematical models and analyzing data, the student will make connections between the nature of matter and atomic structure to a variety of aspects of chemical reactions, including predicting the products of a chemical reaction and calculating the amount of a product that will be formed during the reaction. All discussions and lab work relate to the general theme of

how matter and energy work together to produce interactions in the natural world. Prerequisites: Typically, chemistry students have completed a biology course. Students enrolled at the Honors level are expected to have strong math and reading skills. Chemistry (Honors) students are expected to work independently and move with greater confidence through the material.

CHEMISTRY (ADV)

Do you want to dive deeper into the chemical phenomena studied during your first-year course? If so, this second-year course in chemistry is for you. The concepts covered in this course will be equivalent to those studied during a first-year college course. During the first trimester, we will build on previous foundation of gases and solutions to further explore the various types of chemical reactions. During the second trimester, we will jump into chemical kinetics and equilibrium and explore concepts like pH and buffer solutions. We will finish the year by looking at the thermodynamics behind chemical reactions and the topic of electrochemistry to explore the chemistry behind how batteries work. Throughout the year, we will use mathematical models and the analysis of data collected during laboratory experiments to make connections between the various concepts we explore throughout the year. Prerequisites: Successful completion of a first-year chemistry course and a math course equivalent to Algebra II.

PHYSICS

Physics is an immersive, conceptual, year-long course explores meaningful questions such as how can we design more reliable systems to meet our communities' energy needs, how do forces on Earth's interior determine what will happen to the surface we see, how do we use radiation in our lives, and what can we do to make driving safe for everyone? Students collaborate to figure things out together and design investigations to master physics principles, practice cross-cutting concepts, and develop their science practices. Prerequisites: Typically, physics

students are in 11th or 12th grade and have completed biology and chemistry courses.

PHYSICS (HONORS)

Do you want to ride a mini hovercraft all the way across a gym floor? Or compete with your classmates to see who can crash two small cars closest to a designated spot? Would you enjoy building your own circuits and determining if the resistance of real light bulbs change when they are cold versus hot? How about launching a marble off a table to try to get closest to a bullseye? Honors Physics helps you to understand the world around you, from motion and forces to energy and circuits. We use hands-on demonstrations and labs to help you experience the concepts and then delve deeply into the physics descriptions, equations, and algebra to help us understand what we are seeing. This is a mathematically grounded class that you will leave with a strong conceptual understanding of algebra-based Newtonian mechanics as well as an introduction to electricity and circuits. Don't let hard work scare you away – Physics is Fun! Prerequisites: Strong algebra skills (equivalent to Quant 2 Honors)

PHYSICS 1 (ADV) (FIRST-YEAR COURSE; DUAL ENROLLMENT)

If you want to learn principles of physics at a college level, this course may be for you! The basic building blocks of Newtonian Mechanics, Thermodynamics, and Fluids are beautifully applicable to the world around you. Do you want to be able to experimentally determine the acceleration of an airplane as you take off? Know how to extricate a car stuck in the mud? Look at the orbit of the moon in a new light? Calculate the pre-braking speed of a car by looking at the skid marks left behind? Measure the speed of sound in air? Understand how airplanes fly? Know how a refrigerator works? You will be able to do all of this and more in Advanced Physics. Students enrolled in this course are dually enrolled at our local community college, A-B Tech; they will be awarded four college credits upon successful completion of this course.

The main goal, though, is to learn to solve physics problems with an understanding of fundamental concepts and mathematical tools. Hands-on work in the laboratory is an essential part of building this knowledge, so you will also develop your data-taking and analysis skills. Prerequisites: Successful completion of a math course equivalent to Algebra II.

