

**MISS PORTER'S SCHOOL**

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**CURRICULUM GUIDE**

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### **About Miss Porter's School**

Miss Porter's School is a college preparatory boarding and day school for girls in grades 9 through 12. Located in Farmington, Connecticut, the school was founded in 1843 by scholar and educator Sarah Porter.

In keeping with our founder's vision, Miss Porter's School joins tradition with innovation to provide an exemplary education to young women.

**Miss Porter's School educates young women to become informed, bold, resourceful and ethical global citizens.**

**We expect our graduates to shape a changing world.**

Qualified students of any race, color, religious affiliation, national and ethnic origin, ancestry, mental or physical disability, or sexual orientation are welcomed members of the community.

# **Miss Porter's School is different... historically, intentionally and successfully.**

It is our unique approach and our willingness to change that has allowed us to develop strong female leaders decade after decade.

As our curriculum continues to evolve in response to the changing world and the needs of our students, we are focused on establishing courses and programs that are engaging, relevant, interdisciplinary and experiential.

## **Miss Porter's School prepares students for the future to come, not the world that was.**

This commitment has led us to envision what we teach, how we teach it and the way our students demonstrate their learning. We practice competency-based mastery learning, which focuses on the transfer of knowledge and skills to a real-world context. Students demonstrate their mastery of skills in five core competencies:

- Critical Thinking & Reasoning
- Communication & Expression
- Problem-Solving & Creativity
- Global & Civic Engagement
- Leadership & Collaboration

**Our entire academic program is aimed at providing the best possible learning experience for our students and helping them to distinguish themselves in the world.**

# FIND YOUR PASSION

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This curriculum guide represents course offerings that are current as of July 2024. This guide is intended as a preview of classes, which are subject to change. This guide should not be used as a course selection catalog for enrolled students.

# YOUR YEAR IMAGINED

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## **Be the architect of your own experience.**

At Miss Porter's School, our curriculum is designed to provide the foundational education to chart your own path toward making a difference in an ever-changing world.

Foundational courses are taught with an interdisciplinary approach. Students begin with traditional sequencing in STEM and humanities and are allowed ample space and time to personalize their education through electives.

## **Change is our constant; our courses change as the world changes.**

Miss Porter's School operates on a modular block schedule. Rather than taking six yearlong classes, students take different classes each trimester, and classes meet in an extended block every day. This allows students to be more focused and engaged with the course material while maintaining a healthy balance of homework and co-curriculars.



# GRADE 9

## Developing foundational skills with an interdisciplinary approach

Students begin their journey at Porter’s with courses in core disciplines that develop the skills and habits needed for academic success. Integrated humanities and science courses provide a strong foundation for the depth that comes later in the Advanced Interdisciplinary Seminars (AIS). Students learn a full year of language and math in trimester-long courses. Our block schedule also allows for an elective of the student’s choice to maintain a healthy balance.

|         | Fall                               | Winter   | Spring                     |
|---------|------------------------------------|--|----------------------------|
| Block 1 | Humanities 9 (History and English) |  | World Language             |
| Block 2 | Health & Wellness                  | Intro to Inquiry   | Art / Elective/ Free Block |
| Block 3 | Intro to TIE                       | STEM 9: Environmental Lab Science and Conceptual Physics |                            |

# GRADE 10

## Identifying your passions

In Grade 10, students continue to take disciplinary courses while beginning to explore new subjects or focus their studies on their areas of passion, whether in humanities, science, art, theater or technology. Many students begin to pursue either the Certificate in Global Studies or the Certificate in Technology, Innovation, and Entrepreneurship. Advisors work with students to identify future courses toward more depth of study in their areas of passion.

|         | Fall           | Winter                                     | Spring      |
|---------|----------------|--|-------------|
| Block 1 | Biology        | Chemistry                                  | Mathematics |
| Block 2 | World Language | Art / Elective/ Free Block                 | Elective    |
| Block 3 | Elective       | Humanities 10: U.S. History and Literature |             |

# GRADE 11

## Becoming an ethical global citizen — AIS Global Intensive

In Grade 11, all students engage in a full trimester course load of global inquiry with an international travel experience that focuses on pressing problems. In the remaining trimesters they have autonomy to continue on their core courses and personal passions. Students participate in one of three experiences abroad, each with a focus on a pressing problem relevant to the region:

### Culture of Conservation — Costa Rica

### Cities of the Past, Present and Future: Preservation and Innovation — France

### Making Change: Art and Social Justice — Germany





# GRADE 12

## Preparing to shape a changing world – AIS Professional Experience

In Grade 12, students take all that they have learned and engage in real-world problem-solving through a trimester-long academic and professional experience. Interdisciplinary opportunities include arts, culture, science, finance and technology. Many students complete a capstone project in their area of interest. Ample room remains in the schedule for students to pursue their passions. Current professional experience offerings include:

### **Art and Culture: The Power of Storytelling**

### **Behavioral Science and Entrepreneurial Finance: Money, Consumerism and Human Behavior**

### **Science and Technology: Science Fiction and Science Future**



# ADVANCED INTERDISCIPLINARY SEMINARS

Advanced Interdisciplinary Seminar (AIS) courses for grades 11 and 12 provide rich experiences and cultivate exceptional thinkers. AIS courses combine intellectual rigor with interdisciplinary, experiential and project-based learning that push students to think more deeply, to ask questions, to evaluate information and to make connections between related topics. There are several AIS course offerings listed within specific subject areas of this curriculum guide.

## **AIS Capstone: Ready to Shape a Changing World**

*AIS Capstone* challenges students in their final year at Porter's to complete an independent research project in response to a timeless question and/or a pressing problem that they see in the world. The three pillars of Capstone are Research, Create and Present. Students will be expected to connect with experts in their various fields of study, complete qualitative and/or quantitative research, conduct interviews, reflect on their biases as it pertains to their research, and work independently, with the support of the faculty. By design, *AIS Capstone* students will be required to work autonomously and must be comfortable with self-directed, independent work and the unpredictable and nonlinear nature of the research process as they refine their original research questions. While students will follow their own paths, they must also meet certain course milestones, including a topic proposal, annotated bibliography, literature review and required rehearsals for their final presentation. The Miss Porter's School mission statement expects students ". . . to shape a changing world." *AIS Capstone* encapsulates this principle; students will shape their experience while beginning to shape a changing world through authentic, relevant and impactful work. Students who are part of the Institute for Global Education or the Institute for Technology, Innovation, and Entrepreneurship will follow the specific guidelines for Capstone as set forth by the Institutes.

## **AIS Global Studies: Understanding Culture, Systems, Structures and Social Issues**

To engage with the world on a local or global level and to move fluidly between the two, it is essential to understand the concept of culture. Students consider the beliefs, behaviors, perspectives and concentric circles of community that shape our world and influence global change. This seminar takes an interdisciplinary, experiential approach to understanding contemporary global issues. Through the study of current events, systems, culture and society combined with action-based research, students will be given the tools they need to think critically about addressing global issues that are relevant to them.



# AIS — GRADE 11 TRAVEL

## **AIS Global Intensive — Culture of Conservation**

Costa Rica is looked to as a world leader in sustainability and ecotourism. But is ecotourism all that it promises to be? In some cases, the argument can be made that ecotourism is a form of neocolonialism, pushing out Indigenous populations from their ancestral lands. In this course, through our study and travel to the country, students will examine and reflect on whether ecotourism can truly fulfill its promise of social, economic and environmental benefits. Students will learn about the history of conservation and ecotourism, as well as how “Western science” and Traditional Ecological Knowledge, also known as Indigenous Ecological Knowledge, can be woven together to promote conservation that not only benefits the environment but the communities as well. Experiencing the biodiversity-rich rainforest and coast of Costa Rica, students will have the opportunity to conduct field investigations and contribute to citizen science projects. Some of the activities may also include touring local organic farms, monitoring wildlife activity through camera traps and participating in sea turtle night monitoring. As a culmination of the course, students will identify a problem of their choosing, such as land conservation, climate change or Indigenous communities. They will use research, their fieldwork in Costa Rica and creative problem-solving to present a solution that could potentially be applicable to their own communities.

## **AIS Global Intensive — Cities of the Past, Present and Future: Preservation and Innovation**

According to the United Nations, 68% of the world’s population will live in cities by 2050. Cities are one of humans’ greatest inventions and represent one of our most significant imprints on the planet. This course will examine the development of ancient, medieval and modern cities, their role as political, economic and cultural centers, and the challenges inherent in their continuing growth and development. Some key themes explored will be the intersection of physical spaces and cultural values, the tension between individual and collective needs, and the often conflicting goals of different stakeholders, past, present and future, in an urban community. We will “zoom in” on historic artifacts, monuments and architecture to examine whose stories they tell and consider how present and future populations will continue to inscribe traces of their presence over their lifetimes. We will “zoom out” to examine how cities embrace their legacies, face their dysfunction, and strive to balance preservation with development. Students will also learn about the history, geography, politics and culture of the region. As a culmination of the course, students will identify a problem of their choosing that could range from rethinking memorializing to involving communities in the urban planning process to reversible or “elastic” design strategies. They will use research, their fieldwork in France and creative problem-solving to present a solution that could potentially be applicable to any urban area.

## **AIS Global Intensive — Making Change: Art and Social Justice**

How does one use their artistic voice to fuel change? How can we as consumers of art gain perspective to be better informed about the injustices in the world around us? In this course we will investigate these essential questions through the lens of contemporary artistic practices and a diverse range of art-making that will encourage students to expand their understanding of artistic impact. Through the use of material and body, they will investigate “making things” with the purpose of “making change.” Our engagement abroad will take us to Berlin, Germany, where we will immerse ourselves in the rich contemporary art scene while also diving deep into Germany’s complex history. Through artistic approaches of memorialization, protest and reimagination, we will experience the social impact that art has provided Germany in response to injustice. Students will also learn about the history, geography, politics and culture of the region and be exposed to the art and literature of the region throughout the course. As a culmination of the course, students will identify a problem of their choosing, for example, rethinking how to use art to memorialize, protest and/or promote social change. They will use research, their fieldwork in Germany and creative problem-solving to present a solution that could potentially be applicable to their own communities.

# AIS — GRADE 12 PROFESSIONAL EXPERIENCE

## **AIS Professional Experience in Art and Culture: The Power of Storytelling**

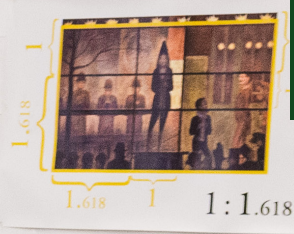
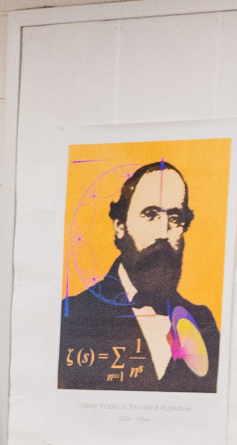
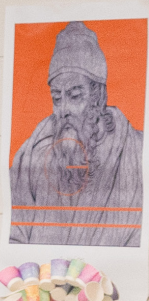
What does it mean to be human? Does society need art, curiosity and creativity? Are there myths we tell ourselves about their significance? In this interdisciplinary course, you will explore the intersectionality of art and culture, the role they play in your life, their importance to the fabric of society, and their impact on the professional lives of adults. This course will allow you to explore the breadth of professions in the world of arts and culture and how these fundamentally important fields are woven into all professions. While largely being an experiential course, work will include reading, research and discussion. Experiencing myriad professions through the lens of art and culture will be the focus. Students will be exposed to the art scene locally and regionally, and explore art and culture coverage in *The New York Times*, *Wall Street Journal*, *The Atlantic*, NPR, *The New Yorker* and other traditional media outlets. They will learn professional writing and editing skills, including the art of the interview and narrative storytelling, experiment with various performing arts fields, and use these skills to create multimedia projects such as podcasts, websites or performances.

