Selecting an academic program that meets your needs and abilities is very important. Each new year should build on the one before so that when you graduate from the Academy, your course of study will have been solid, challenging and well-rounded. This booklet is designed to give you an understanding of the academic requirements for graduation and a more detailed view of individual courses.

Many people in the school can help in your selection of courses. As you think through your goals and interests, talk to your teachers, parents and advisors about your choices. A strong program always includes more than the minimum graduation requirements. A standard program includes five academic credits in major courses each semester. One credit is given for satisfactory completion of a course that meets for six class periods per cycle for two semesters or the equivalent. Partial credit is given for courses meeting less frequently. Only students with straight As in all major subjects during the previous year may be considered for six majors.

Seniors interested in the arts are permitted to combine three half-credit arts classes to fulfill one of their five major courses. A major class meets for six class periods per cycle and half-credit arts classes meet three class periods per cycle.

GRADUATION REQUIREMENTS FOR A MORAVIAN ACADEMY DIPLOMA:

- English 9, 10, 11, 12 (4 credits)
- Algebra I; Algebra II; Geometry (3 credits)
- Biology; Chemistry; one other science (3 credits)
- World History I; World History II; U.S. History (3 credits)
- Global Languages (3 credits in the same language)
- Ethics or equivalent course (Grade 12) (½ credit)
- Fine Arts (Grades 9, 10, and 11)
- Health (Grade 10)
- Physical Education (Grades 9, 10, 11, and 12)
- Community Service (40 hours by the end of Grade 11)

Please note that a final grade of D in a sequential course does not permit the student to continue in that subject without doing summer make-up work or repeating the course.

Students are not permitted to drop full-year courses at the end of the first semester in order to add a second semester elective. All students are required to take English and math every year.

The school reserves the right to not offer a course if there is low enrollment or to offer another appropriate option in the case of low enrollment in a course.
FIRE (The FRESHMAN INTERDISCIPLINARY RESEARCH EXPERIENCE)

Combining English 9, World History I, and Science (Biology), FIRE incorporates shared content and skills-based instruction across departments, encouraging students to engage in protracted research and project-based learning with elements of each discipline in mind. In addition to participating in several “core moments” designed and assessed by classroom teachers, freshmen will conduct curiosity-driven, independent research projects on topics relevant to their English, History, and Science courses.

GUIDELINES for a COMENIUS INDEPENDENT STUDY PROJECT

Purpose: The Comenius Independent Study Project is an opportunity for juniors and seniors to pursue a specific topic of academic interest that is not available in the program of study.

Process: The student finds a topic of interest and works with a faculty mentor to create a proposal. The proposal will be reviewed by the Mentor and Department Chair prior to the proposal being formally submitted. The proposal then is approved by the Comenius Committee explaining why the topic is of interest, project objectives and procedures, and a description of the final presentation. The deadline for submission of the proposal is at the end of September. The project is to be completed between October and March with a formal presentation to the members of the Comenius Committee arranged in April. The Committee will vote on whether the student has met the standard for independent study. Upon successful completion of the project, the student will receive special honors recognition for the independent study; there is no academic credit given.

Note: Independent Study does not take the place of standard requirements; rather it is an additional obligation that the student elects to complete.

GUIDELINES for ACCELERATION or ADVANCED STANDING

Any summer program that students hope to use for acceleration or advanced standing in math or any other subject must meet the following requirements:

a. The student must currently have a grade of A- or higher in his or her current math or subject course to qualify for acceleration.

b. The Division Director and the Department Head must pre-approve the course by June 1st.

c. The Division Director and the Department Head must pre-approve the syllabus and texts for the course by June 1st.

d. The student must demonstrate successful completion of the pre-approved course.

e. The student taking the pre-approved course must take the midterm exam and final exam for the equivalent course offered at Moravian Academy by August 9th. To receive advancement, the student must achieve a grade of B or better on the exams.
AUDITING

The Moravian Academy Upper School does not encourage auditing. Our existing curriculum is rigorous, and we already have a process for students who would like to appeal and take an additional class (see page 1). However, we do recognize that occasions may arise when a student passionate about a subject may wish to sit in on a class for enrichment purposes. Thus, if a teacher agrees to allow a non-enrolled student to sit in on a course, there are no circumstances under which that student will receive credit for any work completed in that class. Regardless of past precedent, present circumstance, or any statements made by any person working for the school, all audit arrangements are entered into purely for the student’s enrichment and will not result in the student receiving credit of any kind.

HIGH SCHOOL SCHOLARS PROGRAM

Every year Moravian Academy has the opportunity to nominate a very limited number of highly motivated, academically gifted students to take college courses during their senior year. Preference is given to seniors who have exhausted the academic offerings at Moravian Academy and completed the most challenging courses in a specific discipline. In recent years students have taken advanced mathematics (calculus 3; differential equations; computer science), advanced levels of global language (French; Spanish; Arabic; Italian), and courses in the fine arts (dance; theatre arts; studio art; music). Students receive college credit for the course, along with a scholarship to cover the tuition; however, students are responsible for their transportation to and from the college and book fees, as well as other fees associated with the course. Sometimes it is not possible to schedule the college course around the senior courses at Moravian Academy. If a scheduling problem occurs, students must choose from the available options; there is no guarantee that all requests can be met. Moravian Academy students have attended the following institutions:

Lehigh University and Lafayette College
Moravian College and De Sales University (interested students can see the college counseling office for details)

Those students who are not ultimately selected by the institution for the High School Scholars program might wish to pursue college courses, but they have to assume all tuition and other expenses. Courses taken at other institutions are not included on the Moravian Academy transcript.

ACADEMIC RESOURCE CENTER

The Academic Resource Center, located on the second floor of Snyder House, provides resources and support services for the entire upper school. The Center is designed for both individual studying and small-group collaboration. The Learning Specialist coordinates academic supports in conjunction with teachers from all the academic disciplines.

The services that are available to students include:

* development of the Educational Plan for students with learning differences
* guidance and support with organizational skills, making effective use of individual learning styles, developing confidence with new educational techniques
Assistance with writing skills
*peer tutoring program; upperclassmen volunteer to work with students on specific courses
during students’ free time
*scheduling meetings with teachers and tutors during and after school hours

Essential skills for success at upper school include:
*utilizing efficient reading comprehension strategies
*developing note-taking skills with texts and lectures
*mastering a variety of active study techniques that work for a particular academic discipline
*understanding process writing
*demonstrating sound executive-level functioning in planning, carrying out, and meeting academic goals
*learning to self-advocate in order to become an independent learner

Students seeking academic accommodations must make a request to the Learning Specialist and the need for accommodations will be evaluated and reviewed by the Learning Specialist, Academic Dean, and School Psychologist. Psychoeducational evaluations completed by a school psychologist or psychologist should be within the past three years and should be submitted to either the Academic Dean or Learning Specialist prior to the start of the school year. Parents and students meet with the Learning Specialist, School Psychologist, and Academic Dean to develop an Educational Plan prior to the start of the school year; the Plan is shared with teachers and updated annually. The Learning Specialist and the Academic Dean meet periodically with students to assess their progress. If students request accommodations for national standardized tests, including the PSAT, SAT, ACT, Subject Tests, and AP Examinations, the Director of College Counseling will assess the request and communicate with the school psychologist to file the appropriate forms. This request should be made at the end of the ninth grade.

GRADING SYSTEM

In order to graduate with honors, a student must achieve honor roll status for three of the last four semesters prior to graduation. Report cards are issued periodically throughout the year, and the faculty writes narratives regarding student progress. Parents are encouraged to keep in touch with the school regarding their children’s academic progress by taking advantage of parent-teacher conferences.