PHYSICS C (ADV) (SECOND-YEAR COURSE; CALCULUS-BASED)

Advanced Physics III is a second-year physics course in which the major fundamental topics of classical mechanics and electricity & magnetism are studied in greater depth. With greater depth comes a greater mastery of the basic topics in physics and a greater appreciation for the beauty and power they hold! In addition to the theoretical work of the course, students design and execute their own independent experiments over the course of the year – you will conduct research and present it to your peers like working scientists do! Prerequisites: Successful completion of either Advanced Physics I or 2 and previous or current enrollment in calculus.

ENVIRONMENTAL SCIENCE (ADV) (DUAL ENROLLMENT)

During the first trimester of Advanced Environmental Science, students perform an in-depth study of the ecology and biodiversity of Western North Carolina, particularly drawing on our 300-acre campus, which serves as a living laboratory. In the second and third trimesters, students apply their knowledge to the study of environmental sustainability. Throughout the course, students analyze case studies, discuss the impact of human activity on the environment, and participate in labs, research, and projects to deepen their understanding of the natural environment. Students enrolled in this course are dually enrolled in BIO 140 at our local community college, A-B Tech; they will be awarded four college credits upon successful completion of this course. Those who choose to do so may also sit for the

national AP Environmental Science exam in May. Prerequisites: a course in biology, a course in chemistry, and a course in physics or physical science.

ANATOMY AND PHYSIOLOGY

Anatomy and Physiology is offered as a yearlong elective course. Through a conceptual framework, students learn major organ systems in the human body. Systems studied include the integumentary system, skeletal system, muscular system, nutrition, special senses, and the cardiovascular system. Instruction in this course is varied and includes laboratory exercises, animal dissections, and inquiry into fundamental physiological principles. Students develop skills that can be used to analyze and evaluate current medical and health issues. Prerequisites: a course in biology, a course in chemistry, and a course in physics or physical science.

PSYCHOLOGY

Psychology is offered as a trimester elective course. Topics include research methods and scientific experiments, the brain and nervous system, motivation and emotion, health, stress and coping, and disorders and treatments. Instruction in this course is varied and includes lectures, case studies, group projects, research and presentations, and varied media support. Students develop skills that include data analysis, working with scientific explanations, connecting concepts and posing and evaluating questions to expand understanding. Prerequisites: open to 10th grade students and higher in good academic standing. Typically, Psychology students are concurrently enrolled in another science course or have completed our departmental requirements.

World Language

Caroline Fleming | Department Chair

SPANISH I

In first-year Spanish, get ready to embark on a dynamic and engaging journey of language acquisition. This course is designed to provide beginners with a solid foundation in Spanish language and culture. Through a scaffolded curriculum, students will build a gradual progression of skills, ensuring a strong grasp of the fundamentals while gaining confidence in communication. Learn grammar and vocabulary as tools to express yourself accurately. Immerse yourself in the diverse cultures of the Spanish-speaking world through videos, songs, and cultural celebrations, such as Día de los Muertos, Reyes Magos and more. From basic greetings to more complex dialogues, you will develop and practice your speaking, listening, reading, and writing skills. Jump on the path of linguistic and cultural exploration in Spanish where so many doors will be opened to you as you develop proficiency in the language!

SPANISH II AND SPANISH II (HONORS)

Spanish II continues the exploration of Spanish language and culture, building upon the foundational knowledge acquired in Spanish I. Students will engage in immersive activities that emphasize real-world scenarios, fostering the development of meaningful oral and written communication skills while making connections between disciplines and cultures. The curriculum integrates grammar and vocabulary as essential tools to building proficiency, ensuring that language learning is purposeful and applicable while also rooted in the rich variety of Spanish-speaking cultures. Get ready to “travel” to a famous market in Madrid, create a mock-food truck featuring your favorite tacos, learn music by new Latin artists, and engage in daily conversations in

Spanish with your classmates. This course sets the stage for continued language development and cultural exploration in the next level of your Spanish studies. The Honors level is by teacher recommendation and provides a more rigorous and in-depth study of the material with higher expectations of language production.