## **AIS Professional Experience in Behavioral Science and Entrepreneurial Finance: Money, Consumerism and Human Behavior**

How does understanding the human brain, consumerism and bias help us build more lucrative businesses? What practices of finance and investment are imperative to our future individual and entrepreneurial success? How do we as entrepreneurs move away from the pitfalls of greed and self-interest to move toward more ethical economic decisions while still embracing success and profitability? In this course, we will have the opportunity to investigate how these inquiries play out in real businesses from small entrepreneurs to large corporations. Throughout the trimester our class will build on basic economic models and take a deep dive into personal and entrepreneurial finance, accounting and investing. These are skills that will prove to be helpful, regardless of a student's college major or career choice. We will explore how to leverage understanding the psychology around human bias in economic decisions. We will engage in these topics through professional experiences, meeting with and working with industry leaders, reading books and articles, analyzing case studies, and more.

## **AIS Professional Experience in Science and Technology: Science Fiction and Science Future**

Arthur C. Clarke's second law of science fiction tells us that "the only way of discovering the limits of the possible is to venture a little way past them into the impossible." In this course, we will explore fictional texts that have foretold current technologies, scientific advancements or cultural movements and then experience how people are working with and advancing these technologies in the professional world today. In our readings, we will explore classic and modern texts, short stories, movies, TV shows, etc. — and what they may say about worlds yet to come. Our texts will become a way to venture into the impossible. We will consider such questions as "What is the importance of ethics in the fields of scientific research, artificial intelligence and technology?" and "What makes us human?" At the same time, students will engage with biology, biotech and technology. Their work will include specific discussions of anatomy and prosthetics and how changes in medical technology have expanded treatment options for patients while simultaneously stretching the thresholds of human achievement. We will also address psychology, artificial intelligence, and ways of recognizing and measuring self-awareness and consciousness, not only in humans but also in animals and machines.



A group of students are sitting around a wooden table in a study area, working on laptops and discussing. The background wall is decorated with posters, including a portrait of a man with a beard and mathematical formulas like the Riemann zeta function. There are also colorful paper decorations and a green leather couch in the background.

# HUMANITIES

## Humanities 9

This two-trimester course examines historical trends and literary developments that have significantly shaped our world. By engaging with primary sources and major works of literature, students will explore the patterns of continuity and change that have impacted the human experience. Through their work in this course, students will hone a wide variety of foundational academic skills, including effective writing techniques, analytical and historical thinking, research, critical thinking, and effective oral communication. This foundational course will help students foster the skills necessary to become attentive, thoughtful, and fluent scholars of literature and history. In this course, students study a variety of historical, cultural and literary works that may include *In the Time of the Butterflies*, *Purple Hibiscus*, *Things Fall Apart*, *Maus* and *Worlds Together, Worlds Apart*. They may also study a choice text unit, and a variety of poetry, short stories, primary historical sources and art.

## Humanities 10: United States History and Literature

In this two-trimester course, students will explore several significant time periods of U.S. History and important works of American literature as they seek to understand what defines American values, cultures and identities. The course will teach students how to thoughtfully navigate a variety of texts and resources, and they will examine how different stories and perspectives can reveal truths about the American experience. Students will learn about the geographic, economic and political forces that have shaped the United States of America. The goal of this course is to prepare students to analyze texts, to interpret meaning, and to synthesize understanding in evidence-based arguments. Students will have opportunities to work individually and collaboratively to advance their reading, writing, critical thinking and discussion skills. Students will also have the chance to express their learning in a variety of ways throughout the course (projects, presentations, essays, etc.). Course texts may include *Passing*, *The Great Gatsby* and *The Things They Carried*, alongside a choice text unit and a variety of poetry, short stories, primary historical sources and art.



# ENGLISH ELECTIVES

## American Drama and Social Justice

How can theater be used as a tool for social justice? In what ways have theatrical works allowed marginalized voices to be increasingly heard? The theater has continued to shape and reflect a changing world, particularly as social justice goals and movements have evolved over the years. Through their thoughtful works, many American playwrights have given us opportunities to discuss and debate issues such as gender, class, race, sexuality, justice and morality. In this course, students will examine the ways in which American theater has explored pressing sociopolitical issues of our time. Course texts may include *The Crucible* by Arthur Miller, *The Normal Heart* by Larry Kramer and *Twilight: Los Angeles and 1992* both by Anna Deavere Smith, among other selected works. By the end of the course, students will design a production of a dramatic work of their choice that speaks to a social justice issue.

## Classic and Contemporary Poetry

How does poetry express or enhance our understanding of the human condition? As Gwendolyn Brooks once said, “Poetry is life distilled.” What does it mean to distill life in poetry? How can we leverage the power of words to prompt social change? How can poetry shape and change our world? In this course, students will study the elements of poetry composition as they investigate how authors make and create poetry. What can poetry express as it asks us to engage with rich images, emotional sensitivity and attention to language? By reading, writing and responding to poetry, students will develop a deeper understanding of poetic conventions. Readings will include a variety of poets, poetic forms and time periods. Students will engage in both the analytical process of writing about poetry and the creative process of writing poetry.

## Contemporary Asian Literature and Voices

There is an Indian proverb that states “A book is a garden carried in the pocket.” This course will introduce students to the literary garden of Asia. The broad category “Asian” belies the extreme diversity of culture and experience that characterizes peoples with Asian heritage. This course will offer an introduction to authors across Asia as well as their diasporas. We will examine how contemporary Asian writers, through various encounters within and between cultures, explore issues of power and privilege in the context of globalization, sexuality, ability, gender, class and race. We will also study such themes as tradition and modernity, family and human relationships, communalism and caste conflict, and the intersections between ideas of religiosity and ideas of the literary. Students will focus on analytical reading and writing, multimodal projects, and creative expression as they engage with the literature, history and culture of these voices. Texts within this course may include *Pachinko* by Min Jin Lee, *The Sad Part Was* by Prabda Yoon, *The Woman Warrior* by Maxine Hong Kingston, *To Keep the Sun Alive* by Rabeah Ghaffari and *Notes of a Crocodile* by Qiu Miaojin.

## The Heroic Female Voice

In what ways have various forces, be they political, cultural, social or familial, influenced or affected the roles of women in our world? How have writing, media and the arts contributed to the development of the female voice and social change? In this course, students will explore how literature and the arts function as a vehicle for change. Course texts may include works such as *Feminism is for Everybody* by bell hooks, excerpts from *A Room of One's Own* by Virginia Woolf and *Men Explain Things to Me* by Rebecca Solnit. This course will also explore selected works of art and film, short stories, and nonfiction essays. Students will analyze the strides made in favor of reform, identify and discuss the prevalent equity issues in current society, and examine female pioneers' work and contributions blazing the path to empowering “female tradition” in diverse fields.

# ENGLISH ELECTIVES

## Introduction to Journalism: Getting the Story

As Thomas Jefferson once said, “Liberty depends upon a free press.” In this class, students will learn about the importance of freedom of the press and what it takes to create a free press. They will turn the classroom into a newsroom — pitching, reporting, shooting photography, writing, editing their own news stories and ultimately producing a paper. Students will also help produce an issue of *Salmagundy*, allowing them to experience the process of putting out a newspaper. As they hone their reporting skills, students will examine their own biases, analyze and critique a variety of news outlets, emulate journalistic style and prose to develop their own work, and study the ethics of journalism, learning how to distinguish credible content from misinformation on social media. By the end of the term, students will improve their critical thinking, analytical and communication skills through reading and writing journalistic prose. They will also learn to understand various perspectives and beliefs and navigate a complex information landscape.

## Literature of the Environment: Writing for Climate Justice

Throughout history, writers have been the moral voices of their times, lending their words to activist movements. As climate change threatens all natural life, writers take up the pen to compose songs of our planet and to demand climate justice. In this class, we will study ecocritical theory and analyze literature of the environment to understand how writers can use their craft to shape environmental thought, policy and action. We will then take up our own pens, joining the eco-lit movement by writing our own climate justice works in a final class publication. Readings may include *Silent Spring* by Rachel Carson and *Parable of the Sower* by Octavia E. Butler. They may also study eco-poetry by Camille Dungy, Aimee Nezhukumatathil and Mary Oliver, among others.

## Literature of One Pivotal Author

What makes an author pivotal? Is it their influence on genre? The ways in which their work “pivots” from early writings, creating transformative movements in literature and society? Or is it the author themselves? Or a “pivotal” writer in the literary canon? All of these things? In this intensive seminar, students will read selected writings from the body of one pivotal author and investigate that author’s influence on literature and society. Through a variety of essays, short stories, films and novels, students learn about the author’s place in the literary world and engage in their own “pivotal” work as they write and produce their own essays and projects.

The author whose work is studied in the course may rotate every two years.

## Multimodal Composition and Literature

What inspires people to create? How do writers and other artists navigate the composition process and use multimodalities to connect with their audiences? How has the process for and the publication of writing changed over time with the advent of technology and social media? In this creative writing workshop, students will explore how accomplished writers approach and reflect on the writing process while concurrently engaging in four iterations of their own composition. These two endeavors will be supported by a variety of genre-specific works that students will view through a critical lens. Examples of these mentor texts may include Anne Lamott’s *Bird by Bird* and Stephen King’s *On Writing*. The structure of this course is similar to many first-year writing programs in higher education and will support students in developing the skills necessary to become introspective, college-ready writers.



# ENGLISH ELECTIVES

## **Reenvisioning Shakespeare: “Something Rotten” or “A Plague on Both Your Houses!”**

Have you ever wondered where the term “puppy dog” originated? How about “dauntless” or “besmirch”? If you’ve ever said good riddance to the “green-eyed monster,” been the one to “break the ice” or finished practice feeling “dead as a doornail,” you have Shakespeare to thank! Shakespeare invented over 2,000 words and phrases that are still used in English today. In this course, students will gain a better understanding of Shakespeare by looking at his original plays and how they’ve been adapted through a variety of texts. How have these plays influenced meaning for modern audiences? In this course, we will study a variety of Shakespeare’s works such as *Romeo and Juliet*, *Hamlet*, *The Taming of the Shrew*, *Othello* and *Richard III*. Students will demonstrate their thinking and learning through analytical writing and discussion, and they will have the opportunity to create their own brief adaptation of a Shakespearean work as a final project.

## **AIS Art of the Argument**

This course is rooted in the belief that everything is an argument. The way that ideas, viewpoints, issues and perspectives are conveyed or communicated can vary widely in our world today, and we need to be able to effectively and critically navigate the messages we are exposed to on a daily basis so that we can be more informed consumers and citizens. Within this course, students will learn how to analyze and deconstruct the arguments of others (everything from cartoons to nonfiction essays, speeches, narratives, documentary films, advertisements and more) and they will learn how to construct effective arguments of their own through a variety of mediums. In addition to this work, students will develop a driving question to frame an argument of their own early in the course and they will engage in research to develop their selected argument throughout the trimester. This course will help students develop their critical thinking, communication and analytical skills in preparation for college-level work.

## **AIS Borders and Crossings: Literature of Immigrants, Exiles and Refugees**

How do people cut off from their homeland for ideological or political reasons reconstruct an understanding of home? What does literature reveal about the elements of the hybrid immigrant/refugee experience? How has the term “refugee” been redefined with the presence of the LGBTQ community in modern society? This course challenges students to explore the impact of border crossings on identity construction. Through close study of nonfiction, fiction, poetry and relevant media, students will arrive at their own understanding of the lived experiences of individuals who have, willingly or not, left the countries of their birth. Students will study major texts such as *Enrique’s Journey* by Sonia Nazario and *Sigh, Gone* by Phuc Tran. The assignments will be a combination of individual and collaborative work that include short compositions related to mentor texts, facilitations of current events in the media, and research projects on artists creating under conditions of immigration today.

# HISTORY ELECTIVES

## Civics and Comparative Government

This course will enhance students' knowledge of government structures and politics. Emphasis will include electoral laws and global political systems, including monarchy, democracy and communism. The course will also focus on the problem of establishing and maintaining a government. Assessment in the course will provide students with authentic learning opportunities that connect with the electoral process and governance. By the end of the course, students will understand patterns of governance and political diversity around the world. They will also be able to interpret current events based on a sound conceptual understanding of political culture.

## Feminism and Women's History

As scholar bell hooks famously stated, "Feminism is for everybody!" Embodying this statement, this course seeks to engage with key issues, questions and debates that occur in the fields of feminism and women's history. Analyzing both contemporary and historical topics and moving chronologically through the 20th century, students will explore the intersection of race, ethnicity, gender and class through a global perspective using film, literature and scholarship. Assignments will consist of short weekly papers, student-led discussions and presentations, and projects. Students in this class will work to develop their writing and reading interpretation skills to help prepare them for college-level work and research.