Moravian Academy uses the following grading procedures:
A = Work of superior quality
B = Work of good quality
C = Work of satisfactory quality
D = Work of minimal passing quality
F = Not passing
A plus (+) or a minus (-) may be given on all grades except F.

A grade in the D range is accepted for graduation; but in order for a student to advance to the next level in sequential courses (e.g., from Algebra I to Algebra II), a minimum grade of C- is required.

The Grade Point Average for any particular semester is obtained by multiplying the point value for each letter grade by the course credit, by then finding the sum of those products, and finally by
dividing that sum by the course credits. In general, major subjects are worth one credit each, and those meeting part-time are worth one-quarter to one-half credit each.

In calculating the G.P.A. for the year, a major subject taken for two semesters is worth one credit, and courses taken for only one semester are assigned one-half credit used in the G.P.A. calculations. Physical education and health courses are not included in the calculations.

Because of the added difficulty of the Advanced Placement and Honors curricula, students enrolled in such courses will have 0.5 added to the point value of their grade as part of their G.P.A. calculation. In order for students to enroll in an advanced placement course, they must meet the prerequisites designated by the department. All students who are enrolled in AP courses are required to take the AP exam in that course in May.

**GRADE POINT SYSTEM:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
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<tbody>
<tr>
<td>A+</td>
<td>4.33</td>
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<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
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<tr>
<td>C+</td>
<td>2.33</td>
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<tr>
<td>C</td>
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<td>D</td>
<td>1.00</td>
</tr>
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<td>D-</td>
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</tbody>
</table>

**HONOR ROLLS**

Moravian Academy has two academic honor rolls, “Honors” and “High Honors.” “Honors” requires a semester G.P.A. of 3.33 (B+). “High Honors” requires a semester G.P.A. of 3.67 (A-). In addition, a student wishing to qualify for the honor roll must be carrying a minimum of five academic credits and have no grade below a C-; for high honor roll a student must be carrying a minimum of five academic credits and have no grade below a B-.
## OUTLINE OF COURSES

<table>
<thead>
<tr>
<th><strong>English</strong> – pages 10 - 15</th>
<th><strong>Spanish I, II, III</strong></th>
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</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>Advanced Spanish Semester Courses:</td>
</tr>
<tr>
<td>Grade 10</td>
<td>FALL: Contemporary Latin Amer. &amp; Xican@ Literature</td>
</tr>
<tr>
<td>Grades 11 and 12:</td>
<td>Spanish in the Lehigh Valley</td>
</tr>
<tr>
<td>FALL: AP English Literature and Composition</td>
<td>Latin American Music</td>
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<tr>
<td>Nonfiction: Art of the Essay</td>
<td>SPRING: The Art of Spain</td>
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<tr>
<td>Historical Fiction</td>
<td>Cine Latinoamericano</td>
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<tr>
<td>Literature of Comedy and Satire</td>
<td>Latin American Food</td>
</tr>
<tr>
<td>Literature of Solitude &amp; Loneliness</td>
<td>Latin American &amp; Chicano Studies</td>
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<tr>
<td>Sense of Place: Writing the Landscape of Home</td>
<td><strong>History</strong> – pages 31 – 33</td>
</tr>
<tr>
<td>The Plays of Shakespeare: Killers &amp; Crowns</td>
<td>World History I</td>
</tr>
<tr>
<td>SPRING: AP English Language and Composition</td>
<td>World History II</td>
</tr>
<tr>
<td>Debate Matters</td>
<td>United States or AP United States History</td>
</tr>
<tr>
<td>Fiction Writers Workshop</td>
<td>AP European History</td>
</tr>
<tr>
<td>Global Literature</td>
<td>FALL: Art History</td>
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<tr>
<td>Poetry I &amp; II</td>
<td>Microeconomics</td>
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<tr>
<td>Short Story: The Power of Story</td>
<td>Modern Middle East</td>
</tr>
</tbody>
</table>

### Fine and Performing Arts – pages 16 - 21

| Introduction to Theatre | Macroeconomics |
| Acting I - Fundamentals | Psychology |
| Acting II - Styles      | **Mathematics** – pages 34 - 37 |
| Acting III – Contemporary Scene Study | Algebra I, II |
| Theatre Craft           | Geometry or Geometry Honors |
| Chorale                 | Pre-calculus or Pre-calculus Honors |
| MA Chamber Singers      | Calculus |
| Construction of Music   | AP Calculus AB, BC |
| Wind Ensemble           | AP Statistics |
| String Orchestra        | AP Computer Science Principles |
| Jazz Band               | FALL: Calculus II Honors |
| MA Handbell Ensemble / Intermediate Handbells | Linear Algebra Honors |
| MA Ringers              | SPRING: Calculus III Honors |
| Art and Design          | Introduction to Computer Programming I |
| Drawing & Painting      | Introduction to Computer Programming II |
| Advanced Drawing & Painting | -Full Year Courses, part time class |
| Ceramics I              | **Religion / Ethics** – page 38 |
| Ceramics II             | Ethics – Fall or Spring Semester |
| Photography I, Philosotography | **Science** – pages 39 - 42 |
| Filmmaking              | Botany (Fall Semester) |
| Digital Publication     | Biology |
| Introduction to Woodworking | Chemistry or Chemistry Honors |
| Woodworking: A Community Service Project | Physics |
| Advanced Woodworking    | Anatomy and Physiology |
| Global Languages – pages 22 – 29 | Botany (Fall Semester) |
| Chinese I, II, III, IV  | Environmental Science |
| AP Chinese Language and Culture | Zoology (Spring Semester) |
| Focus on China          | AP Biology |
| French I, II, III       | AP Chemistry |
| AP French Language and Culture | AP Environmental Science |
| Topics in French Language and Culture | AP Physics |
| Advanced French Semester Courses: | Introduction to Engineering & Robotics |
| FALL: French Via Theater | -Full Year, part time class |
| French Home-School      | **Physical Education-Health** – pages 43 - 44 |
| SPRING: Current Events in the Francophone World | Physical Education |
| Francophone Fables, Fairy Tales and Folktales | Health/Drivers Education |
| French Via Song         | Outdoor Education |

**Community Service** – page 45-46
NINTH GRADE
* required course
English 9*
World History I*
Mathematics* (one required)
    Algebra I, II; Geometry or Geometry Honors,
    Intro. to Computer Programming I (meets 3x/ cycle for full year)
Biology*
Global Languages* (one required)
    Chinese I, II;
    French I, II;
    Spanish I, II
Fine Arts
    Art and Design*
    Chorale; Wind Ensemble; String Orchestra; Jazz Band; MA Handbell Ensemble;
    Intro to Theatre (Arts Elective*)
Physical Education* - required to be on an interscholastic team or in the Outdoor Education Program during one athletic season per year; when not on a team, PE class is required.
Community Service
FIRE (Freshman Interdisciplinary Research Experience)

TENTH GRADE
* required course
English 10*
World History II
Mathematics* (one required)
    Algebra II; Geometry, Geometry Honors; Pre-calculus or Pre-calculus Honors
Chemistry or Chemistry Honors*
Global Languages* (one required)
    Chinese II, III;
    French II, III;
    Spanish II, III
Fine Arts* (one required)
    Photography I; Ceramics I; Drawing and Painting
    Chorale; Wind Ensemble; String Orchestra; Jazz Band; MA Handbell Ensemble;
    MA Chamber Singers (audition required); Intermediate Handbells
    Acting I; Theatre Craft
    Digital Publication
    Introduction to Woodworking
Engineering & Robotics, Intro. to Computer Programming I or II (meets 3x/cycle for full year)
Health (four segments)*
    Driver’s Education; Wellness and Nutrition; Human Sexuality;
    Cardiopulmonary Resuscitation
Physical Education* - If not on an interscholastic team or in the Outdoor Education Program, then PE class is required
Community Service
ELEVENTH GRADE

*required course

Students who are enrolled in AP classes during the year are required to take the AP exam in May.