SPANISH III AND SPANISH III (HONORS)

Spanish III provides students with the next step on their language-acquisition path, where communication in the target language and further exploration of more advanced grammar take center stage. This course builds upon the foundational knowledge acquired in Spanish I and II, employing a communicative approach to enhance both oral and written skills. Continue to deepen your appreciation for the Spanish language through culturally contextualized lessons, gaining a deeper understanding of Hispanic cultures. Grammar and vocabulary are integrated as tools to further develop your proficiency in communication while encouraging you to make connections between cultures. Travel in time and space to the Mexican Conquest, creating a Códice to talk about your role in the Conquest in the past tenses. Design an ecotrail brochure about Nicaragua and read a short story by Gabriel García Márquez. By the end of Spanish III, you'll be equipped to communicate in a variety of contexts with increased ease. The Spanish III Honors class is by teacher recommendation and provides a more rigorous pace at which the students cover the curriculum, with higher expectations of language production. ¡Se habla español! It is the natural progression for more advanced Spanish courses.

SPANISH IV AND SPANISH IV (HONORS)

Spanish IV is a thematically rich, project-based course that continues the curriculum of Spanish III. This course encourages students to further develop their linguistic competence with a special emphasis on oral comprehension and production. Cultural contexts range from the world of work, art, current events and environmental

challenges. Each unit culminates with a project that invites students to use their recently acquired skills to produce a tangible artifact. Among other things, students create an interactive art gallery, film a television news broadcast about current events in Latin America, and discuss environmental challenges. The course is taught entirely in Spanish. Students who engage at the more rigorous Honors level can continue their language journey to either Advanced Spanish Language and Culture or Advanced Spanish Literature.

SPANISH LANGUAGE (ADV)

This course is open to students who have completed IV Honors or by teacher recommendation. In this advanced course, students learn to use their Spanish in real-life situations while engaging in the study of six overlapping contemporary themes related to Hispanic culture, such as beauty, global challenges, and personal identity. Students practice the four skill areas of listening, speaking, reading, and writing via emails, articles, short stories, podcasts, and videos. In this course, you will learn to express yourself in informal and formal writing, to make formal oral presentations to your classmates, and to engage in daily conversations and debates. Students hone finer grammar points and expand their vocabulary while engaging in everything from exploring the definition of beauty in Venezuela to reading a short story by Julio Cortázar to debating the ethics of genetic engineering. The course is taught entirely in Spanish and is designed to be a college level class.

SPANISH LITERATURE (ADV)

Join us on this amazing journey of Hispanic Literature from 16th century barrier-breaking Sor Juana de la Cruz to the 20th century master of magical realism Gabriel García Márquez in the Advanced Spanish Literature course. This class offers students a curated selection of essays, poetry, drama, and short stories by important Spanish and Latin American authors spanning the medieval era to the 21st century. Students will

analyze literary masterpieces by engaging in dynamic class discussions and essays that compare, contrast, and contextualize what they've read within their cultural and historical settings. Conducted entirely in Spanish, the class will help students hone their speaking, listening, and writing fluency. This challenging but rewarding class is equivalent to a college-level course, offering a profound exploration of Spanish literature.

SPANISH CULTURE AND CONVERSATION

Spanish Culture and Conversation is a bilingual, elective course that can be taken as a trimester or year-long class. Each trimester, students will immerse themselves in an exploration of Spanish Speaking cultures from Latin America, Spain, and Equatorial Guinea. Students will hone their language proficiency and intercultural competence, while learning about storytelling and mythology in the first trimester, the language of the kitchen and food in the second trimester, and the evolution of protest through music in the final trimester. Each trimester ends with a final project that encapsulates the theme: performing an original creation story or myth, filming a recipe video, and writing an original protest song. By the end of the course, students will emerge with an appreciation of the cultural nuances, historical legacies, and contemporary dynamics that shape the vibrant tapestry of Spanish-speaking societies. This course is meant to accommodate students who have completed Spanish III and who want to further their study of Spanish and Hispanic cultures without language being an impediment to their understanding.