## History of Africa

This course provides a historical survey of Africa that includes an examination of ancient African kingdoms through independence using primary sources and Indigenous literature. Students will read Chinua Achebe's debut novel, *Things Fall Apart*, to deepen their contextual understanding of precolonial African society. In addition to exploring Africa's rich cultural legacy, the course applies Africa's history to contemporary issues in order to develop a better understanding of their origins and complexities. Themes include the role of Africa on the world stage, the diversity of experiences on the continent, and the "danger of a single story" about Africa. Through research assignments, students will learn how to assess the credibility of sources to develop and support an analytical argument. The class culminates in a research project, where students investigate a topic of their choice and apply the skills they have developed over the semester.

## The History and Literature of World Religions

Religion is a driving force in society, influencing political elections, public policy, international conflicts, education and culture. Yet studies show that people know little about the world's major faiths. To fulfill the school mission of becoming ethical and informed global citizens, students should have a working knowledge of the world's religions. In this course, students will learn how the major traditions emerged and evolved over time, the ways they've shaped the world, and the diversity among believers. Students will examine their own biases and assumptions about religion and learn how to recognize religious discrimination and bigotry. Learning materials may include scholarly, literary and sacred texts, documentary films, and news articles. To gain a deeper understanding of the material, students will also visit houses of worship, hear from scholars and clergy members, and conduct interviews with practitioners. By the end of the course, students will be able to identify and analyze the intersection of religion and other disciplines, including history, politics, law, literature, science and the arts.

# HISTORY ELECTIVES

## History of East Asia

This course explores the history of Asia during World War II, including the causes and the aftermath of war. World War II is an important period because transformative events occurred in Japan, China and Korea during this time, such as the Rape of Nanking and the bombing of Hiroshima. *History of East Asia* will cover those turning points as well as Japan's rise as a world power and the war's lasting impact on foreign relations. Essential questions guide our historical inquiry. Students will be assessed in a variety of ways, including discussions, essays, tests, projects and research assignments. Throughout the term, students will consider the past and its implications on the present.

## History of the Middle East

How did Islam develop and spread? What can recent history teach us about paths toward a more stable and prosperous Middle East? How have foreign powers influenced the development of the region? What is the story behind the creation of Israel, and what are the roots of the Palestinian-Israeli conflict? How did the tension between the United States and Iran arise, and why does it continue today? This course seeks to raise and explore these and many other important questions about the Middle East. Through research assignments, discussions and presentations, students will learn how to assess the credibility of sources and to develop and support an analytical argument. The class culminates in a research essay, where students investigate a topic of their choice and apply the skills they have developed over the trimester.

## The History of One Pivotal Year

What defines a historical turning point? How does the past shape current events? And how do interpretations of history change? *The Pivotal Year* is a special topics course that will answer these questions through an examination of specialized or emerging content. The year in focus will change in different school years. Students should expect sophisticated reading assignments to prepare for graded discussions and student-choice research projects. Additionally, we will maximize cultural connections within our local community.

## LGBTQ History

In *LGBTQ History*, we will trace the history of lesbian, gay, bisexual, transgender and queer (LGBTQ) people and their fight for equality from the 19th century to the present day. With attention to the ways that sexual identity intersects with race, class and gender, the course showcases the historically contingent nature of not only homosexuality but also heterosexuality and gender identity. By placing "modern" sexual identities in dialog with other social phenomena and historical events, we will understand the central role that sexuality has played in shaping political, social and cultural history. Topics include female sexuality and homosexuality, transgender identity, race and sexuality, heterosexuality and marriage, the AIDS crisis, and queer politics. Students in this class will work to develop their writing and reading interpretation skills to help prepare them for college-level work and research.

# HISTORY ELECTIVES

## **AIS International Human Rights**

This course traces the development of human rights awareness and regulations in the modern world. Beginning with an investigation of 20th-century genocides, students will examine the factors that led to the Universal Declaration of Human Rights and the role of the international community in the defense of human rights worldwide today. Other topics may include recent examples of massacres, the impact of globalization on developing countries, global migration, environmental human rights and the creation of an International Criminal Court. Take-home essays, graded discussions and a final research paper represent the primary forms of assessment. Because of the nature of the course and its examination of crimes against humanity, students who enroll should be advised that we will regularly examine strong images and sensitive content.

## **AIS International Relations**

How do geopolitical world events impact nation-states, local communities and individuals? Students will investigate the answers to this question. As they study global perspectives on war and conflict with greater insight and cultural sensitivity, they will advance their diplomacy, negotiation and media literacy skills. The course begins with globalization and a current event case study. Other topics may include current U.S.-China trade tensions, cybersecurity, nuclear proliferation and the emergence of ISIL, as well as the rise of populism in Europe. Role-play simulations, take-home essays and deliberative dialogue are the primary forms of assessment in this course.

## **AIS Political Philosophy: Theories of Justice**

The central question of this course is “What is justice?” Students will consider this question while reading the works of thinkers from ancient times such as Plato and Aristotle to modern political philosophers such as John Rawls and Elizabeth Anderson. We will then apply theories to practice as we consider what a just society looks like and both the rights and obligations of citizens. We will delve deeply into the tensions between freedom and equality and between individualism and the common good, as we investigate a number of political and economic issues. Ultimately, students will turn their eyes to their own societies and institutions and consider whether or not they are just and if not, what can be done to create a more just world.

## **AIS Philosophy: The Good Life**

The central question of this course is “What does it mean to live a good life?” Students will attempt to answer this question by reflecting on various works of philosophy and literature, and by postulating and testing their own theories. We will start by wrestling with questions about such things as the existence of truth, the nature of reality, the existence of god and the purpose of life. Once students have established a “worldview,” we will move on to a survey of moral theory covering thinkers from the Ancient Greeks to the present day. Students will then apply the lens of their particular worldview and use the tools of moral philosophy to assess a host of ethical issues. These will range from seemingly everyday questions such as “Is it ever acceptable to tell a lie?” to complex and systemic issues related to politics, economics, medicine, science, technology and the environment. The course will place emphasis on current events and pressing problems while rooting our analysis in how each person lives their life in the day-to-day.

# HISTORY ELECTIVES

## **AIS Race and Identity**

A college-level course, this interdisciplinary journey examines the concepts of race and identity and their impacts on individuals, communities and society. To do this, we will explore the history of race as a concept from the ancient to the modern world. This course brings together a wide range of thinking and scholarship about race and identity to encourage learning about what race is, why it matters and racial dynamics. In this description, “race” is used as shorthand for the interconnected complex of race, ethnicity, culture and color, understanding that we will be careful to distinguish among them in the course itself. While recognizing the importance of intersectionality and other markers of difference such as gender and class, the course focuses on race for two reasons: 1) it is generally the most charged dimension of diversity in the United States, the most difficult to discuss and, therefore, the topic we most often avoid, and 2) it has the greatest impact on life chances and opportunities: race is often the best predictor of income, wealth, education, health, employment and other important measures of well-being. Furthermore, students will learn to analyze sources using theoretical lenses, including critical race theory, tribal critical race theory, social identity theory, and cycles of socialization and liberation. Upon completing this course, students will have an exceptionally strong understanding of how race developed and functions in national, transnational and global contexts. Students are expected to complete college-level readings that are challenging and require extra time commitment. Additionally, students should have strong writing, reading and research skills to work on projects and papers individually and in small groups. The class will heavily consist of student-led discussions based on the readings; therefore, all students are expected to come prepared to be active listeners and participants, and most importantly, have the curiosity to broaden their horizons.



# LANGUAGES

## Chinese 1: Roots

This course introduces Pinyin, intonation, fundamentals of character writing (strokes order, stroke structures, radicals and Chinese typing), grammar, and functions. Students develop their language proficiency skills and cultural knowledge and competence through three communication modes: interpretive, presentational and interpersonal. Students learn topics such as greetings, occupations, nationalities, family members, time and dates, celebratory dinners, and hobbies. Students will also explore and participate in aspects of Chinese culture and celebrate four major holidays: Mid-Autumn Festival, Spring Festival, Lantern Festival and Dragon Boat Festival.

## Chinese 2: Footprints

This course develops student proficiency skills through three communication modes: interpretive, presentational and interpersonal. Students learn basic sentence structure, modal verbs, prepositions, time expressions, directional complements, descriptive complements, double objects, ordinal numbers, question pronouns and novice conjunctions. Students explore topics such as visiting friends, appointment-making through phone conversations, and studying Chinese. Students will also explore and participate in aspects of Chinese culture and celebrate four major holidays: Mid-Autumn Festival, Spring Festival, Lantern Festival and Dragon Boat Festival.

## Chinese 3: Pathways

This course develops student proficiency skills through three communication modes: interpretive, presentational and interpersonal. Students learn time/when expressions, series of verbs/verb phrases, ongoing or progressive action, measure words, denomination of currency, comparison sentence structure, sequence adverbs, totality adverbs, and intermediate conjunctions. The topics learned include typical school life, writing a letter to a friend, daily routines, shopping for clothes, exchanging shoes, going home for winter break and thanking people for favors. Students will also explore and participate in aspects of Chinese culture and celebrate four major holidays: Mid-Autumn Festival, Spring Festival, Lantern Festival and Dragon Boat Festival.

## Advanced Topics in Chinese: Climate, Navigation and Housing

This course develops student proficiency skills in listening, speaking, reading and writing through three communication modes: interpretive, presentational and interpersonal. Students learn the function of advanced conjunctions, idiomatic expressions and proverbs. Topics include climate, navigating from point A to point B via various transportation, and housing concerns and issues in Beijing. This course will also give students a deeper exposure to Chinese culture, geography and history. In addition, students will celebrate one of the four major holidays: Mid-Autumn Festival, Spring Festival, Lantern Festival and Dragon Boat Festival.

## AIS Chinese: Global Business in China and Chinese Business in the World

This course aims to enhance the student's Chinese skills in a business context and promote their understanding of the business environment and culture in China from a global perspective. This course is also designed to give the students exposure to a wide variety of topics and types of writing in Chinese. Through reading and discussion, students will come to synthesize their understanding of the core aspects of Chinese culture and their knowledge of the economic conditions to be able to perform business operations in China.

# LANGUAGES

## **AIS Chinese: Modern Chinese Women**

This course will examine the incredible accomplishments of Tu Youyou in the medicine field, Lin Huiyin in the literature field and Lin Ying in the architecture field. What did their life experiences look like? How did they get into the field they were in? What were their global perspectives? How do they inspire young women in today's world? This course aims to enhance the student's Chinese skills. This course is also designed to give the students exposure to a wide variety of reading and writing in Chinese through which students will come to synthesize their understanding of the core aspects of Chinese women. This course will also give students a deeper exposure to Chinese culture. In addition, students will celebrate one of the major holidays depending on the class schedule: Mid-Autumn Festival, Spring Festival, Lantern Festival or Dragon Boat Festival.

## **French 1: Roots**

This course is designed for students to develop the three modes of communication: interpersonal, interpretive and presentational. Throughout the year, students build the skills necessary to identify themselves and others and to communicate about family, school, sports, clothing, food, daily routine and healthy habits, among other topics. Students learn to interact accurately and effectively in a variety of situations in present and future time frames. Students are asked to communicate in French from day one, and the majority of class work consists of oral and written activities in pairs or groups. Students work to embrace the culture of the Francophone world through readings, videos, poems and songs.

## **French 2: Footprints**

This course builds on the *Roots* experience. Students explore ways to understand their personal identities within the context of being students at MPS and learners of French language and culture. They continue to develop the three modes of communication with a strong emphasis on circumlocution as a means of communicating in the target language. They navigate and manipulate appropriate grammar, tenses and vocabulary as they process information and express themselves in the target language. Ultimately, they seek to convincingly share their voices in situational experiences, practicing appropriate intonation and pronunciation. Topics of study include school life, food, navigating a city, healthy habits, and the benefits of being proficient in the French language and Francophone cultures. Students are asked to communicate in French at all times, individually and collaboratively.