English:* (must select two one-semester courses)
   - Fall Semester – Art of the Essay; Historical Fiction; Literature of Comedy & Satire; Literature of Solitude & Loneliness; Sense of Place: Writing the Landscape of Home; The Plays of Shakespeare: Killers and Crowns
   - Spring Semester- AP English Language and Composition; Debate Matters; Fiction Writers Workshop; Global Literature; Poetry I & II; Short Story: The Power of Story

History:* United States History or AP United States History

Math:* (must select a full-year course, or two one-semester course)
   - Algebra II
   - Geometry or Geometry Honors
   - Pre-calculus or Pre-calculus Honors; Calculus; AP Calculus (AB or BC);
   - AP Statistics
   - AP Computer Science Principles
   - FALL: Calculus II
   - Linear Algebra,
   - SPRING: Calculus III

Science:* AP Biology; AP Chemistry; AP Environmental Science; Anatomy; Botany (Fall); Environmental Science; Physics; Zoology (Spring)

Global Languages:*
   - Chinese I, II, III, IV; AP Chinese; Focus on China; French I, II, III,
   - Advanced French Semester Courses:
     - Fall Semester: French Via Theatre, French Home-School
     - Spring Semester: Current Events in the Francophone World; Francophone Fables, Fairy Tales & Folktales; French Via Song
   - AP French Language and Culture;
   - Spanish I, II, III, Advanced Spanish Semester Courses:
     - Fall Semester: Contemporary Latin American & Xican@Literature; Spanish in the Lehigh Valley; Latin American Music
     - Spring Semester: The Art of Spain; Cine Latinoamericano; Latin American Food;
     - Latin American & Chicano Studies

AP Spanish Language and Culture

Fine Arts:* Photography I or II; Advanced Photography; Filmmaking; Digital Publication; Drawing and Painting;
   - Advanced Drawing and Painting; Ceramics I; Ceramics II;
   - Wind Ensemble; String Orchestra; Jazz Band; Chorale; MA Chamber Singers(audition required); Acting I, II; Theatre Craft; MA Ringers;
   - Introduction to Woodworking;
   - Woodworking: A Community Service Project; Advanced Woodworking

Engineering & Robotics; Intro. to Computer Programming I or II (meets 3x/ cycle for full year)

Physical Education*
   - If not on an interscholastic team or in the Outdoor Education Program, then PE class is required

Community Service*

Comenius Independent Study Project
TWELFTH GRADE
* required course

Students who are enrolled in AP classes during the year are required to take the AP exam in May.

English:* (must select two one-semester courses)
  Fall Semester - AP English Literature; Art of the Essay; Historical Fiction;
  Literature of Comedy & Satire; Literature of Solitude & Loneliness; Sense of Place;
  Writing the Landscape of Home; The Plays of Shakespeare: Killers and Crowns
  Spring Semester- Debate Matters; Fiction Writers Workshop; Global Literature;
  Poetry I & II; Short Story: The Power of Story

History: AP European History
  FALL: Art History
        Microeconomics
        Modern Middle East
  SPRING: Latin American History
           Macroeconomics
           Psychology

Math:* (must select a full-year course, or two one-semester course)
  Pre-calculus or Pre-calculus Honors;
  Calculus; AP Calculus (AB or BC);
  AP Statistics
  AP Computer Science Principles
  FALL: Calculus II
        Linear Algebra,
  SPRING: Calculus III,
           Engineering & Robotics; Intro. to Computer Programming I or II (meets 3x/ cycle for full year)

Science: AP Biology; AP Chemistry; AP Environmental Science; AP Physics
  Anatomy; Botany (Fall); Environmental Science; Physics; Zoology (Spring)

Global Languages:
  Chinese I, II, III, IV; AP Chinese; Focus on China; French I, II, III
  Advanced French Semester Courses:
  Fall Semester: French Via Theatre, French Home-School
  Spring Semester: Current Events in the Francophone World; Francophone Fables, Fairy Tales & Folktales,
               French Via Song
               AP French Language and Culture; Topics in French Language & Culture (meets 3x/cycle for full year)
  Spanish I, II, III, Advanced Spanish Semester Courses:
  Fall Semester: Contemporary Latin American & Xican@Literature; Spanish in the Lehigh Valley;
               Latin American Music
  Spring Semester: The Art of Spain; Cine Latinoamericano; Latin American Food;
               Latin American & Chicano Studies

AP Spanish Language and Culture ; Advanced Spanish Conversation (meets 3x/cycle for full year)

Fine Arts: Photography I or II; Advanced Photo; Filmmaking;
  Digital Publication; Drawing and Painting; Advanced Drawing and Painting;
  Ceramics I; Ceramics II;
  Wind Ensemble; String Orchestra; Jazz Band;
  Chorale; MA Chamber Singers (audition required)
  Acting I, II; Theatre Craft; MA Ringers;
  Introduction to Woodworking;
  Woodworking: A Community Service Project; Advanced Woodworking

Physical Education*  
  If not on an interscholastic team or in the Outdoor Education Program, then PE class is required

Community Service*

Comenius Independent Study Project
The English department’s chief aims are to teach students to become independent learners; to encourage students to become confident and adept writers; and to help students develop their skills in critical thinking, close reading, and verbal expression. Primarily, we seek to expose students to high-quality, grade-appropriate literary art that rewards careful study and analysis. Another related concern is offering students reading choices from a variety of genres and time periods, written by and about people of diverse perspectives. Students with a strong interest in English pursue summer opportunities such as writing workshops, college courses, and participation in writing competitions.

**GRADE 9**

Through daily discussion, writing, and reading, students in English Nine develop their critical thinking skills and heighten their appreciation of the myriad ways language influences what and how we think. Writing as process is emphasized throughout the course. Students work multiple drafts and engage in peer editing and teacher conferences. Assignments offer students the opportunity to experience different genres including analytical essays, memoirs, short stories and poetry. Other skills stressed throughout the year include oral presentation, vocabulary, and time management. The selected readings reflect a variety of voices, themes, and genres. Authors studied range from Kazuo Ishiguro, David Mitchell, Nella Larsen, Sherman Alexie, and Edwidge Danticat, to Arthur Miller, Tennessee Williams, Mary Shelley, William Shakespeare, and Sophocles.

**GRADE 10**

Students in English Ten read beyond the plot level and are engaged in learning the skills of critical thinking and essay writing. The reading consists of units of literary genres, including the novel, poetry, short story, essay, and drama. We will consider the works of such authors as Homer, F. Scott Fitzgerald, Jane Austen, Chimamanda Ngozi Adichie, and William Shakespeare. The special priority at this level is emphasis on learning as process through reading, prewriting, writing, and revising, with students becoming more independent and taking responsibility for their own processing skills, as these are essential to reading and writing well.

**GRADE 11 & GRADE 12**

A single-semester *AP English Language and Composition* course is offered to juniors and seniors who have completed the previous year of English with at least an A- average. Students are exempt from a final exam and are required to take the *AP English Language and Composition* exam in May.