FRENCH I

In first-year French, students engage in the exciting initial steps of learning to communicate in French. This course is designed to provide beginners with a solid foundation in French language and culture. Through a scaffolded curriculum, students will build a gradual progression of skills,

ensuring a strong grasp of the fundamentals while gaining confidence in communication. Grammar and vocabulary are taught as tools to facilitate expression. Immerse yourself in the diverse cultures of the Francophone world through videos, songs, and cultural celebrations such as la Fête de la Musique and la Fête du Citron.. From basic greetings to more complex dialogues, you will develop and practice your speaking, listening, reading, and writing skills. Jump on the path of linguistic and cultural exploration in French where knowing the language will allow you to communicate with a wide diversity of people from around the globe.

FRENCH II AND FRENCH II (HONORS)

The second year of French continues to build the strong foundation of the language necessary to creatively explore its nuances. This course takes an immersive approach to teaching and learning, offering students the opportunity to develop their listening, speaking, reading, and writing skills through practical lessons on grammar and exposure to authentic documents in the target language. Students in this course will practice telling stories using the past tense, discuss their daily habits and routines, and learn how to navigate conversations about health and technology with reflective verbs. Throughout the year, they will write and present conversations incorporating acquired grammar and vocabulary, celebrate Francophone holidays such as La Chandeleur, write a formal email in French, and reflect on the effects of technology on our social habits. The Honors course is by teacher recommendation and allows students who are ready to engage more deeply with higher expectations of language production.

FRENCH III AND FRENCH III (HONORS)

The third year of French invites students to start considering the nuances of the French language. Grammar structures and vocabulary play an integral role in this immersion-based approach to language acquisition, but French III presents the students with class discussions conducted

mostly in the target language. Following the themes in our textbook *D'accord!*, students will strengthen their listening, speaking, reading, and writing skills by expanding their vocabulary, studying authentic texts, and diving into cultural comparisons. Students will research French cities and compare them with their classmates, participate in a debate about living in the city versus the countryside, celebrate Francophone holidays such as Mardi Gras, and write a short podcast using the *passé composé* and the imperfect. The Honors course is by teacher recommendation and allows students who are ready to engage more deeply with higher expectations of language production.

FRENCH IV AND FRENCH IV (HONORS)

French IV is a deep dive into contemporary cultural issues of the French speaking world. Grammatical concepts are reviewed that were first introduced in the basic sequence (1-3), of French I, II, and III, but the emphasis of this course is to develop linguistic competence to be able to engage in discussions about issues from the impact of the media on the individual, the challenges of immigration, globalization and rural exodus, the changing character of the modern family. Special emphasis is placed on oral comprehension and production. Students will engage in activities such as creating posters and brochures to raise awareness about climate change, participating in debates, writing essays, and reading extracts of classic and contemporary authors such as Victor Hugo, Alexandre Dumas or Amélie Nothomb. The course is taught entirely in French and is the prerequisite for the Advanced French Language and Culture course. The French IV Honors class is by teacher recommendation and provides a more rigorous pace at which the students cover the curriculum, with higher expectations of language production.

FRENCH LANGUAGE (ADV)

In this French V Advanced course, students have the invaluable opportunity to deeply investigate a variety of subjects addressed

through readings, audio documents, and classroom discussions. These authentic documents provide a launching point for the course, giving students exposure to new developments in medicine in Cameroon, the traditions of Carnaval in Quebec, the intercultural identities of Francophone peoples, and the creative innovation of Dakar Fashion Week. Pieces of literature are also woven into the curriculum, enhancing the students' understanding of Francophone language and culture. French V students will learn how to write cohesive essays in French, to carry classroom discussions about complicated topics, and to analyze documents written and spoken in advanced French.