## **French 3: Viewpoints**

This course builds on the *Footprints* experience, exploring how the elements of a language help us understand perspectives and viewpoints. In *French 3*, we build on the content and skills acquired during the first two years of French language study to further develop the three modes of communication: interpersonal, interpretive and presentational. Students explore themes such as friendship, online citizenship, thinking about the future, and identity through a variety of texts, videos and songs. Students learn and use more sophisticated vocabulary, complex grammatical structures, and verb tenses and moods. Students are asked to communicate in French at all times, individually and collaboratively.

# LANGUAGES

## **Advanced Topics in French: Visual Cultures**

What is the relationship between art and culture? How can we explore cultures past and present through the artwork that they create? How can our understanding of other visual cultures help us explore new perspectives on our own? In this course, we explore history and culture in the Francophone world through visual representations, such as painting, sculpture, architecture, film and photography. Students analyze, reflect on and synthesize a variety of primary and secondary sources in order to understand how information is transmitted across time and space, to develop a deeper understanding of how to work with visual media in a scholarly context, and to examine the possibilities and limitations of written and visual communications. Working collaboratively and thinking critically, students expand their understanding of the Francophone world, from its rich visual traditions to its complicated history. Students produce written and spoken work, analyze texts and images, and research and present on the heritage of the Francophone world. Relevant grammar topics and vocabulary will be folded into all work.

*This course is conducted entirely in French.*

## **AIS French: Crossing Boundaries**

How can we explore our own identity and passage through the world in which we live? In this course, we delve into the idea of individual, community and cultural identity through readings, videos and films that take us to places we may have never been but that help us better understand where we are. Students read a variety of genres in order to understand how we all cross boundaries of time, experience and memory. Working collaboratively and thinking critically, students expand their understanding of the Francophone world, from its rich literary traditions to its complicated history. Students write formal letters, analyze texts and images, and research and present on the heritage of the Francophone world. Relevant grammar topics and vocabulary will be folded into all work.

*This course is conducted entirely in French.*

## **AIS French: Discoveries, Inventions and Innovations**

From prehistory to modern times, all eras are marked by great discoveries and inventions that change society and the daily lives of individuals. What motivates the need for invention? What conditions encourage or hinder the discovery of new inventions? In what areas do recent inventions and discoveries give us hope for further progress? In this course, we will trace the history of invention and of those who have made discoveries, bringing to the fore the work of women. Students will learn about recent innovations and discoveries that are having an impact on their lives as well as on the lives of their global neighbors. As a final project, students will propose and create their own inventions. Working collaboratively and thinking critically, students explore this topic as it relates to social cohesion and inclusion, personal well-being, and equal opportunity.

*This course is conducted entirely in French.*

## **AIS French: Women Writing Back**

This course will examine some ways in which Francophone women have used the power of written and spoken texts to respond to, challenge or inscribe their own or other marginalized voices into historically privileged spaces, often otherwise reserved for those in power. Using a variety of texts, students will explore questions such as “How have some women writers ‘written back’ to a literary tradition to subvert and/or insert new voices and perspectives into dominant narratives and culturally ingrained stories?” Students will work to refine their own voices and to explore how they might craft their own writing in the service of speaking back to and/or speaking out for causes they care about. Ultimately, students will reflect on how they might follow in the footsteps of the women who came before them and engage with questions to guide their own journeys: What can your voice do? How will you write back?

*This course is conducted entirely in French.*





Après + avoir + participe  
être passe

1. demander : Après

2. devenir :

3. couvrir :

Après

Après +  
avoir +  
regardé  
Après +  
être +  
arrivé  
Après avo  
com  
con  
Apr  
conseiller  
aller au ca

# LANGUAGES

## Latin 1: Roots

This course explores the language of ancient Rome, its cultural and historical significance, and its contemporary relevance. Students approach their studies through a series of lively readings following the life and adventures of Sabina, a young girl whose family owns a bar in the Roman Subura during the height of the Empire. In the target language, students consider aspects of Roman daily life, including the Roman family, entertainment, education, the role of women, the institution of slavery, and the political events of the last century of the Roman Republic and the beginning of the empire. Additionally, students will become acquainted with *The Twelve Olympians*, *The Trojan War* and other tales derived from the Homeric tradition. The course covers both Latin and English grammar, with particular stress on parts of speech, sentence structure and the etymological roots of English words. Students will have the opportunity to compete in academic contests at the state and national levels.

## Latin 2: Footprints

This course builds on the foundation of *Latin 1*, introducing new vocabulary and more sophisticated grammatical concepts. Relative clauses, comparison of adjectives and adverbs, passive voice of verbs, and subjunctive tenses are the focus. Students are gradually introduced to reading and translating connected passages in prose and work toward the goal of reading a sustained prose narrative near the year's end. Cultural topics include Pompeii and Mount Vesuvius, gladiatorial games, childhood and adolescence in Rome, the Roman Empire, and the influence of Greece on Roman culture. Students will answer questions like "How do we create narratives about the Ancient Romans through Latin texts and material evidence? What happens when cultures collide?" Students will have the opportunity to compete in academic contests at the state and national levels.

## Latin 3: Viewpoints

This course builds on the foundation of *Latin 2* before moving to more advanced grammatical constructions: indirect discourse, independent uses of the subjunctive, relative clauses of characteristic, clauses of fearing, conditional clauses, and gerunds and gerundives. Students will read a wide range of prose authors and study the epistolary of Pliny in depth as a way of giving them insight into the affairs of the Roman household, relationships and the treatment of slaves. They also read the letters that serve as primary sources for our knowledge of the eruption of Mount Vesuvius and the persecution of the Christians. Students are also introduced to Latin verse by looking at selected poems from Augustan-era greats such as Catullus and Horace. Explication and discussion of the text are developed in class as well as in writing. Students will have the opportunity to compete in academic contests at the state and national levels.

## Advanced Topics in Latin: Divine Drama and Roman Myths

Delve into the captivating and often dramatic world of Roman mythology in this Advanced Latin course that offers a rich exploration of the gods, goddesses, heroes and legendary tales that shaped ancient Roman products, practices and perspectives. From the foundation of Rome and other cities to the rise of the Roman Empire, mythology and storytelling play a fundamental role in shaping the beliefs, values and identity of all groups of people. Students will bring the stories to life by analyzing the intricate relationships between mythology, literature, art, archeology and daily life in ancient Rome and other cultures. Through the study of engaging Latin stories, visual representations and archaeological findings, students will gain a holistic and deeper understanding of how mythology permeated various aspects of Roman culture. Students will even explore how the heroic exploits of legendary figures like Romulus and Remus, Aeneas, Hercules, and the Olympian gods and goddesses manifest in our own modern culture. How are these stories and their messages relevant to the world we live in today? Students will have the opportunity to compete in academic contests at the state and national levels.

# LANGUAGES

## **AIS Latin: Damsels in Distress**

This course will explore well-known female characters from Ovid’s *Metamorphoses*, the roles they play in the narratives of men, and their portrayals by male poets and artists. We will explore intersectional feminism, changing beauty standards and generic tropes for women ranging from Cleopatra to Ariadne. Our examination of Augustan-age poets (Horace, Ovid, Vergil) and the iconography of women in art through the ages will give a new voice to these typically voiceless women and even uncover the possibility of unexpected feminism or female empowerment in the context of the ancient world. Students will have the opportunity to compete in academic contests at the state and national levels.

## **AIS Latin: Questing and Questioning**

This course will investigate the epic genre, its role in cultivating national identity and cultural values, and the relevance of identity theory to narratives both ancient and modern. Students will reexamine the adventures of Homer’s *Odyssey*, translate selections of Vergil’s *Aeneid* and Ovid’s *Metamorphoses*, and study epic in more modern formats via American tales of the Western Frontier, science fiction film and the graphic novel. Together we will explore new frontiers, encounter monsters and heroes, consider the identity of others and the practice of “othering,” and discuss the impact of imperialism and colonization policies on conquered people’s identities. We will ask the questions “What is human, monstrous or heroic?” and “What is left to pioneer in the global and digital age we live in?” and “Who gets to tell the story of history?”

## **AIS Latin: The Roman World Through the Eyes of Women**

What did women have to say in Ancient Rome? How much can we discover about the roles of Roman women through Latin texts? How did ancient authors represent (or misrepresent) women? What types of cultural values can we learn through reading the texts from Ancient Rome in Latin? This course will be an opportunity for students to read a diverse group of authors and use Latin to interrogate the perspectives of the Ancient Roman writers as well as think more deeply about the female subjects in the poems and stories. Students will read portions of Ovid’s *Metamorphoses* and *Ars Amatoria*, Catullus’ *Carmina*, inscriptions from tombstones and graffiti, and a variety of Latin novellas. Students will be exposed to exciting Latin stories and texts, engage in discussion about the topics, write about the content, and use the skills they’ve learned in previous Latin classes to create literal and accurate translations of the texts. Students will have the opportunity to compete in academic contests at the state and national levels.

## **Spanish 1: Roots**

*Spanish 1* is designed as a course for students to develop the three modes of communication: interpersonal, interpretive and presentational. Throughout the year, students will build the skills necessary to identify themselves and others and to communicate about family, school, sports, clothing, food, daily routine and healthy habits, among many other topics. Students will learn to interact accurately in a variety of situations, including current events, communicating about the past, anticipating the future and giving advice. Students are asked to communicate in Spanish from day one, and the majority of classwork consists of oral and written activities in pairs or groups. Students work to embrace the culture of the Spanish-speaking world through readings, videos and other materials designed for a native audience.

# LANGUAGES

## Spanish 2: Digital Storytelling

*Spanish 2: Digital Storytelling* continues to develop the student's proficiency in the Spanish language. Students design and build an online identity in Spanish and use it to narrate their process of discovery of the reality of today's Hispanic cultures. Through a communicative approach and in a student-centered classroom, students explore the course topics while they review and consolidate previously covered grammar and incorporate new, more complex grammatical structures, including the use of preterite and imperfect tenses combines, the subjunctive mood, and study of compound tenses. Additionally, students develop skills in using technology as a tool for communication, networking and creative self-expression. Both classroom and online work consist of the practice of interpretive, interpersonal and presentational communication through pair and small-group activities, as well as both multimedia production and review.

## Spanish 3: Viewpoints

*Spanish 3* is a course designed to enhance students' ability to communicate effectively using the target language. Students develop their language skills and cultural competence by exploring essential questions related to different topics: the environment, science and technology, politics and immigration, among many others. Students analyze short films and articles, and they complete each unit with an authentic assessment based on the three modes of communication: interpersonal, interpretive and presentational. By the end of the year, students must be able to articulate a clear message and discuss any topics with minimal preparation.

*This course is conducted entirely in Spanish.*

## Advanced Topics in Spanish: Sustainability in the Hispanic World

This course explores sustainable practices in Spanish-speaking countries. Students will learn about the successful effects of renewable energies in Central America, the steps taken by major cities to become more habitable and the environmental consequences of daily consumption, from fashion and technology to nutrition and tourism. They will also analyze how the climate crisis affects some communities and investigate how local activists and organizations are working diligently to alleviate and reverse the damage caused. Students work individually and collaborate with others to interpret a variety of reading and media sources. They will research multiple updated sites to enhance their knowledge and comprehension of these complex issues and use relevant evidence to develop and support their discussions. Students in this course will present their findings in various formats, provide feedback to other students, and engage in formal and informal discussions and maintain an interaction using discipline-specific language.

*This course is conducted entirely in Spanish.*

## Advanced Topics in Spanish: Global Challenges in the Spanish-Speaking World

This course explores some of the challenges that have configured the reality in multiple Spanish-speaking countries. Students analyze these issues in their historical context and evaluate their ethical implications, and enhance their cultural competence while understanding the complexity of the presented topics. Through the interpretation of literary works, music and visual arts, students will examine these themes from different perspectives and acknowledge the work done by local activists and organizations to solve these challenges. This course reviews some grammar structures and expands students' vocabulary. Students work independently and collaborate with others to complete daily tasks and summative assessments. They apply critical thinking skills to comprehend and infer the hidden meanings in most of the literary and artistic sources proposed.