A single-semester *AP English Literature and Composition* course is available for seniors who have completed English in eleventh grade electives with at least an A- average or who have received English department recommendation. Careful counseling is given to each student in selecting a balanced program; therefore, student preferences, while an important part of selection, are not automatically accepted.
ENGLISH ELECTIVE COURSES

FALL
AP Literature and Composition
Art of The Essay
Historical Fiction
Literature of Comedy & Satire
Literature of Solitude and Loneliness
Sense of Place: Writing the Landscape of Home
The Plays of Shakespeare: Killers and Crowns

SPRING
AP Language and Composition
Debate Matters
Fiction Writers Workshop
Global Literature
Poetry I & II
Short Story: The Power of Story

ENGLISH ELECTIVE COURSE DESCRIPTIONS

AP English Literature and Composition (open to seniors)  
Fall Semester, ½ Credit

The AP English Literature and Composition course aligns to an introductory college level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Readings may include works by authors and poets such as James Joyce, August Wilson, Joseph Conrad, Jhumpa Lahiri, Oscar Wilde, Sandra Cisneros, William Shakespeare, Edwidge Danticat, T.S. Eliot, James Baldwin, Henry James, Flannery O’Connor, Sophocles, Tim O’Brien, Langston Hughes, Mary Oliver, Amy Tan, John Milton, Dylan Thomas, Gwendolyn Brooks, Sherman Alexie, John Donne, Margaret Atwood, Billy Collins, Alice Walker, Walt Whitman, and Zora Neale Hurston, among others.
Prerequisite: grade of A- or higher in English Elective or Departmental Recommendation

Nonfiction: Art of the Essay (open to juniors and seniors)  
Fall Semester, ½ Credit

Students in this course will read essays exclusively, ranging from works by Samuel Johnson and Jonathan Swift to H. L. Mencken and selections from The New Yorker. The goals of this course include introducing the students to well-known essayists, as well as to various styles of essay writing. The course will study and emulate forms of essay writing with the hope of moving students beyond the basic five-paragraph structure.
Historical Fiction  (open to juniors and seniors)  

Fall Semester, ½ Credit

In her postscript to In the Time of the Butterflies, Julia Alvarez writes, “I wanted to immerse my readers in an epoch in the life of the Dominican Republic that I believe can only finally be understood by fiction, only finally be redeemed by the imagination. A novel is not, after all, a historical document, but a way to travel through the human heart.” Historical fiction offers readers an opportunity to experience historical events or people from a truly human point of view. In reading fictionalized accounts of real people and places, readers can intellectually grasp the realities and the truth of the human condition in a relatable, accessible way. In this course, we will read three historical fiction novels, which of course means we will be learning about the times, places, and people of the novel’s focus. Additionally, we will engage in our own research of Moravian Academy. By the end of the course, students will have written their own piece of historical fiction based somehow on the Moravians of Bethlehem. Possible texts include: Z: A Novel of Zelda Fitzgerald by Therese Anne Fowler, Homegoing by Yaa Gyasi, City of Thieves by David Benioff, The Kitchen House by Kathleen Grissom, The Paris Wife by Paula McLain, and Lincoln in the Bardo by George Saunders.

Literature of Comedy and Satire  (open to juniors and seniors)  

Fall Semester, ½ Credit

What subjects are appropriate for satire or comedy? To what extent do time, culture and social status influence appropriateness? Is humor ever universal? What role do comedy and satire play in our lives? Can one use humor as a tool for understanding an historical time, place or culture? Students in this course will read works of comedy and satire by 20th Century British and American authors ranging from Dorothy Parker, Tina Fey and Trevor Noah to Kurt Vonnegut and Zadie Smith. Writings will range from reader response pieces to analyses. Students will also try their hands at their own satire and fiction writing.

Literature of Solitude & Loneliness  (open to juniors and seniors)  

Fall Semester, ½ Credit

We have all felt lonely or isolated in our lives from time to time. However, being alone and suffering from chronic loneliness not only affects your mental well-being, but also your physical health. In fact, the effects of chronic loneliness have been equated to the deleterious health effects of smoking and obesity. Despite the negative effects of a life of isolation from society or family, the lone and solitary figure in literature has been often admired for his/her courage and fortitude, pitied or empathized with his/her retreat into solitude, and even lauded as a hero. The Literature of Solitude and Loneliness will examine these essential questions: When does solitude, self-reliance and reflection turn into loneliness and desperation? What advantages are there in a life lived in isolation vs. a life lived in community? Possible texts for examination include Henry David Thoreau’s Walden, Ralph Ellison’s Invisible Man, Tommy Orange’s There, There, Doris Grumbach’s Fifty Days of Solitude, and Cheryl Strayed’s Wild. We will also consider poems and short stories from such writers as Herman Melville, Charlotte Perkins Gilman, Sylvia Plath, and Emily Dickinson. Our field work will help us understand the solitude and loneliness of others as we work with a senior citizen home. Additionally, we will examine our own solitude as we visit Jacobsburg State Park, study meditation practice, and experience a silent weekend at a Jesuit retreat facility.
Sense of Place: Writing the Landscape of Home Fall Semester, ½ Credit
(open to juniors and seniors)

From the arroyos of New Mexico to the dark woods of Maine, from the watery mists of the northwest to the farmlands of the Midwest, writers are influenced by the landscape that fills their eyes and hearts. This course will examine a variety of texts that, while not about the natural world per se, are nonetheless inextricably tied to the landscape in which they are set and from which the authors explore. What traditions and social customs arise from living in a certain place, during a certain time? How are our definitions of home influenced by our surroundings, our habits, our dwellings? How are we defined by boundaries both natural and manmade? Longer works of fiction and non-fiction will anchor the course, supplemented by various essays, poetry, and film. Proposed texts:
- Rudolfo Anaya; *Bless Me Ultima*
- Terry Tempest Williams; *Refuge*
- Leslie Marmon Silko; *Ceremony*
- Florence Caplow; *Wildbranch: An Anthology of Nature, Environmental, and Place-based Writing*

The Plays of Shakespeare: Killers & Crowns—Tragedy and History Fall Semester, ½ Credit
(open to juniors and seniors)

In this interdisciplinary semester course, we will examine the tragedies and histories of Shakespeare. We will analyze the plays, delve into the performance context and history of the plays, and explore Shakespeare’s dramatic art, both in the classroom and on the stage. We will study his language with an in-depth analysis of his verse and prose, as well as his imagery, symbols, and meter. We will uncover and scrutinize the scansion of his verse and explore the nuances of his language through text and explication with the aid of the Oxford English Dictionary. We will investigate the historical context of each play, its reception, and its performance history. We will also be exposed to the varied and abundant critical material about the social/political/gender issues with which the play contends or, in fact, may challenge. We will understand and appreciate Shakespeare’s dramatic art by studying the Early Modern Theatre, its dramatic genres, and performance of several plays. We will survey a wide range of performances and will even try our hand at performing speeches and scenes from the plays we study. Supplemental texts we will consider: The Elizabethan World Picture; excerpts of performance reviews, criticism, and scholarly works. Evaluation will be based on active participation, essays, quizzes, performance analyses, and scenic presentations.
AP English Language and Composition *(open to juniors)* Spring Semester ½ credit

Using works ranging from fiction to nonfiction, biography and investigative reporting to environmental commentary, and social and political satire, AP English language and Composition explores the ways authors use their craft to appeal to and provoke their readers. Since this course’s primary goal is to heighten students’ analytical and expository skills, an equal emphasis is placed on honing oral and written expression. Moving well beyond the five-paragraph structure, students experiment with a range of rhetorical conventions and learn to manipulate the interplay among author, audience, and purpose. This course complies with the expectations and guidelines established by The College Board. Readings are predominantly nonfiction and range from Jonathan Swift to J.D. Vance.