FRENCH LITERATURE (ADV)

This French elective is designed for students in French IV Honors and higher and as a continuation of Advanced French. In the first trimester, students will tackle French literature by reading short stories and poetry, from medieval works to classic fairy tales to contemporary fiction. During the second trimester, students will study plays based in the genre of comedy. And during the third trimester, the course will focus on one particular novel, chosen from this list of possible candidates: *Les Trois Musquetaires* (1844) by Alexandre Dumas, *Madame Bovary* (1857) by Gustave Flaubert, or *Au Bonheur des Dames* (1883) by Emile Zola.

English

Chris O'Steen | Department Chair

WORLD LITERATURE 9

In this foundational course students explore the world's universal truths from the ancient to the present day. Students examine how identity and belonging are formed by analyzing a wide array of texts both classical and modern. Throughout the year students wrestle with essential questions that guide the course. Along the way students build analytical reading and

writing skills. Students learn to read closely, to ask questions of the texts and each other, and to write in response to literature. Creative assignments allow students to gain confidence in discovering their voices, play with language, and work in collaboration with others. Instruction in grammar and revision helps students polish their work, and opportunities for formal and informal speaking offer practice in oratory skills. An emphasis on habits of scholarship prepares students for a lifetime of self-disciplined, focused learning. Texts in the course address questions of identity formation and connections to community and family. They include *Life of Pi*, *The Odyssey*, *Antigone*, *Julius Caesar*, *The Actual True Story of Ahmed and Zarga*, and *American Born Chinese*.

EUROPEAN LITERATURE 10

This course serves as a bridge between World and American Literature by exploring the 500 years from the Italian Renaissance to the Second World War. Students look at the Classic, Romantic, and Modern eras through the lenses of art and literature, which complements their study of these eras in European history. Students further develop their reading, writing, thinking, and speaking skills through frequent Harkness discussions, analytical essays, group projects, and creative writing assignments. A heavy emphasis is placed on the writing, revising, and research process to help students begin to manage longer and more complex writing projects. To explore our essential question of how to balance the desires of the individual with the needs of society, students read *Brave New World*, *Macbeth*, *Candide*, *Frankenstein*, *The Death of Ivan Ilych*, *Metamorphosis*, *Orlando*, and *MAUS* along with essays, short stories, and poetry from a wide variety of voices.

AMERICAN LITERATURE 11, 12

With a focus on close reading strategies, Harkness discussion, critical thinking, and analytical essays, students explore a rich array of American literature, complementing

students' study of American history. An introduction to literary criticism prepares students to understand texts from a variety of perspectives; this study then informs students' analysis of the books they choose for their final project, the Senior Demonstration, an analytical paper and oral defense. To explore American-themed questions related to freedom, identity, and the American Dream, students read *Sing, Unburied, Sing*; *There There*; *The Narrative of the Life of Frederick Douglass*; *The Great Gatsby*; and *The Best We Could Do*, along with shorter works by Momaday, Erdrich, Emerson, Thoreau, O'Connor, Crane, Chopin, Baldwin, Coates, Gen, Soto, Mora, and others.

AMERICAN LITERATURE (ADV) 11, 12

Designed for students who desire the challenge of demanding texts and college-level writing, this advanced-level course requires a deep commitment to analysis and critical thinking. The course explores a rich array of American literature, complementing students' study of American history. While it shares many texts with American Literature, students of Advanced American Literature will enjoy a longer book list and more writing. Two summer reading books are required. Literary criticism figures prominently as an aid to understanding texts from a variety of perspectives; this study then informs students' analysis of the books they choose for their final project, the Senior Demonstration, an analytical paper and oral defense. To explore American-themed questions related to freedom, identity, and the American Dream, students read *Song of Solomon*; *Sing, Unburied, Sing*; *There There*; *The Narrative of the Life of Frederick Douglass*; *The Great Gatsby*; and *The Best We Could Do*, along with shorter works by Momaday, Erdrich, Emerson, Thoreau, O'Connor, Crane, Chopin, Baldwin, Coates, Gen, Soto, Mora, and others.