*This course is conducted entirely in Spanish.*

# LANGUAGES

## **AIS Spanish: Axis of Change**

What are the engines of change in Spanish-speaking countries? How has the traditional order been altered? Connecting tradition and innovation, students will explore and analyze radical changes in different areas: socioeconomic, political, educational and environmental. We will pay special attention to the role of women in creating those changes. Students will determine how Hispanic societies are absorbing these changes and study their implications and unintended consequences. Students work in collaboration to discuss and research some of the topics covered.

*This course is conducted entirely in Spanish.*

## **AIS Spanish: Entrepreneurship Through Community Engagement**

In this course, students will embark on a journey of discovery of the Hispanic community around us, cultivate relationships with some of its members and engage in collaboration with local Hispanic businesses and organizations. Through conversations, research and analysis, students will learn about specific needs both around us and in the community and will research and prototype solutions to those needs following a business/entrepreneurial model. In order to generate these solutions, students will research the cultural dynamics of Hispanics in the United States and will work to hone the necessary skills, mindsets and behaviors for the creativity, risk-taking and problem-solving that are necessary to impact change.

*This course is conducted entirely in Spanish.*



# MATHEMATICS

## Algebra 1

The first-year algebra course covers properties of real numbers, equations, systems of linear equations, function basics, linear regression, absolute value, and inequalities with one and two variables. The course focuses on strengthening foundational skills, multiple approaches to solving problems, and transition to abstract thinking.

## Geometry

Through investigative problem-solving and collaborative discovery, students will build geometric concepts in our discussion-based classes. In this course, we will develop the skill of using familiar ideas as versatile problem-solving tools. Students build on algebra skills and practice mathematical arguments while discovering and applying new concepts such as congruence, similarity, vectors, transformations, logical deduction and trigonometry. Using these and an emphasis on Euclidean and coordinate geometry, we will investigate relationships across triangles, quadrilaterals, polygons, circles and area.

## Algebra 2

The purpose of this course is to extend learners' understanding of functions and real numbers and to increase the tools they have for modeling the real world. Topics covered include functions and transformations, higher-order polynomials, and radicals and rational exponents. Students are expected to work cooperatively with their peers to build these new concepts and skills through discussion and collaboration.

## Precalculus

Students continue to focus on the concept of the function in order to further develop the fundamental skills introduced in earlier math courses. Students will explore new function types, including rational, exponential, logarithmic and trigonometric, using tabular, graphical and algebraic tools; discover the key characteristics of these functions; develop solving methods for equations using these functions; build models; and communicate about their work and its implications.

## AIS Calculus I

This course provides an in-depth study of differential and integral calculus. Grounded in the fundamental theorem of calculus, students will explore topics including limits, continuity, derivatives and integrals. In this course, students are expected to engage deeply with the conceptual underpinnings of calculus, building the tools and skills necessary to solve challenging problems involving dynamic systems.

## AIS Calculus II

This course will extend students' learning from *AIS Calculus I* to new applications of calculus. Students will work in a problem-based medium to learn about new techniques of integration, analytic functions, and the calculus of parametric and polar equations. These topics will be applied to find volumes, lengths of curves and average values of functions. Throughout, students will be challenged to articulate their understanding and justify their reasoning, both verbally and in writing.

# MATHEMATICS

## Statistics

Where there are numbers, there are statistics: sports, business, social sciences, psychology and medicine. The goal of this course is to teach students how data is gathered, organized, analyzed and communicated. In addition, students will explore the increasingly important topic of data visualization and end the course by creating an infographic on a topic of their choice. Statistical features of Desmos and/or other electronic tools are integrated into this course.

## AIS Statistics

Building on their work in *Statistics*, students in this course will apply an inquiry-based approach to advanced statistical techniques such as logistic regression, ANOVA and nonparametric methods. Each statistical technique will be introduced via a real-world research question that students will explore through hands-on group activities, investigations and research projects. The research questions are drawn from a variety of fields, demonstrating the broad applicability of statistics.



# MATHEMATICS

## **AIS Mathematics: Discrete Math**

How many ways can 12 cats and six dogs be seated at a round table? Can you cross all the bridges of Königsberg without crossing the same bridge twice? These questions (and many like them) will be answered in *AIS Mathematics: Discrete Math*. Students will tackle problems in advanced combinatorics and graph theory, two branches of discrete mathematics (the study of noncontinuous relationships). In the process, they will learn and apply the tools that mathematicians employ to solve and prove results. Successful students in this course will be prepared for advanced mathematics at the university level.

## **AIS Mathematics: Linear Algebra**

Linear algebra is one of the most elegant and powerful branches of mathematics, with applications ranging across the physical and life sciences, social sciences, computer science, engineering, and business. Its power lies in the fact that the theory is relatively simple: if you know how to solve a system of linear equations, you already understand the basic nature of linear algebra! We will study matrices, solutions of systems of linear equations, and their applications.

## **AIS Mathematics: Multivariable Calculus**

The theory of calculus comes to life when we step outside the two-dimensional plane. Using three or more variables, we can describe the trajectory of an object through space, find the steepest path up a mountain and compute the volume of any three-dimensional solid. Topics covered include vector geometry, parametric curves, partial derivatives and multiple integrals. The successful student will be prepared to follow an advanced calculus sequence in college.

## **AIS Mathematics: Number Theory**

This course will introduce students to number theory, which is the branch of mathematics that explores integers. Students will use a number of tools to study integers, including modular arithmetic, prime factorization, the fundamental theorem of arithmetic and more. They will also investigate how number theory is used today, most notably in cryptology. Students in this course will be expected to engage deeply in complex and challenging mathematical concepts that many students do not encounter until the college level.

## **AIS Mathematics: Post-Calculus Through Narrative**

Mathematics and literature are often viewed as two disparate disciplines that have little in common. This course combats this misconception and shows that the marriage of mathematics and literature can enhance the study of both disciplines. In this class, students will explore advanced mathematical topics such as number theory, abstract algebra and advanced calculus through both fiction and nonfiction literature. Students will also combine their skills in mathematics and writing to create their own narratives. This course is designed to be taken more than once if needed.



# SCIENCE

## Stem 9: Environmental Lab Science and Conceptual Physics

**Environmental Lab Science (ELS)** — The first half of this course is an introductory laboratory course in which students will explore, practice and apply the skills necessary to question, problem-solve and communicate their findings through concise, scientific writing. At the heart of this interdisciplinary course, students will study environmental topics within both the physical and life sciences through labs, readings, research and modeling.

**Conceptual Physics** — The second half of this course examines the fundamental principles of physics through laboratory experiments, demonstrations and quantitative modeling. The focus of this course is for students to gain a better understanding of the world around them through mathematical modeling and problem-solving. Students will further develop models from ELS for environmental sustainability and energy using the principles of physics.

## Biology

This laboratory course investigates both foundational and current topics in the biological sciences. Building on knowledge gained from previous lab science courses, students will explore and conduct experiments around the topics of biochemistry, ecology, cell structures and functions, genetics, evolutionary concepts, and biotechnology. Bioethical considerations are discussed throughout the year, and students are encouraged to see connections between the natural world and their daily lives. Laboratory sessions strengthen lab techniques analytical writing skills, and model the principles discussed in class.

## Chemistry

Chemistry is the study of the behavior of matter and the principles that govern that behavior. This course places strong emphasis on the discovery of the principles of chemistry through the extensive performance of laboratory experiments and the mathematical manipulations involved in the experiments. Class discussions, simulations and activities will further illustrate these topics. Laboratory activities are designed to encourage the development of a scientific mindset and use of the scientific method. Students will develop communication, collaboration, technology and reasoning skills. Topics considered in detail include the particulate structure of matter, models of the atom, atomic structure and periodic trends, nomenclature, chemical change, and stoichiometry.

## Physics

In this course, students will explore the physics of motion through labs, video analysis and mathematical modeling. They will learn to represent and understand the real world around them using the language of mathematics and applying algebra and geometry to solve physics problems. They will examine the characteristics of motion, forces and interactions, and energy and momentum using practices of science such as raising questions, planning and conducting investigations, analyzing and evaluating data, building mathematical models, formulating explanations, and using evidence to support their claims. This course is designed for students who have demonstrated an interest in science and have a strong mathematical foundation.

# SCIENCE

## **Anatomy and Physiology**

Through studying human anatomy and physiology, students will gain both an appreciation for and an understanding of the human body. This course will cover human structure and function from the cellular to the system level with an emphasis on movement and the musculoskeletal systems. Students will discuss how the various individual systems that compose the human body cooperate with one another to maintain the health of the body as a whole. Throughout the trimester, students will draw an anatomically correct human body with the skeletal, muscular, circulatory and peripheral nervous systems shown, and research and present a plan for a rehabilitation program for an injury. Both of these projects will be displayed at Demonstrations of Learning. Efficient and consistent study habits that aid students in the memorization of hundreds of anatomical terms are key skills needed for success in this course.

## **Freshwater Ecology: Unique Properties of Water**

Students will explore the environmental issues associated with the Farmington Watershed and focus on how students of the Porter's community can help in developing solutions to these different ecological challenges. This course is designed to give students a chance to study the local lake and stream ecology as well as offer a unique opportunity to study the Farmington River during its seasonal changes. Likewise, students will explore stream ecosystems and their environmental issues, considering environmental change from both a global and a local level. The class will be student-centered, focusing on citizen science opportunities and project-based learning assessments. To expand learning outside the classroom, there will be weekly work on various streams and lakes in the greater Farmington area.

## **Forensics**

Forensics is an integrated science course where students study the application of science to the law. All aspects of forensic evidence will be studied, with an emphasis on the historical development of the use of science in the courtroom and the use of science and technology in criminal investigations. Students will complete lab investigations to gain direct experience in the methods of collecting, processing and interpreting crime scene evidence. Furthermore, criminal cases will be examined to help understand the ways in which forensic evidence can be applied. Students will also investigate the ways in which forensics has been used in the service of bias and racism to result in false convictions, as well as the ways in which forensic evidence has been applied to exonerate the wrongly convicted and create a more just society. The course will conclude with students creating their own crime story to demonstrate the integration of the topics studied.

## **Genetics and Biotechnology**

Building on the foundational content from *Biology*, this class will offer an in-depth exploration of the role genetics plays in our everyday lives. Students will examine current genetic technologies through readings, discussions and laboratory practice as they seek to answer the question of how 21st-century genetic technologies will affect laws, health care and societal ethics. Students will study non-Mendelian genetics, epigenetic inheritance, disease and cancer genomics, genetic engineering, and personal genomics as part of the class's inquiry. Lab work will also include using the fruit fly as a model organism for historic genetic study.



# SCIENCE

## **Oceanography: Marine Science and Ocean Life**

Focusing on the biological, chemical and physical aspects of the marine system, this course also emphasizes current topics in conservation and advocacy for the Earth's oceans. Students will study ocean circulation, marine ecosystems, the role of plankton in the oceans and seawater chemistry. Both group and individual projects will be required that will allow students to focus on areas of marine science of particular interest to them.

## **AIS Biology: Evolution, Epidemics and Conquering Cancer**

*AIS Biology* is a course that will explore the development and application of biological research primarily in the fields of evolutionary biology, bioethics, medical research, social justice and economics. Science research does not exist in a bubble; rather, scientists must take into account the ethical and financial implications of their work. Students should be highly motivated to work independently on their own term project but also work collaboratively on daily activities and discussions. The reading load will be heavy, both in the amount expected to be read each night and the mature content. Students will read various excerpts from popular nonfiction science literature that includes *The Immortal Life of Henrietta Lacks* by Rebecca Skloot, and *Your Inner Fish* by Neil Shubin. These sources will help students see the many ways scientists pursue their research. Students will work throughout the course to explore their passions and write a grant proposal for financial assistance for a particular research project or question that they establish. They will submit their grant proposal at the end of the term and present/pitch their research for their Demonstrations of Learning.

## **AIS Chemistry: Advanced Molecular Lab**

In this course, students will explore many traditional chemistry topics through advanced laboratory exercises to develop a deeper understanding of the world around us on a molecular level. Students will complete intensive lab projects focused on the major topics in a first-year college chemistry course. Lab techniques will include spectroscopy, titration, chromatography and extraction. Potential topics include acids and bases, electrochemistry, equilibrium, and intermolecular forces.