*Prerequisite: Final year grade of A- or higher in English Ten*

Debate Matters *(open to juniors and seniors)* Spring Semester ½ credit

This course offers students opportunities for in-depth dialogue about contemporary issues of literary and social import. Students will learn to identify and exercise elements of classical rhetoric—*ethos, logos, and pathos*—as well as more modern approaches to argument and communication, such as the Toulmin Method. In addition to meeting course requirements of reading, writing and critical thinking, students will also be strongly encouraged to participate in regular debates, including Lincoln-Douglas, Public Forum, and Big Questions modes. (Special attention will be paid to forms of conflict resolution, emphasizing Rogerian Argumentation.) Music, film, and related visual arts will supplement traditional text selections and will also be valued for their own rhetorical merits. Likewise, this course will seek to promote 21st-century modes of rhetorical delivery through multimedia projects, such as story maps, podcasts, and website production. Students will be provided with a broad range of opportunities for closer rhetorical analysis and for their own development as critical and creative thinkers.

Fiction Writer’s Workshop *(open to juniors and seniors)* Spring Semester, ½ Credit

This dynamic and highly participatory course will unlock the creative voice of each writer. Students will learn how to mine their own experiences for the sources of fiction and build imaginative and compelling stories that matter. Specifically directed writing exercises will help writers explore the elements of fiction, while examination and analysis of exemplar works by master storytellers will address questions of structure and theme. Our focus will be the creation and completion of original short stories by a process of composition, peer and instructor review, and revision. In addition to growing as writers, students will develop their abilities to give, take, respond to, and work with feedback and critique. The course will culminate with each student’s submission of an original short story to an outside online or print publication.
**Global Literature (open to juniors & seniors)**  
Spring Semester, ½ Credit

The Global Literature course focuses on literature and visual texts from beyond the traditional literary canon and encourages students to consider a point of view beyond their own in order to expand their scope of global understanding and engender a sense of empathy for those who are outside of their tribe(s). Students will read a variety of genres and watch films intended to inspire thoughtful discussion and exploration of sometimes uncomfortable but always important realities of the human condition. Through thoughtful discussion and a variety of writing assessments, students will consider their own prejudices and evaluate how their points of view shape their understanding. Possible texts include: *The Namesake* or short stories by Jhumpa Lahiri, *Persepolis* by Marjane Satrapi, short stories by Louise Erdrich, *Things Fall Apart* by Chinua Achebe, Poetry by Naomi Shihab Nye, *The House on Mango Street* by Sandra Cisneros, and short stories by Gabriel García Márquez.

**Understanding and Writing Poetry I: (open to juniors and seniors)**  
Spring Semester, ½ Credit

As Billy Collins, the former poet laureate of the United States so aptly put it, poems can inspire and make us think about what it means to be a member of the human race. By just spending a few minutes reading a poem each day, new worlds can be revealed. If reading a poem can lead to understanding our lives, imagine the power of writing it! This class is a semester long plunge into the craft and complexity of reading and writing poetry. Reading selections will be based on poets from various cultures with an emphasis on modern poetry. Successful completion of the course will require a portfolio of original poetry, a presentation on a major poet of the student’s choosing, and analytical and informal writing. Active participation, a love of language, enthusiasm for process and a willingness to explore are necessary prerequisites to the course.

**Understanding and Writing Poetry II: (open to juniors and seniors)**  
Spring Semester, ½ Credit

Through weekly writing assignments and related readings, we will extend the conversation begun in level I. This course stresses the techniques of writing poetry and will challenge you to develop your work to ready it for publication. Presentation is another aspect of the semester and you will write and memorize several poems and prepare them perform for an audience.

**Short Story: The Power of Story (open to juniors & seniors)**  
Spring Semester, ½ Credit

This course explores all facets of ‘story’; we study its structure, its emotional power, and its ability to communicate ideas and relate experience. We investigate story in two major ways: through our study of stories in our story anthologies and through our field work with others in our community. We read stories, share stories, write about stories, and finally make our own stories.
The fine and performing arts at Moravian Academy are part of our heritage; they invite students to tap their creative spirit and to express themselves through sounds, images, words, and role-playing. By learning, exploring, or excelling as visual artists, vocal and instrumental musicians, dancers, actors, and behind-the-scenes participants, our students develop an appreciation for the talents of others and learn to interpret the world around them in new ways.

**Introduction to Theatre**  
2 Semesters (three periods per cycle), ½ Credit

The course is designed to provide the students with an understanding of the development of written and performed drama with a focus on its roots in Ancient Greece, the Shakespearean Era and the present day musical theatre. Beginning the year with an exploration of the Theatre space and the aforementioned historical examination, the remainder of the year will focus on other separate areas of importance in theatre. Following the history portion, the class will focus on the technical aspects of theatre. With a stress on Set Shop Safety the students will learn the proper use of the tools of the scenic building trade and dabble in a few scenic painting techniques. Finally we will focus on Training for the Speaking Voice and text analysis/presentation. This basic building block of the actor’s trade provides valuable material for every walk of life. Using the work of Kristin Linklater, the goal of this portion is to provide the students with a solid basis in clear vocal production and public speaking. Students are expected to attend the Winter Musical, Spring Drama, and see two productions at the professional, collegiate, or community theatre level.

**Acting I – Fundamentals**  
2 Semesters (three periods per cycle), ½ Credit

This course is designed to provide the actor with the beginning tools of voice, movement, and acting technique. Beginning with a focus on healthy vocal production and physical relaxation, the students will move into the development of a personal acting technique using methods developed by Robert Cohen. The final exercise of the year will be a unit of basic stage combat and safety.  
*Prerequisite: Completion of Introduction to Theatre or permission of the instructor*

**Acting II – Style**  
2 Semesters (three periods per cycle), ½ Credit

This course is designed to enhance the actor’s development and personal technique by exploring three major styles theatre: early-Realism with Henrik Ibsen, High Comedy using the principles of Maria Aitken, and William Shakespeare (with a bit of dialect work popping up for fun). Through research projects, actor journals, and practical application through scene and monologue work, the actor will gain a variety of tools for their craft.  
*Prerequisite: Completion of Acting I or permission of the instructor*

**Acting III – Contemporary Scene Study**  
2 Semesters (three periods per cycle), ½ Credit

This course focuses on works of the Contemporary Theatre. The actor is expected to have a strong grasp of the fundamental tools of the actor’s craft from previous courses so when moving into Acting III, they are prepared to investigate fully the character through the text and external research. The vibrant plays of study will change annually to reflect the dynamic nature of the art of theatre.  
*Prerequisite: Completion of Acting II or permission of the instructor*
The Plays of Shakespeare: Killers & Crowns--Tragedy and History  Fall Semester, ½ Credit
(open to juniors and seniors)
In this interdisciplinary semester course, we will examine the tragedies and histories of Shakespeare. We will analyze the plays, delve into the performance context and history of the plays, and explore Shakespeare’s dramatic art, both in the classroom and on the stage. We will study his language with an in-depth analysis of his verse and prose, as well as his imagery, symbols, and meter. We will uncover and scrutinize the scansion of his verse and explore the nuances of his language through text and explication with the aid of the Oxford English Dictionary. We will investigate the historical context of each play, its reception, and its performance history. We will also be exposed to the varied and abundant critical material about the social/political/gender issues with which the play contends or, in fact, may challenge. We will understand and appreciate Shakespeare’s dramatic art by studying the Early Modern Theatre, its dramatic genres, and performance of several plays. We will survey a wide range of performances and will even try our hand at performing speeches and scenes from the plays we study. Supplemental texts we will consider: The Elizabethan World Picture; excerpts of performance reviews, criticism, and scholarly works. Evaluation will be based on active participation, essays, quizzes, performance analyses, and scenic presentations.