History

Carl Boland | Department Chair

WORLD CULTURES: DAWN OF CIVILIZATION TO THE MIDDLE AGES 9

This course investigates the development of various societies from the dawn of civilization in the 4th millennium BCE into the Middle Ages. Students will seek to understand and appreciate the development of diverse cultural traditions and ideas from around the globe and realize their relevance in history and to our world today. Students will learn foundational skills in critical reading, analytical writing, and historical research.

WESTERN CIVILIZATION: RENAISSANCE TO THE MODERN ERA 10

This course examines the development of modern civilization in Europe from the late Middle Ages to the present. Students will seek to understand the ideas, cultural movements, and themes of change that transformed European society into the modern age and investigate the impact of these developments on the rest of the world. Students will learn to critically analyze historical sources, write analytical essays, and conduct independent research.

AMERICAN HISTORY 11, 12

This course examines the roots of American civilization and its development into the 21st century. Students will learn the responsibilities of effective citizenship in a democracy and examine the extent to which America has held true to the ideals set forth in its founding documents. Students will learn to read, assess, and reconcile a range of perspectives on major historical controversies, write a series of well-crafted essays that tie together the strands of a complex historical question, and produce a significant historiographic research paper as part of a short seminar with their classmates.

AMERICAN HISTORY (ADV) 11, 12

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Humanities

Carl Boland & Chris O'Steen |
Department Chairs

ECONOMICS (HONORS)

Advanced Economics is a yearlong elective course for students who want to deeply engage with the study of economic principles. Throughout the year, we will study microeconomic and macroeconomic topics and their impact on government, businesses, society, and the lives of students. Activities will focus on real-world application of economic theory to both historic and modern scenarios. Students will explore topics as wide-ranging as

designing their own business, how prices are determined (and how to pay the optimal price), environmental impacts of the market system, and how to measure and understand the fluctuations of the macroeconomy. Success in this course requires that students utilize essential skills of both the humanities and mathematics.

INTRODUCTION TO ECONOMICS AND PERSONAL FINANCE

This trimester elective course will provide students with an overview of basic economic principles and their impact on our personal financial decisions. Students will be introduced to the tools of the economist and the role of consumers in their interactions with markets, businesses, and the government. These topics will inform our study of personal finance topics including budgeting, credit, loans, investing, and taxes. In addition, this course is designed to be student-driven and explore topics of interest to students regarding their financial future including being an informed consumer, buying your first car, paying for college, and future careers.

CREATIVE WRITING

Creative Writing is a workshop-style course that introduces students to three genres of writing: poetry, fiction, and creative nonfiction. From the simple art of noticing to the craft of storytelling, students will venture together into the wonderful world of essays, stories, and poems. Students will generate original works with an eye on revision as a means of discovery. Students will produce a portfolio that is representative of their learning and growth in the realms of self-reflection, fiction, poetry, and creative nonfiction. Extensive writing experience is not a requirement, but curiosity about the writing process is highly encouraged.

CAMPAIGNS AND ELECTIONS

Campaigns and elections are at the very heart of democracies. They are the catalyst for the creation of a government that serves the needs, wants, and desires of the people. In this course, we will explore the modern

political campaign. We will look at the various roles people play in campaigns, political strategy, and the influence of the modern media on the electorate. We will use the 2024 presidential election as a principle lens for discussion and reflection.

THIS I BELIEVE

Every 4th Form student takes an intentional, trimester-long exploration course of what they believe. Students explore spiritual autobiographies and stories from multiple perspectives, create a podcast exploring the beliefs of an adult they admire, and ultimately write their own "This I Believe" statement in the vein of renowned journalist Edward Murrow's radio series. As Murrow put it, they "will write about the rules they live by, the things they have found to be the basic values in their lives."