## **AIS Chemistry: Material Sciences Lab**

In this interdisciplinary course, students will explore the materials that make up this world. Students interested in creating, science, research and art should take this class. We will study the composition, structure and properties of various materials. Topics will include safe laboratory practices, matter and properties, crystal structure, metals, ceramics, polymers, and composites. The class will use hands-on experimentation, creative and sometimes artistic hands-on activities, and engineering design methods to study the underlying chemistry of materials. Students will complete design projects to understand how new materials are made, experiment to learn how materials fail, and gain an appreciation for the use of materials in manufacturing and technology. Students should expect to complete readings for homework in order to be prepared for hands-on experiments in class. Students will present one of their projects for their Demonstrations of Learning.



# SCIENCE

## **AIS Physics**

In this course, students will gain a holistic understanding of physics as a field of study and discover the various ways math and computer science can be used as tools for successful inquiry. Developing the ability to reason qualitatively and quantitatively is a principal focus. Those skills are developed through the use of modeling, graphing, diagramming, symbolic algebra and calculus, and data analysis. We will explore different areas of physics through readings, discussions, and designing and completing independent projects. Topics may include mechanics, electromagnetism, relativity and quantum mechanics. Each unit will begin with an introduction to the topic, after which students will design a project around their interests to guide them deeper into the material. These projects may be independent or in groups. Students should be capable of productive collaboration as well as self-directed independent study. Students will present one of their projects for Demonstrations of Learning.

## **AIS Environmental Science**

What is the role of humans on earth? Too often it has been a story of imbalance and overuse. But humans haven't always been so disconnected from their natural surroundings. What can we learn from our past, and our present, to help us become more in tune with nature in the future? *AIS Environmental Science* will take an in-depth examination of the natural world and the impacts of humans on these systems. The course will begin with the study of ecology, with a focus on the Farmington River ecosystem. Students will then examine human population growth and the use of natural resources, with an emphasis placed on agricultural systems and food production. The course will conclude with an in-depth look at environmental degradation and human rights. Climate change, its causes and its consequences will be a focal point of this discussion, culminating in a mock climate summit. Nonfiction literature will be woven throughout to provide depth and context to scientific principles in addition to laboratory and field-based research. Students should expect nightly readings, project-based assessments, writing of formal lab reports, and working in both collaborative and independent settings.

## **AIS Psychology: Brain, Mind and Society**

In this course, students will analyze the origins and impacts of human behavior from the neural level to the societal level. Students will develop a nuanced understanding of the role of anatomy, physiology and genetics in consciousness, motivation, sleep and stress. We'll then segue to an exploration of the processes of the mind, including concept formation, sensation and perception, and language. Students learn to recognize how the mind manages the individual's understanding of and engagement in the world around them. The course concludes with an exploration of how our biology and cognition affect our experience as social beings, with a particular focus on understanding and combating bias, prejudice and discrimination through science. The course is fast-paced and highly project-based, and students should be comfortable with a significant amount of independent research and learning in addition to collaborative work with peers and college-level reading expectations.

# TECHNOLOGY, INNOVATION, AND ENTREPRENEURSHIP

## Introduction to Technology, Innovation, and Entrepreneurship

This introductory course focuses on providing inspiring, hands-on experiences and skill development in STEAM. With its emphasis on learning both technology and entrepreneurial and design thinking, the course will expose students to a wide range of eye-opening experiences with interactive, project-based activities; opportunities to learn about emerging technologies; virtual guest lectures from industry professionals; and design, production and research activities.

## Accounting

Accounting is considered to be the language of business. Knowledge of accounting practices is necessary to support successful companies from inception to growth. In this course, students will explore basic accounting principles through the lens of an entrepreneur. They will become familiar with double-entry accounting, journals, ledgers and the preparation of an income statement and balance sheet.

## Digital Game Design and Development

In this course, students will focus on what motivates and engages players to spend billions of hours playing video games as well as whom these games are developed and marketed toward. Students will explore the role of play in their own lives and engage with different examples of successful digital games as well as develop frameworks for ethically and socially evaluating digital games. Students will prototype and develop digital games using various programming languages, including JavaScript and Python. The course will culminate with students creating a final game that fills some sort of niche in the industry by combining their own interests and identities with the programming skills and techniques they have developed. Some of the questions we will think through include “What makes a game fun? What impacts do digital games have on the real world? How are social systems such as patriarchy, racism and ableism embedded in popular digital games?”

## Digital Marketing

Students will learn how digitalization has revolutionized the interactions between companies and consumers. Topics will include marketing fundamentals, social media marketing, search engine optimization, branding, videos, mobile advertising, e-commerce and online advertising. Students will complete the course with a comprehensive knowledge of and experience developing an integrated digital marketing strategy first for a fictional business of their own creation and then by working as marketing consultants for local or MPS-affiliated companies/programs.

## Entrepreneurial Design

The online craft marketplace is exploding, with Etsy reporting \$10 billion worth of goods sold in 2020. It takes a unique combination of talents to create handcrafted goods that find an audience while being able to turn a profit. In this course, students will make full use of Porter’s Innovation Lab by learning to use the equipment to design goods out of wood, plastic, leather and a variety of other materials. They will also learn the principles of running a small business, with a final project culminating in submitting a crafted product and a plan that details why their business will be successful.

## Investing in the Stock Market

*Investing and the Stock Market* will introduce students to personal investment options – from saving and investing strategies to the stock market, including the history of the stock market and key economic influences of the past century, including the role of the Federal Reserve. Students will gain understanding of the differences between saving and investing, exposure to a variety of investment vehicles with particular emphasis on the stock market, mutual funds and investing for retirement through Social Security, traditional IRAs, pension plans, Roth IRAs and 401(k)/403(b) plans.

# TECHNOLOGY, INNOVATION, AND ENTREPRENEURSHIP

## Mobile App Development

Have you ever wanted to do something new or novel with your mobile device but didn't know where to start? In this project-based course, you will learn the general approaches to mobile app development that will allow you to do just that! Throughout the course, students will collaborate on many projects that introduce the tools necessary to write modern responsive mobile apps. The course will finish with students developing and creating a final app that combines their own interests with the programming skills and techniques developed.

## Principles of Computer Science

In this course, students will be immersed in the field of computer science, extending their conception of computer science beyond simple coding. Students will learn about and implement computational problem-solving strategies, gain experience with the increasingly popular Python programming language, understand how computers operate on a mechanical level and program using machine language, learn about the history of computation, and explore contemporary social, ethical and environmental issues within the field.





# TECHNOLOGY, INNOVATION, AND ENTREPRENEURSHIP

## Principles of Engineering

In this hands-on course, students will learn the basic principles of engineering and about a variety of engineering disciplines, including mechanical, electrical, computer science and others. At the start of each unit, students will complete exploratory research about different topics, jobs and fields within the larger engineering disciplines. They will then be introduced to the fundamental theories within the field, and finally be required to apply their knowledge in a hands-on challenge project. The course's final Demonstrations of Learning are student-choice projects in which they can dive deeper into an engineering topic and create their own challenge task to solve.

## Principles of Personal and Entrepreneurial Finance

Financial literacy is essential in meeting the financial challenges of the 21st century. Understanding and managing personal finance is key to one's future financial success, and especially for women to create financial independence and maintain their personal autonomy. In this course, students will learn how to make informed financial decisions over their lifetime and will gain understanding of credit cards and debt, automobile loans, mortgages, simple and compound interest, time value of money, budgeting, and tax forms.

## Programming and Robotics

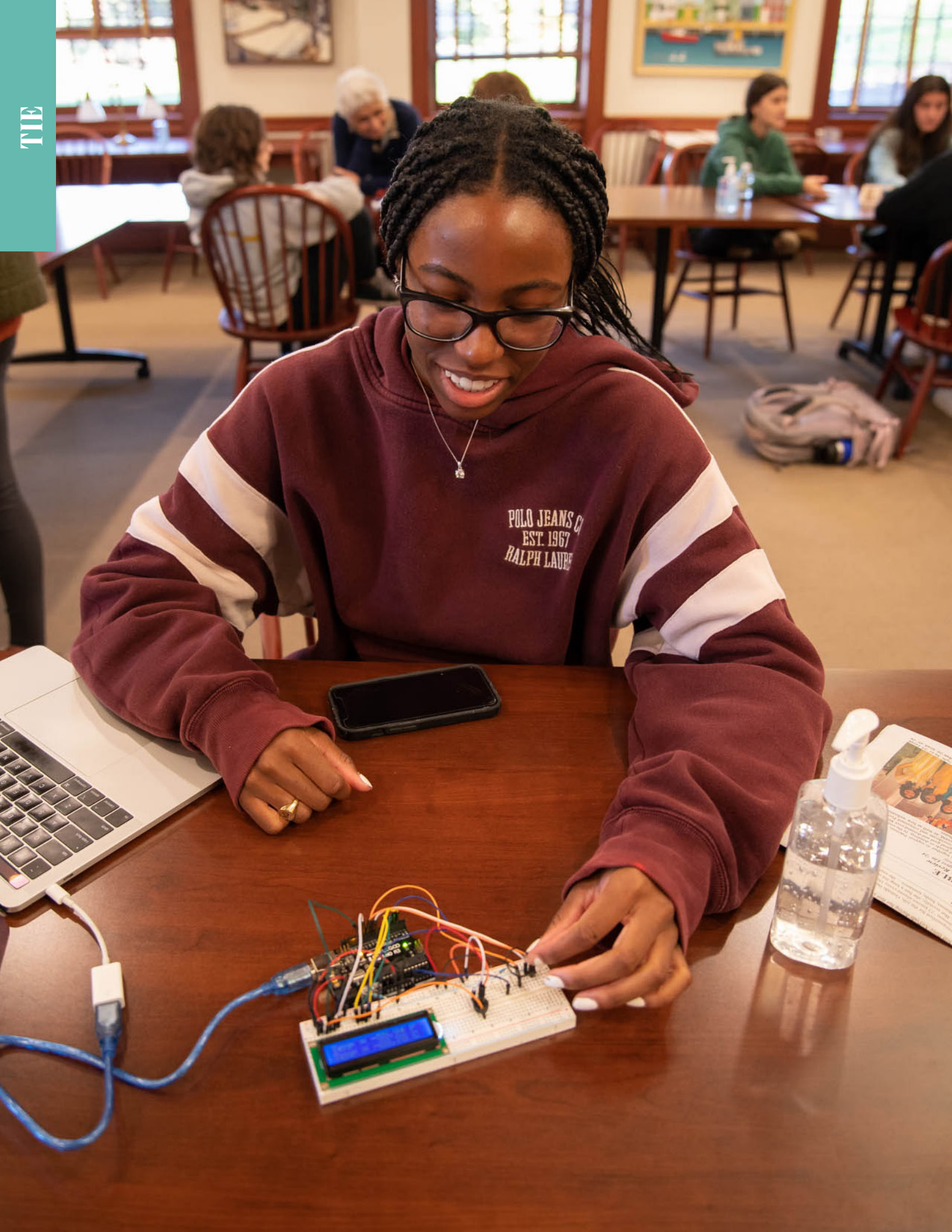
This course provides an introduction to the fundamentals of programming through the hands-on application of coding robots. Using the Mindstorms EV3 system and C programming, students will collaborate on projects that explore logic, data, operators, loops, conditionals, and input/output by solving a number of challenges with their robots. Students will also learn about sensor systems and the physical/mechanical capabilities of robots while addressing the complexities inherent in interacting with the real world. This class will provide an excellent introduction to the fundamental constructs of programming and form a sound base for moving into other higher-level languages.

## Virtual and Augmented Reality

In this course, students will dive into the emerging field of virtual and augmented reality (VR/AR). Students will learn about the history and applications of virtual and augmented reality. Students will use an assortment of tools, including phone apps, Google cardboards, and VR headsets, to learn and apply what is possible in VR/AR. Students will learn how to use Unity (coding language) in order to create a VR scene, simulator or game for their Demonstrations of Learning.