Theater Craft  2 Semesters (three periods per cycle), ½ Credit
In this course students (grades 10, 11, and 12) learn aspects of technical theatre. This includes set design and construction, manufacturing props, special effect painting, lighting, and sound. The students are expected to participate in the designing and building of the sets for the school’s productions. Work gloves and safety goggles are required when using power tools. Students are required to work three hours outside of the class periods on Coffeehouse, the musical, and the drama. Attending Coffeehouse, the musical, and the drama is required.

Chorale  2 Semesters (three periods per cycle), ½ Credit
The Chorale is the principal choral performing ensemble of Moravian Academy. It is open to students in grades 9 to 12 who demonstrate musical ability and an interest in singing. A wide variety of choral literature is prepared for public performances at Coffeehouse, the Moravian Academy Christmas Vespers, and the Academy’s Spring Concert. Members are required to participate in all performances to receive credit. An audition may be required by the instructor for students new to the group.

Moravian Academy Chamber Singers  2 Semesters (three periods per cycle),½ Credit
The Moravian Academy Chamber Singers are a small, select vocal ensemble chosen by audition from members of the Chorale. Emphasis is given to the preparation of more advanced choral literature in an appropriate musical style, and the perfection of group vocal technique through ensemble, sectional, and individual rehearsal. The Moravian Academy Chamber Singers are the musical ambassadors of Moravian Academy and perform at school functions and throughout the community.

Construction of Music (open to seniors)  2 Semesters , 1 Credit
Students are introduced to the primary elements of music theory, such as melody, harmony, rhythm, and form. These concepts are reinforced through the development of practical skills, such as ear training and music notation, and eventually through experiencing the compositional process from beginning to end as the students generate original musical ideas. The emphasis is on the practical, analytical, and compositional skills as experienced through the work of other composers as well as through their own compositional endeavors. (Major Class)
**Wind Ensemble**  
2 Semesters (three periods per cycle), ½ Credit

Students learn and perform music chosen from a wide variety of wind band literature. This group is comprised of standard wind and percussion instruments: woodwinds, brass, and percussion. Up to two pianists, two bass guitarists, and two standard guitarists can participate in the wind ensemble, though they must be approved by audition or permission of the instructor. The ensemble performs for various school functions as well as the combined Middle and Upper School Evening of Instrumental Music. Open to all students with previous musical instruction and ability to read musical notations.

**String Orchestra**  
2 Semesters (three periods per cycle), ½ Credit

Students learn and perform music chosen from a wide variety of orchestral literature. This group is comprised of orchestral string instruments. Up to two pianists, two bass guitarists and two standard guitarists can participate in the string orchestra, though they must be approved by audition or permission of the instructor. The ensemble performs for various school functions as well as the combined Middle and Upper School Evening of Instrumental Music. Open to all students with previous musical instruction and ability to read musical notation.

**Jazz Band**  
2 Semesters (three periods per cycle), ½ Credit

The Jazz Band is a special ensemble for instrumentalists interested in playing jazz in a group setting, with a strong focus on improvisation. Members are required to participate in all performances to receive credit. Students must audition or have permission of the instructor to take this course and must be current members of the Wind Ensemble or String Orchestra.

**Moravian Academy Handbell Ensemble**  
2 Semesters (three periods per cycle), ½ credit

This ensemble serves as an introduction to handbell ringing at the Upper School. Students learn a variety of ringing skills and techniques while exploring repertoire to be performed at the Christmas Vespers service and the Spring Concert as well as some chapel services during the year. Important concepts in the musicianship and music theory are addressed as well. Performances are mandatory and comprise a major portion of the grade for class. Beginning ringers with some musical background are encouraged to join this group. Handbell experience, while not necessary, would be of great value to a member of this ensemble.

**Intermediate Handbells**  
2 Semesters (three periods per cycle), ½ credit

This ensemble-based class is an appropriate choice for a student who has completed one year as a member of the Handbell Ensemble, but is not yet ready to work at the level of the Moravian Academy Ringers. In addition, a student with strong musicianship skills but no previous experience, as determined by the instructor, may be given permission to join the handbell program at this level once they have had an interview and brief audition with the instructor. The goal of this ensemble is to begin incorporating advanced techniques and skill sets into more regular use and to achieve mastery of all basic aspects of the handbell idiom. The group will perform more frequently for evaluation than in the previous year, and may be expected to demonstrate advanced skill acquisition in the classroom setting from time to time. The focus will be on helping the group develop a strong sense of interdependence and teamwork.
Moravian Academy Ringers 2 Semesters (three periods per cycle), ½ Credit

Handbell ringing is the ultimate in ensemble performance experiences, as each performer has sole responsibility for the notes that are assigned to them. The Moravian Academy Ringers perform for Upper School chapel programs, Christmas Vespers, and the Spring Concert as well as for occasional concerts in the community. Their repertoire is comprised of arrangements of music written for other instruments as well as original music written especially for handbells. Membership is restricted to those students with prior handbell experience or permission of the instructor.

Art & Design 2 Semesters (three periods per cycle), ½ Credit

Visual communication takes place everywhere around us. Using the elements and principles of design, students in this class make tangible connections between what is considered art and common everyday objects. The varied projects in this course will enable students to develop their technical art-making skills while guiding them to a greater articulation of their own aesthetic preferences as they discover art and design in the world around them. Freshman requirement

Ceramics I 2 Semesters (three periods per cycle), ½ Credit

This course is designed to introduce students to the excitement of working with clay in a variety of ways: functional, non-functional and sculptural. Techniques taught include both hand-building and an introduction to the potter’s wheel. Emphasis is on the technical and aesthetic considerations as well as historic and cultural perspectives.
Prerequisite: Art & Design

Ceramics II 2 Semesters (three periods per cycle), ½ Credit

Having laid the groundwork with basic pottery techniques and processes in Ceramics I, students achieve a more advanced mastery in both their hand-built and wheel-thrown pieces (and combination of both) allowing for further development of their own unique styles. Projects in this class are gradually more student-generated, with emphasis being placed on clay selection, complex multi-piece constructions and glaze applications.
Prerequisite: Ceramics I or permission of instructor

Drawing and Painting 2 Semesters (three periods per cycle), ½ Credit

A variety of drawing approaches will be examined, practiced, and applied as the artists develop their unique styles and how to most effectively communicate their thoughts and ideas in a visual medium. The projects will be used to solidify skills that they build to create their own aesthetic vocabulary. Students will use direct observation, linear and atmospheric perspective, figure drawing, and experimentation among other techniques. A variety of drawing and painting media will demonstrate and achieve a strengthening of technical skills used for projects. Sampling of media: water-soluble and graded pencils, powder, compressed and stick charcoal, egg tempera, encaustics, acrylic and oil paints. Periodic mini-critiques on relevant topics will accompany regular studio work
Prerequisite: Art and Design
**Advanced Drawing and Painting**

2 Semesters (three periods per cycle), ½ Credit

This course will build upon the Drawing and Painting experience. Students will be granted greater freedom in selecting media, choosing subject matter, and developing a more personal style. Students will explore issues and make connections between modern works and those of various periods. Peer and instructor-based critiques provide regular feedback to the developing artists. A final exhibition will be required involving students installing their artwork.

*Prerequisite: Drawing and Painting*

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**Photography I**

2 Semesters (three periods per cycle), ½ Credit

Open to tenth, eleventh and twelfth graders, this is the foundation course in photography. Students are introduced to basic techniques in handling the camera, shooting and developing film, and printing techniques. In addition, they develop an awareness of the aesthetic aspects of modern photography.