Fine Arts

Kathy Leiner | Department Chair

STUDIO ART I: INTRODUCTION

Students experiment with a variety of media as they foster an appreciation and understanding of the fundamentals of visual art. The elements of art are used in projects as students start to organize their compositions employing the principles of design. The development of craftsmanship and application of artistic techniques are emphasized as students use visual art as a form of communication. Students learn about various historical and cultural artworks. They will openly discuss, analyze, and evaluate artwork. Students will begin to trust their ideas, take risks in their own artwork, and gain confidence in their ideas and visual expression.

STUDIO ART II: PAINTING AND DRAWING

Prerequisite: Intro to Studio Art or teacher permission.

This is a studio experience that warrants personal initiative, perseverance, and solid

work ethic. Through structured studio practices, students will begin to understand the intricacies of various drawing media (graphite, charcoal, pastel) and painting media (watercolor, acrylic, and oil), develop an understanding of compositional unity, and advance their technical skills. Building upon the idea of art as a problem-solving discipline, students develop increasingly sophisticated critical thinking skills as they examine their surroundings, analyze artwork more insightfully, and develop their artistic voice. Craftsmanship, communication, and experimentation are stressed. Increasing emphasis will be placed on conceptual development and the content of their work.

STUDIO ART II: CERAMICS

Prerequisite: Intro to Studio Art or teacher permission.

This is a studio experience that warrants personal initiative, perseverance, and solid work ethic. Through structured studio practices (both hand building and on the potter's wheel), students will begin to understand the intricacies of the medium, develop an understanding of compositional unity, and advance their technical skills. Building upon the idea of art as a problem-solving discipline, students develop increasingly sophisticated critical thinking skills as they examine their surroundings, analyze artwork more insightfully, and develop their artistic voice. Craftsmanship, communication, and experimentation are stressed. Increasing emphasis will be placed on conceptual development and the content of their work.

STUDIO ART III: ADVANCED ART (HONORS)

This yearlong Honors course is for highly motivated students who are seriously interested in the study of art; the program demands significant time, commitment to deadlines, and dedication to the quality of their work. Students address a broad interpretation of two-dimensional issues and media. Students are to demonstrate compositional mastery through many two-dimensional media and processes. The purpose of the course is to create and assemble artwork in a culminating portfolio

that is grounded in the artist's attentive use of the elements and principles, the quality of craftsmanship, variety of media, and ability to build upon a cohesive theme. Prerequisite: Intermediate Studio course

PORTFOLIO DEVELOPMENT (ADV)

This course is an intensive studio class tailored to the individual. This advanced level studio art course refines artistic skills and theories while continuing to investigate more advanced methods and concepts. Students prepare portfolios, present their work, participate in critiques, and research aesthetic theory and art history. Through the continuing development of technique and perspective, as well as patience and discipline, students learn to effectively communicate through their art. Prerequisite: Intermediate Studio course

FILM PRODUCTION

This course will concentrate on visual storytelling with a focus on screenwriting, sound, cinematography, editing and post-production. In this class we will view a series of classic and contemporary films. This will allow for discussion and evaluation of these movies as well as cultural experience of movie appreciation. The discussion and engagement around watching these films will be focused on the art of visual storytelling. Students will use these examples to then go through the process of turning something written on the page to being viewed on the screen, getting hands-on experience with writing, filming, and editing. This will culminate in several original short films and projects done both individually and as part of a class production team.

STAGE PRODUCTION AND PERFORMANCE

This trimester course will represent a broad overview of theatre. In addition to performance and acting, students will also learn basic theatre terminology, and will be introduced to the many different roles needed to bring a performance to the stage. This includes a basic introduction to set design, costuming, props, lights, sound, and stage management. Each trimester we will be taking a script and breaking it down

as a class to look at everything that needs to happen to make the words on the page become a reality of performance. This will then culminate in a small production at the end of each term.

MUSICAL THEATER

Jump into dance with a focus on the various styles and performance skills found in Musical Theater. This class emphasizes the ability of any level dancer to explore styles rooted in the diverse history of Broadway musicals. Students try out techniques from tap and jazz to contemporary and hip-hop to explore musical interpretation through dance and discover their individual movement style. The class is recommended for students interested in our winter musical, but no outside performance is required. Resources for this class include working with guest artists, observation of live and recorded performances to explore and reflect on the history and equity of the art form. Open to dancers of all levels.