## AIS Computational Creativity

The Association for Computational Creativity describes the field as a “multidisciplinary endeavor located at the intersection of artificial intelligence, cognitive psychology, philosophy, and the arts.” This course will explore the ever-growing presence of computation in traditionally “creative” fields such as visual art, music and poetry. Students will engage with cutting-edge academic articles from various journals as well as speculative fiction texts to understand the stakes of computational creativity. Through the use of Python and JavaScript programming languages, students will start to answer for themselves the extent to which a computer can be creative. The course will culminate in an art exhibition that showcases the work students have created with their computers throughout the term. Some of the questions we will think through include “Can a computer ever be truly ‘creative’? How has computation changed our relationship with art? How can we work with computers to elevate our own creative practices? What role does machine learning currently play in creative endeavors, and what role should it play in the future? How are social systems such as patriarchy, racism and ableism embedded in computational tools?”



# TECHNOLOGY, INNOVATION, AND ENTREPRENEURSHIP

## **AIS Data Science**

Students will take a deep dive into data science in this course, learning some of the most common and powerful methods used to clean, analyze and interpret data. The goal of the course will be twofold. First, we want to understand how and when to apply these algorithms when looking at different types of data sets. Second, we want to understand the mathematics, statistics and computer science behind these algorithms so we can write the code ourselves and modify the algorithms to best suit our needs. The successful student will emerge with a toolkit of data science techniques along with a foundation in data structures and algorithms.

## **AIS Empathic Design**

The purpose of this course is to immerse students in the design thinking process. Building on their learnings from the *Intro to TIE* course, student teams will complete a deep dive into the problems faced by a vulnerable population in a 10-week design sprint. Students will learn and use advanced design thinking tools to go from problem to solution, ultimately producing a minimum viable product at the end of the trimester for their Demonstrations of Learning. Throughout the term, students will collaborate with locals, Ancients and experts who are in or work with the selected vulnerable population.

## **AIS Macroeconomics**

This course prepares students to understand major economic issues as reported in the press by learning the language, history and methods of macroeconomic analysis. Students will write analyses and solve problems that address the cycle of economic growth and recession, the problems of inflation and unemployment, the consequences of federal budget deficits and surpluses, and the causes and effects of international trade imbalances and currency fluctuations.

## **AIS Microeconomics**

Students in this introductory college-level course will analyze the fundamental assumptions of individual actors in the market. Specifically, students and faculty will examine how individuals make decisions through economic models. This course will work with the microeconomic concepts of supply and demand, the theories of the firm and individual behavior, the reality of competition and monopoly, and the role of government intervention. The course will encourage students to push the boundaries of economics assumptions and allow them to better understand how decision-making manifests in our daily lives. By tying together the study of psychological concepts and an individual's tendency to act irrationally, students will explore these basic economic ideas more deeply.

# ART HISTORY

## 19th Century Art History

A survey of Western art in the 19th century, this half-trimester course will introduce students to the language of art appreciation as well as the fundamental concepts of studying art history, with a focus on the various approaches that can be used to analyze the art and architecture of this period. We will engage with material by scholars of non-Western backgrounds to provide balance to North American and European perspectives. Beginning with Neo-Classicism of the late 1800s, students will investigate the major movements of the 19th century through Post-Impressionism, including the significant historical and cultural developments that influenced them. We will focus on implementing ways in which students can navigate material on cultures that might be unfamiliar and provide space for embracing students' own experiences in a nurturing and inclusive environment. Essential to the curriculum are in-class conversations with guest speakers who work in the art world and trips to view artwork, either in-person or virtual, at the Wadsworth Atheneum, Hill-Stead Museum, New Britain Museum of American Art and Yale University Art Gallery. Coursework and assessments will include readings, class participation, papers (visual analysis, short essay and research), viewing documentary films and interviews, and a curated virtual exhibition.

## 20th Century Art History

A survey of Western art in the 20th century, this half-trimester course will introduce students to the language of art appreciation as well as the fundamental concepts of studying art history, with a focus on the various approaches that can be used to analyze the art and architecture of this period. Beginning with Post-Impressionism of the late 1900s, students will investigate the major movements of the 20th century through Postmodernism, including the significant historical and cultural developments that influenced them. With a focus on formulating narratives that explain the past in ways that make sense in the present, students will have the opportunity to look at both Western and non-Western art from a modern perspective and develop skills for embracing globalism and multiculturalism. Essential to the curriculum are in-class and virtual conversations with curators and professionals from the art world who will share their current experiences with expanding the reach of their collections to advocate for new ways of looking and thinking about art history. In addition, class trips to view artwork in-person or virtually will include New Britain Museum of American Art, Hill-Stead Museum and Yale University Art Gallery. Coursework and assessments will include readings, class participation, papers (visual analysis, short essay and research), viewing documentary films and interviews, and a curated virtual exhibition.

## AIS Museum Studies: Reinvention and Revision in the Art World

*AIS Museum Studies: Reinvention and Revision in the Art World* will examine current issues and disparities in the art world and practical ways of identifying and harnessing opportunities for change. Close examination of the relation between art, perception and culture will be a theme of this course as well as recognition of multiple viewpoints and cultural bias. A focus on collaborative storytelling and the responsibility of the curator to shift from an author mindset to a collaborator is key for this course. We will explore the many ways in which museums might strive for more ethical and inclusive practices within the institutional framework and the efforts necessary to move beyond Eurocentrism in art history. Students will learn about emerging perspectives in art curation and art collecting through guest lectures with leading experts from the art world. Part of the course will be a student-led curated exhibition from start to finish with a contemporary artist utilizing all of the material covered in class. Students will also be encouraged and guided to apply for summer internship programs and other opportunities for meaningful work.

# CERAMICS

## Ceramics

This course will introduce clay as a material through both sculptural and functional objects. The basic techniques of working with clay will be taught, from how to use the wheel to hand-building techniques including coil, slab and pinching. We will experiment with different types of clay, firings and surface techniques in addition to different ways of making, both individually and collaboratively. Although the primary focus will be on learning techniques, we infuse our work with ideas and content that is important to us as an individual maker. Students will look at historical work in addition to contemporary makers to put our work into context within the wider ceramic field.

## Advanced Ceramics

With a basic knowledge of wheel throwing and hand-building learned previously, students in *Advanced Ceramics* can choose to focus on which skill set they want to explore in greater depth. Projects introduced will allow students to explore what they are most passionate about, driven by what they want to learn. This course will be centered on questions such as “How do we make better objects? How do we use the objects we make? How do we make pieces that fit together as a cohesive whole? How does placement affect what we make and how we think about what we have made?” Projects will be rooted in making work that is concept-driven.

## AIS Ceramics

*AIS Ceramics* is a guided individual exploration of the art of ceramics with the goal of creating a body of work that is conceived and directed by the maker. Students will explore idea development, conduct material experimentation and undertake written research. Students will build from their foundation through robust exploration in clay to the final goal of creating a solo show to share with an audience. This show will enable students to plan, curate and exhibit their work for the Porter’s community.



# PHOTOGRAPHY

## **Black-and-White Photography**

In this introductory course, students will build strong compositional skills, focusing on light and shadow, using the rectangular format of the 35mm camera as they learn how to expose and develop analog black-and-white film, and print in a traditional darkroom. With the historical and contemporary world of photography as inspiration, each student will learn what is aesthetically important in their photography. A 35mm analog film camera with manual functions is required for the class and can be borrowed from the school.

## **Digital Photography**

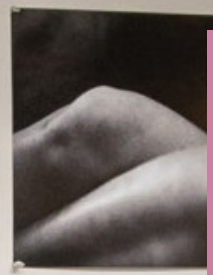
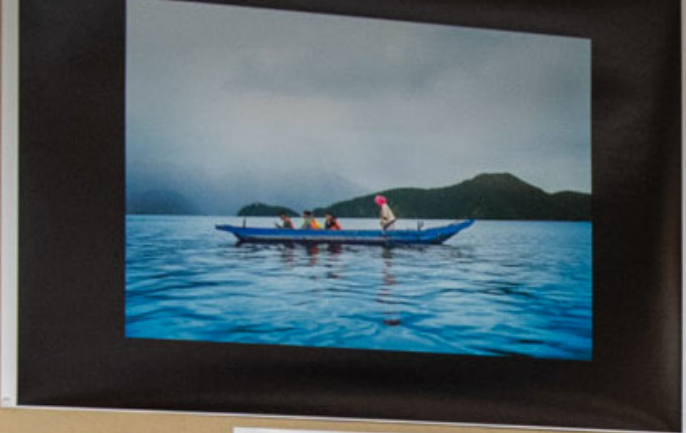
Understanding how to see and compose in color will be the foundation of this course. Students will learn how to shoot with a DSLR camera and manipulate their photographs via a simple workflow in Lightroom and Adobe Photoshop to achieve the correct color in the printing process. Contemporary and historical practices will be taught. The evaluation for this course will be a small portfolio of prints, which will include images from class projects and a final photo series based on an individualized theme. A DSLR camera with manual functions is required for the class and can be borrowed from the school.

## **Filmmaking**

This course aims to build an awareness of the language of cinema and to equip each student with the skills to formulate meaning through moving images and sound. Students will gain a deeper appreciation of the complexity of this powerful art form. Foundations of film history and theory will accompany the learning of production skills. Various roles will be explored, including script writing, directing, editing, production design, cinematography and sound design. An original short film will be produced, which will require creativity, organization and close collaboration with others.

## **AIS Photography**

The emphasis of this course is on helping each student develop their own unique vision as an artist through individual and group instruction. Each student will acquire a deeper understanding of how various photographic styles and principles relate to their particular work and in doing so, develop their own style of working. Students will create their own individual process for making photographs, including conceptualization, action, reflection and production, which will culminate in sharing the final work with the community and beyond. This course will also explore the history of photography as well as contemporary photography and its impact globally. By the end of this course, each student will have a sophisticated, well-developed portfolio of 10-20 images along with an artist statement about their work. Required for the class is a 35mm analog film camera or DSLR camera with manual functions, which can be borrowed from the school.



Visual Arts



# STUDIO ART

## Studio Art 1

An essential foundation for the visual arts, *Studio Art 1* considers art as perception, reflection, revelation, expression and communication. In this course, form and content are balanced. Personal imagery, a sense of identity, and voice are explored in acquiring the fundamentals of visual language. Principles of design and elements of drawing are experienced through collage, ink, charcoal and paint. Hands-on creativity is enhanced and informed with references to the vital dialog of art and artists throughout cultures, civilizations and the present.

Visual Arts





# STUDIO ART

## Studio Art 2

Emphasis is on tonal drawing, painting in acrylic, and the color theory of Chevreul. Many students begin painting in oils on canvas. The color wheel, the use of limited palettes and the dynamic of opposite colors are essential elements in the expressive possibilities associated with invented compositions and direct perception as based on images that interest each student. Emphasis is on bridging drawing to painting through the process of printmaking and on experiencing intaglio, solar printing, monotype or screen printing as combining graphic and painterly qualities. Students work in series to solve visual problems and explore the evolution of a visual idea. Students visit the Hill-Stead Museum to study the collection, especially paintings, etchings and Japanese prints.

## Studio Art 3

Projects in drawing with ink, pastel, charcoal and acrylic include the portrait, process, perspective, tonal studies, essential volumes, relationships of forms, landscape and spatial systems. Students then progress into oil painting based on drawing. Further projects include drawing the model and drawing interiors. In the second semester, individual projects are designed by the students in conjunction with the instructor. Students study the work of mentor artists. Each student pursues a series of works that are centered on a particular subject or ideational process. A museum trip is included, usually to New York City.

## Digital Art

This course is an introduction to a variety of computer-based imaging tools. Students will get a basic foundation in the software skills used by graphic designers and digital illustrators. A range of assignments will allow students opportunities to alter their existing photographs as well as generate original artwork using the tablet and stylus. Students will learn the basics of Adobe Photoshop and Adobe Illustrator. Design concepts and creative possibilities will be discussed as each student works toward an individualized final project. Students who wish to pursue a more focused exploration of a particular interest may enroll in this class more than once.

## Sculpture

The goal of the course is to look, explore, experiment and create in the round. Different mediums and techniques will be explored to build three-dimensional sculptures. This may include working with wood, plaster, fiber, cardboard, wire, clay or found objects. Projects may range in scale from an object that can fit in the palm of one's hand to a sculpture larger than the human body. While exploring sculpture, we will discuss how other artists use these three-dimensional materials and processes to gain insight into the creative process.