*Note: A lab fee of $175 is required.*

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**Philosotography**

2 Semesters (three periods per cycle), ½ Credit

The primary purpose of this course is to explore one’s personal and collaborative creative process through the creation of a collection of works creating throughout the year. The first questions to ask oneself, as an artist are…Who am I? What is my story? What is my vision and how might I share it with others? Students who sign up for this course set out on the ambitious yearlong practice of exploring these questions while experimenting, creating, developing good practices and building a regular artistic practice with processes that are self determined.

*Note: A lab fee of $175 is required.*

*Prerequisite: Photography I*

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**Filmmaking**

2 Semesters, 1 Credit

In this course students examine the early technological history of media and explore media studies as it applies to their artistic work. Video and media production are introduced through experiences in framing and composing a shot and preparing for a shoot with setting, props, and costuming. Various post-production and editing processes are explored using both real-time and non-linear manipulations. Students explore a variety of genre in film- and video-making including: documentary, narrative, experimental process, and basic animation. A wide range of analog and digital tools is used throughout the year for the creation of several short works and one longer piece. (Major Class)

*Prerequisites: Photography I and departmental approval*

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**Digital Publication**

2 Semesters (three periods per cycle), ½ Credit

In this course, students learn about industry-standard software, graphic design, and journalism, in addition to photography and layout techniques. Students use InDesign CS3 and Adobe Photoshop to create an original yearbook for the community. Time permitting, students design and produce brochures, playbills, flyers, etc. regarding productions and activities at the school. Students need to be highly self-motivated, creative, inventive, and imaginative individuals who can meet deadlines and stay organized and enthusiastic!
The primary task of the class is to plan, design, layout, and produce *The Legacy*, Moravian Academy’s yearbook. After completion of the last deadline, students focus on planning the next edition of *The Legacy*. The goal of the course is to develop life skills that last beyond the completion of the main project, a memory book of the year.

**Introduction to Woodworking**  
2 Semesters (three periods per cycle), ½ Credit

This course introduces students to the basic elements of woodworking. The course includes studying the types, characteristics, properties, and uses of both softwoods and hardwoods. Students learn the proper safety techniques for the use of both power tools and hand tools, including various saws, planers, routers, lathes, chisels, rasps, and sanders. Students learn the proper sanding and finishing techniques, including the advantages of various finishes such as stains, varnishes, and polyurethanes. Students design and create group projects and individual projects throughout the year.

**Woodworking: A Community Service Project**  
2 Semesters (three periods per cycle), ½ Credit

Students as a group identify a specific need, within the local community, one that can be adequately addressed by the woodworking students. They work within the organization best equipped to meet that particular need and work as a group to complete a project to address that need. Students learn not only how to identify and address a need but also how to design as a group and how to do production runs in a woodshop environment.  
*Prerequisite: Introduction to Woodworking*

**Advanced Woodworking**  
2 Semesters (three periods per cycle), ½ Credit

This class builds on the lessons learned in the Introduction to Woodworking course. Students learn how to hone their developing skills to design and build more complex and involved wood projects from furniture to sculpture. Emphasis is placed on originality and the skills necessary to bring a level of sophistication to the ideas themselves and to the finished product.  
*Prerequisite: Introduction to Woodworking*
GLOBAL LANGUAGES
The Department of Global Languages offers French, Spanish, and Mandarin Chinese. Students are required to complete a three credits in one modern global language at the Upper School. Students who have demonstrated linguistic aptitude and a keen interest in global languages, international cultures, and international affairs may study two languages concurrently.

After level three, French and Spanish students have a choice of semester courses. The students’ acquisition of the language will be furthered through the subject focus of the class they take each semester. In other words, students will reinforce their understanding of structures in the context of learning about specific cultural components. These courses are designed to reinforce and expand the skills acquired in the first three years of instruction with the goal of preparing students to enjoy a life-long pursuit of expressing themselves effectively in the target language. To that end, we will be further developing their proficiency and fluency in reading, writing, listening, and speaking. The course materials and activities also facilitate the comparison of other cultures to our own. Seniors may choose between taking the AP Language and Literature course, advanced semester courses they have not already taken, or the half-credit course.

The Department encourages students to expand their horizons and use their language skills through a variety of immersion programs. In addition to Moravian Academy exchange programs, students are given information about scholarships and are aided by teachers in identifying appropriate programs that meet their interests. Students who wish to pursue summer language study in less commonly taught languages such as Arabic, Mandarin Chinese, Russian, or Turkish, may apply for scholarships through the National Security Initiative for Youth (NSLI-Y)

Chinese I 中文一
2 Semesters, 1 Credit
Chinese I introduces Mandarin Chinese to students with limited or no prior knowledge of the language. This class uses the Pinyin system and simplified characters to ease the students into the world of Chinese. Although the course is taught primarily with simplified characters, traditional characters are introduced so that students can gain a deeper appreciation and understanding of the language. The class is designed to develop basic listening, speaking, reading, and writing skills in the Chinese language. Chinese culture and festivals are introduced throughout the year. The Ni Hao series includes a textbook, a workbook, and a listening CD. Through the year, songs, dictations, videos, games, skits, and reading selections help to reinforce concepts and skills learned. Students are required to complete a few individual/group projects to practice and demonstrate skills and concepts learned.

Chinese II中文二
2 Semesters, 1 Credit
Chinese II is a continuation course of Chinese I. Listening, speaking, reading, and writing skills are practiced through topics pertaining to real-life situations. Oral communication skills and cultural awareness are emphasized throughout the course. Although the course is taught primarily with simplified characters, further traditional characters are introduced so that students can gain a deeper appreciation and understanding of the language. Students are encouraged to be able to recognize traditional characters in order to appreciate their beauty and meaning. The Ni Hao series includes a textbook, a workbook, and a listening CD. In addition, songs, dictations, videos, games, skits, and reading selections help to reinforce concepts and skills learned. Students are required to complete several individual/group projects to practice and demonstrate skills and concepts learned.
Prerequisite: Chinese I
Chinese III 中文三

2 Semesters, 1 Credit

Chinese III further develops what was learned in Chinese I and II. Students are expected to be able to converse in basic oral Chinese with ease. Emphasis is put on reading short essays to improve Chinese comprehension skills and understanding of the Chinese culture. Writing short essays with proper grammar and sentence structure is one of the main goals of this class. Although the course is taught primarily with simplified characters, traditional characters continue to be introduced so that students can gain a deeper appreciation and understanding of the language. The *Ni Hao* series includes a textbook, a workbook, and a listening CD. In addition, songs, dictations, videos, games, skits, and reading selections help to reinforce concepts and skills learned. Students are expected to do three book reports and complete several individual and group projects throughout the year.

Prerequisite: Chinese II

Chinese IV 中文四

2 Semesters, 1 Credit

Chinese IV reinforces and expands the skills acquired in the first three years of Chinese instruction. The class is conducted mainly in Mandarin Chinese. Cultural elements are introduced through supplementary readings, videos, films, and festival celebrations. To strengthen students’ understanding of sentence structure and grammar, as well as to practice oral and writing skills, students submit monthly journals, which they revise and record. Although the course is taught primarily with simplified characters, students expand their knowledge of traditional characters, which helps them to better appreciate and understand the language. The *Ni Hao* series includes a textbook, a workbook, and a listening CD. In addition, songs, dictations, videos, games, skits, authentic learning materials, newspaper articles, and other reading selections help to reinforce concepts and skills learned. Students are expected to do three book reports and complete several individual and group projects throughout the year.