BALLET BARRE & CONDITIONING

This class follows the foundational exercises of ballet to develop strength, flexibility, alignment, balance, musicality, movement memory, and the joy of dancing. Students from beginning to advanced levels are welcome to explore ballet for cross-training, preparation for performance, or as a physical break in the day. Although a full-length ballet class would require 1 ½-2 hours, this class uses repetition and expands upon exercises found in all levels of ballet to pursue individual student goals. Resources for this class include observation of live and recorded performances to explore and reflect on the history and equity of the art form. Open to dancers of all levels.

MODERN DANCE & CHOREOGRAPHY

This class explores the different styles, techniques, and choreographic processes of modern dance to reveal a student's individual movement style. We emphasize the power of dance for creative communication and the rejuvenation of the body, mind, and spirit. Class time focuses on developing strength, flexibility, movement vocabulary, and creative process tools to improve the

body as an instrument of self-expression. Students participate in warm-up, technique, and movement experimentation to create solo, and group works in class. Resources for this class include working with guest artists and observation of live and recorded performances to explore and reflect on the history and equity of the art form. Open to dancers of all levels.

ASHEVILLE ARTS IN SERVICE & INTERNSHIP

This service-learning elective offers the opportunity to explore the arts as a means to serve the community and create on and off-campus project experiences. Students work with local arts and service organizations to discover needs and develop projects of interest through research, brainstorming, and field trips downtown. The class emphasizes communication, planning, organization, and collaboration skills to create one group and one student choice project. Resources for this class include working with potential community partners on and off campus, including, but not limited to, Asheville Art Museum, Racial Justice Coalition, Black Mountain College Museum + Arts Center, Diana Wortham Theater, NC Stage, Center for Craft, and various other non-profit organizations, special events, and festivals in Asheville. The class is highly recommended for students interested in enhancing their creativity while developing service and leadership skills.

INTRODUCTION TO MUSIC

Intro to music is a survey course designed to give students a broad overview of musical styles and forms. Units will include Broadway musicals, Opera, Classical Music (including the Baroque, Classical, and Romantic periods), American Music (including ragtime, jazz as well as other distinctly American musical forms such as rap/hip-hop). All music will be shown through its historical significance as well as its musical significance.

VOCAL MUSIC

Vocal Music class is open to all students who would like to explore and develop their voice. In addition to singing as a larger

ensemble with the chorus, Vocal Music class will encourage students to learn and/or strengthen their sight singing and musical literacy. Students will also prepare small group or solo songs for chapel, convocation, and other school events.

DANCE ENSEMBLE

This course offers an opportunity for dedicated experienced dancers to develop their technical and performance skills as part of an ensemble and collaborate to create dances for on and off campus events throughout the year. Students enhance their training through exploration of various styles of dance, and projects are collaborative to reflect the interest and talents of the students. Resources for this class include working with professional guest artists, attending workshops and observing live and recorded performances. Students also explore the history and equity of the art form as they develop ways to share the love of dance and serve our community through artistic expression. Previous dance experience required.

APPLIED MUSIC

Applied Music is a yearlong course designed for students who have a strong desire and ability to pursue music at the post-secondary level. The course is designed to allow exceptional students a daily opportunity to work on mastering their chosen instrument. It is understood that a student accepted into Applied Music intends to major or minor in music at the college level. Students must meet rigorous guidelines in order to qualify for this course. Their growth throughout the year is measured through private lessons and graded public performances. Previous students who have taken this course have used their fall trimester to prepare for college auditions or in the production of a supplemental recording for college applications. The third trimester culminates in a public recital or a private juried performance before a panel of qualified adjudicators. Prerequisite: Instructor permission required.





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