## AIS Studio Art

*AIS Studio Art* continues with the concept of creating a series of works and building a portfolio that sustains an idea. Integral to the course is the component of mentor research on a global scale and the psychology of art within the individual, what is necessary in the process of making art. Journals are maintained, and excerpts from Arnheim, Cameron, Gombrich and Henri are cited. Traditional and current media and skills are encouraged and developed. The emphasis on the students' choice of subject matter, on what has meaning to each artist, evolves within a personal awareness and out into a cultural communication that includes a museum trip, usually to New York City.

# DANCE

## Ballet for Athletes

The discipline of ballet teaches strength, conditioning, stamina and flexibility for muscles you didn't even know you had! More and more athletes are turning to this art form to improve their specific sport practice. Ballet training teaches balance, coordination, rhythm and proper body alignment, which are all necessary skills to succeed as an athlete. Through this course, one should expect to gain stronger mental focus, a deeper level of body awareness and perhaps an appreciation for something new! No experience is required!

# DRAMA

## Drama for Stage and Film

Students will explore film and stage acting and drama in this hands-on course. Topics may include scene study, improvisation, directing, play/film/TV writing, set design, props, costuming, editing, location scouting, lighting, sound design, stage combat, storyboarding, stage management and more; this course provides a lot of student choice in selecting the topics and projects explored. Students are daily encouraged to problem-solve, take risks, embrace and learn from mistakes, ideate, and expand their skills. The course fosters a lifelong love of learning, develops one's drama training, and provides myriad opportunities to authentically work collaboratively and to build confidence. Students work with scripts and improvisation to create scenes, and to play and experiment with different styles, genres, and mediums. This course is equally appropriate for students interested in exploring drama for stage and film for the first time and those with previous experience.

## Advanced Drama for Stage and Film

Building on the skills developed in *Drama for Stage & Film*, this course is designed for students interested in working at an increasingly challenging level. You will continue to explore and develop your acting, directing, tech, leadership and problem-solving skills while working creatively on increasingly independent projects. This course can be taken multiple times, as the exercises and projects are designed for the specific needs of the students enrolled each term.

## Drama in the 21st Century

What does it take to become an actor, director, technician, designer, filmmaker or drama artist in the 21st century? What are the opportunities available in this day of technology, social media, actor-preneurs and streaming services creating original content? Taking a practical approach to the profession, students will explore the skills required to work in these challenging and exciting fields. Students will create either an acting portfolio, resume and headshots or a technical theater portfolio and resume as their final project.

*This course is particularly important for juniors who plan to apply to drama schools in their senior year.*

## Public Speaking

This course focuses on what makes a successful communicator and takes a practical approach to a wide variety of public speaking scenarios. Students actively learn by doing, and there is a lot of student choice in the exercises and projects selected each term. Self-evaluation and peer critique are also important components of the class. This course is recommended for students working with Mock Trial or Model UN or applying for leadership positions, as well as for anyone hoping to improve their public speaking, presentation and interview skills.

# DRAMA

## AIS Play Production

This advanced course is designed to build on the skills of the acting classes and of previous production experience while introducing students to every aspect of bringing a production from page to stage. As the craft of theater is inherently interdisciplinary, skills explored in this course include acting, dramaturgy, directing, producing, design and construction. Additional topics include audition technique and casting, formulating an artistic vision and how to realize it on stage, text and character analysis, set, prop, costume, lighting, hair and makeup, sound design, and publicity, all through the lens of developing a full production for performance. The first unit of the course allows students to consider the students enrolled, their strengths and areas for growth, and how to choose a show for production. After selecting the play that will be the text for the term, the students learn how to cast the show, and then explore and implement every other step through the process to performance. As part of the learning experience, students also design and plan their individual and group assignments to be completed. Expect to participate in some evening and weekend work sessions and rehearsals.

*This course culminates in a full production.*



Performing Arts



# MUSIC

## MPS Chorus

Every person possesses the ability to sing, though not many believe it to be true. The MPS Chorus welcomes students with all levels of musical experience to sing a fun and accessible repertoire. The main goals of the class are to build community, foster collaboration and strengthen listening skills. The choir performs a wide variety of music, such as pop, gospel, folk songs and traditional songs, at various school functions and concerts.

## Orchestra

The orchestral experience will serve to develop technical and musical skills for string, wind, brass and percussion players at any level. Emphasis is on musical expression, tone development, sight-reading and ensemble performance. This course provides each student with an opportunity to study a wide variety of orchestral repertoire representative of diverse styles, forms, cultures and historical periods. The orchestra participates in concerts, both on and off campus, festivals, and community events. This course can be taken more than once.

## Sarah Porter Singers

This auditioned vocal ensemble is open to 10th-, 11th- and 12th-grade singers who have already completed a choral ensemble class at Porter's. This highly skilled group performs a broad repertoire that crosses musical genres and time periods, and includes pieces that span a diverse range of cultures and languages. Through this course, students will grow as expressive individuals and improve their ensemble singing skills, including proper breathing, vocal production, blend and balance, expansion of range, intonation, ear training, and sight-reading. The ensemble participates in concerts, both on and off campus, festivals, tours, and community events, and prepares future Perilhettes for success.

## Introduction to Music Theory

This course is an introduction to the theory of Western tonal music and is open to all students. The goal of the course is to develop music literacy (reading music), aural skills (refined hearing of music), and a deep understanding of the foundations of tonal music: melodic principles, scales, counterpoint, diatonic harmony, voice leading and basic formal structures. Additionally, students will build sight-singing and dictation skills.

## Songwriting and Composition

In this course, students will learn basic songwriting and compositional techniques and apply them to create music belonging to a wide range of genres. Students will learn the components of music, such as melody, harmony, form, rhythm, timbre and text, and learn to synthesize that knowledge into their own projects. The class is open to students who have taken an introductory music theory course or with instructor approval.

## AIS Music Theory

*AIS Music Theory* builds on the concepts taught in *Introduction to Music Theory* and puts theoretical knowledge into practical applications. The course centers around culturally significant works of music, prioritizing those that are programmed by area music organizations during the trimester in which the class is offered. Students approach and study works of art in relation to their historical context, sociological impact and innovative practices. Tailored to the skills and interests of each student, class projects are aligned to the work of musicologists, conductors, artistic directors and/or music educators. Successful students in the class possess strong reading and writing skills, are interested and open to diverse styles of music, and seek to understand how music is both influenced by and influences the world around it.

# CERTIFICATE PROGRAMS

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## THE INSTITUTE FOR GLOBAL EDUCATION: CERTIFICATE IN GLOBAL STUDIES

The Certificate in Global Studies offers students an interdisciplinary path to explore the institutions, processes and multifaceted communities that shape our world while addressing complex contemporary global issues. Students will develop cross-cultural knowledge and communication skills, as well as the ability to think critically about global change with a deeper understanding of the interconnected and interdependent nature of our world. They will focus on and address real-world issues that are relevant to them, culminating in a 12th-grade Global Studies Capstone project.

Students who are passionate about becoming **global changemakers** should pursue this certificate.

### Requirements

Students pursuing the Certificate in Global Studies will be required to complete work in three areas.

#### Academic Coursework:

*AIS Global Studies* in Grade 11

*AIS Capstone* in Grade 12

#### Co-Curricular Engagement:

Minimum of two PCGL Global Seminar Series

Submit and complete a globally focused project proposal

#### Reflection and Documentation:

Document academic and co-curricular work, compiled in a digital portfolio to be submitted at the end of Grade 12





## THE INSTITUTE FOR TECHNOLOGY, INNOVATION, AND ENTREPRENEURSHIP: CERTIFICATE IN TIE

The Certificate in TIE is a path to inspire students' interest in problem-solving through the lenses of design thinking, prototyping, manufacturing, coding and entrepreneurship. Students learn what it means to be a social entrepreneur, utilizing a variety of systems to address societal issues and effect positive change. Exploring the interconnected fields of programming, digital literacy, global business, innovation, creative design and engineering, TIE Scholars will prepare themselves to make a meaningful impact on our ever-changing world.

Students who are passionate about being **innovators, problem-solvers or digital entrepreneurs** should pursue this certificate.

### Requirements

Students pursuing the Certificate in TIE will be required to complete work in two areas.

#### Academic Coursework:

*Introduction to TIE* in Grade 9

3 TIE electives

*AIS Capstone* in Grade 12

#### Co-Curricular Engagement:

A season in the TIE afternoon activity

A summer program or noncredit course in TIE-related fields

Participation in a hackathon, competition or similar activity

A year of active leadership in a TIE-related club

# CO-CURRICULAR ACTIVITIES

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**Our co-curricular activities are dynamic, challenging and fun.**

We cultivate our core characteristics of intellectual curiosity, leadership, global citizenship, integrity and courage through our co-curricular program.

An extension of our classroom work, afternoon activities are rooted in our competitive athletics program with opportunities for students to pursue their passions in the arts, sciences, and health and wellness. Students have dedicated time to explore their interests in existing programs while cultivating a spirit of lifelong learning.



## Activities

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- Arts Enrichment
- Dance
- Music Enrichment
- Serious Fitness
- TIE iLab
- Winter Running
- Yoga

## Team Credit Offerings

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- Dance Workshop (audition-based)
- Team Manager
- Theater
- Theater Tech





### **Fall**

Crew  
Cross Country  
Equestrian  
Field Hockey  
Soccer  
Volleyball

### **Winter**

Basketball  
Equestrian  
Skiing  
Squash  
Swimming & Diving

### **Spring**

Badminton  
Crew  
Equestrian  
Golf  
Lacrosse  
Softball  
Tennis  
Track & Field  
Ultimate





# PORTER'S CENTER FOR GLOBAL LEADERSHIP

Porter's Center for Global Leadership (PCGL) offers supplementary programs and courses for Miss Porter's School students, girls and women worldwide. Our mission is to provide access to innovative programming, skill development and networking opportunities for girls and women of all ages and in all places that allow them to lead lives of impact on a global stage.

Through our programs, students are able to enhance their academic and extracurricular experience at Miss Porter's. Learn more about all that our programs have to offer on our website: [pcgl.porters.org](http://pcgl.porters.org).



## **ChangeMaker's Institute**

This virtual, extracurricular program provides opportunities for girls to develop the knowledge and skills necessary to be effective catalysts for change in their communities and beyond. If you strive to create a more just and equitable future, then let us help you transform this passion into action. Students who participate walk away with a newfound confidence in themselves and in their ability to spark positive change in their communities. You will become part of and continue to have access to an incredible network of peers, mentors and expert changemakers from around the world.

*After the successful completion of a three-course, nine-month program, high school students will receive the PCGL ChangeMaker's Institute Certificate. Students who have earned the certificate and want to continue their changemaking work are eligible to sign up for 1:1 mentorship.*





## **Global Seminar Series**

This virtual program provides an opportunity for high school girls globally to connect, learn and collaborate as they address relevant, pressing global issues. The Global Seminar Series prepares students to become informed and empowered to take action by exploring one global issue through an interdisciplinary lens, interacting with experts in various professions, and participating in collaborative group projects.

*Students pursuing the Certificate in Global Studies must participate in a minimum of two Global Seminar Series.*

## **Porter's LEADS**

Porter's LEADS, a series of programs for middle school girls, inspires girls to become comfortable with their personal power. The LEADS workshops offer unique ways to engage and introduce participants to the competencies and skills necessary to begin their journeys as leaders — locally, globally and for a lifetime. LEADS workshops occur several times a year, some of them virtually and at least one in-person workshop on the Miss Porter's School campus per year.

## **Summer in Farmington**

The Summer in Farmington programs offer middle school girls an opportunity to live on campus, learning and collaborating with their peers in an environment that supports their development as future leaders. In our inclusive and supportive environment, girls are given individualized attention as they become familiar with the independent boarding school environment. Joining us in Farmington, Connecticut, on Miss Porter's School's beautiful campus, girls will be inspired to let their curiosity and confidence soar as they connect with each other while learning to lead, collaborate, and become informed, bold, resourceful, ethical global citizens.

**MISS PORTER'S SCHOOL**

60 Main Street  
Farmington, CT 06032  
[porters.org](http://porters.org)