Prerequisite: Chinese III

AP Chinese Language and Culture AP中文

2 Semesters, 1 Credit

AP Chinese is equivalent to the second-year college Chinese course. The class is conducted almost exclusively in Chinese. The course provides qualified students with opportunities to further develop and refine their proficiency in listening, speaking, reading, and writing skills across the three communicative modes: interpersonal (speaking, listening, reading, and writing skills), interpretative (listening and reading), and presentational (speaking and writing skills), and the five goal areas (communication, cultures, connections, comparisons, and communities) as outlined in the *Standards for Foreign Language in the 21st Century*. To strengthen students’ understanding of sentence structure and grammar, as well as practice oral and writing skills, students submit journals during each Comenius cycle. Through varied learning and reading materials and a multimedia approach, contemporary and historical Chinese culture is integrated throughout the curriculum. Course content reflects intellectual interests shared by the students. In addition, debates, discussion, role plays, story narration, email responses, conversational prompts, cultural presentations and peer critiques help to reinforce the concepts and skills learned.

Prerequisite: Chinese IV

Focus on China

2 Semesters, 1 Credit

This course provides qualified students with opportunities to further develop and refine their proficiency in listening, speaking, reading, and writing skills across the three communicative modes: interpersonal, interpretative, and presentational, as well as the five goal areas (communication, cultures, connections, comparisons, and communities) as outlined in the *Standards for Foreign Language in the 21st Century*. 
Students study contemporary Chinese social issues using clips of feature programs, news, sitcoms, documentaries, talk shows, interviews, entertainment programs, films and TV plays, micro films, advertisements, songs, etc. Those abundant online video resources build a natural-language-based classroom environment and give the students a window to the society. Thus, they promote the integration of language learning and cultural understanding.

**Prerequisite:** Chinese IV

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**French I**

2 Semesters, 1 Credit

French I provides students a solid foundation in practical French. They acquire high-frequency vocabulary and structures through stories and topical discussions. We explore francophone cultures through authentic videos, music, and readings. This exploration allows us to gain insight into differences and similarities between the United States and various countries in the French-speaking world. Students acquire the language through comprehensible input (listening and reading that the learner can understand as a whole). The receptive skills of listening and reading naturally lead to students' development of the active skills of speaking and writing.

**Prerequisite:** French I

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**French II**

2 Semesters, 1 Credit

French II further develops proficiency in all four language skills. French II students continue to acquire high-frequency vocabulary and structures in an interactive environment. We examine new themes and continue our exploration of francophone cultures through stories, topical videos, music, and readings. Students acquire the language through comprehensible input (listening and reading that the learner can understand as a whole). The receptive skills of listening and reading naturally lead to students' development of the active skills of speaking and writing.

**Prerequisite:** French I

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**French III**

2 Semesters, 1 Credit

French III is an intermediate course designed to reinforce and expand the skills acquired in French I and II. Students are challenged to express themselves using varied vocabulary and a variety of structures, including the subjunctive mood. Through thematic units, students explore francophone cultures and develop a well-rounded cultural competency. Class discussions and a rich variety of readings, videos, and music allow us to make connections within the various themes, such as the arts, politics and justice, and personal relationships. Students acquire the language through comprehensible input (listening and reading that the learner can understand as a whole). Storytelling remains a cornerstone of French III and a vehicle through which students acquire more advanced language. The receptive skills of listening and reading naturally lead to the refinement of the active skills of speaking and writing. At the French III level, communicative skills are further enhanced through blog writing, one-on-one topical conversations, and debates.

**Prerequisite:** French II

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**ADVANCED FRENCH SEMESTER COURSES**

**FALL**

- French Home-School
- French Via Theater

**SPRING**

- Current Events in the Francophone World
- Francophone Fables, Fairy Tales and Folk Tales
- French Via Song
French Home-School  
Fall Semester, ½ Credit

Victor Hugo said, "It's family that gives education and the state who owes it." In this film-based course, we will study different depictions of family and school life in France. Moreover, each student will pick a related book to read throughout the semester. All activity will be conducted in French.

Prerequisite: French III

French Via Theater  
Fall Semester, ½ Credit

Reading theater is, by definition, an incomplete act, for what makes a play theatrical is not the written script, but its performance to a group of spectators. This course considers the notion of "performativity" through an exploration of different modes and genres of theater and performance in French-language traditions. This course is a semester-long workshop that will culminate in the production of a play by a French or francophone playwright. All activity will be conducted in French.

Prerequisite: French III

Current Events in the Francophone World  
Spring Semester, ½ Credit

This course will further development students’ listening, speaking, reading, and writing skills through the study of current social and political events in French-speaking countries. Students will hone their interpretative skills by reading articles and listening to broadcasts. They will hone their interpersonal and presentational skills by discussing, reporting, and/or writing about the events described in them. We will use resources such as SCOLA (International News Programming by Satellite) and France TV Education. All activity will be conducted in French.

Prerequisite: French III

Francophone Fables, Fairy Tales and Folk Tales  
Spring Semester, ½ Credit

Storytelling is common to every culture, and storytellers have catered to the need for a 'good story' since the beginning of civilization. Every culture has its own stories or narratives, which are shared as a means of entertainment, education, cultural preservation or instilling moral values. This course is a semester-long introduction to the Francophone world through its stories. The course will culminate in the students’ creation of their own story, which will be shared with the community. All activity will be conducted in French.

Prerequisite: French III

French Via Song  
Spring Semester, ½ Credit

This course will explore the French language and Francophone culture and history through units of song. Each song will be chosen to hone in on one or two aspects of the language or culture. We may pinpoint a particular grammar point, focus on improving our pronunciation and rhythm, or have personalized discussions about the message, vocabulary, or event presented in the song. This course will culminate in creative song-writing based on a topic of personal interest and a possible performance for the community. All activity will be conducted in French.

Prerequisite: French III
**AP French Language and Culture**  
2 Semesters, 1 Credit

AP French Language and Culture is a demanding course comparable to what is offered at the third-year college level; scoring of the AP Exam is based on standards typically applied to college French students. The AP French Language and Culture course guidelines, as stated in the College Board’s Course and Exam Description ©2011, place emphasis on strong development of the three main modes of communication: interpersonal (oral and written person-to-person communications in a variety of contexts, both formal and informal), interpretive (audio, visual, audio-visual, written, and oral communications based on interpreting source material and processing it), and presentational (oral, written, and visual communications designed to share information with a given audience). The course is designed broadly around six main thematic units: 1) Personal and Public Identities, 2) Science and Technology, 3) Global Challenges, 4) Families and Communities, 5) Contemporary Life, 6) Beauty and Aesthetics. In a typical unit, there is a long reading, a series of articles and short readings, a short film, a feature film, and regular exam preparation. In addition to weekly assignments, students will complete three or four projects. The projects are designed to further practice skills and tap into students’ creativity.

Prerequisite: French IV

**Topics in French Language and Culture**  
2 Semesters (three periods per cycle), ½ Credit

This course presents a study of the contemporary language and culture of France and the francophone world through authentic materials such as the press, the Internet, music, literature, television series, and film. It is offered on a pass/fail basis to those seniors who cannot fit a full-credit French course into their schedule, but wish to maintain their skills or would like to add French to their language repertoire.

Prerequisite: French IV or departmental approval

**Spanish I**  
2 Semesters, 1 Credit

Spanish I introduces the four skills of listening, speaking, reading, and writing within an interactive context, focusing on communication in everyday situations. The Level I course is designed to practice all four skills in authentic settings encountered in Spain, Latin America, and the Caribbean. TPRS™ stories, songs, dictations, videos, games, podcasts, skits, and reading selections help to reinforce concepts and/or skills to present Spanish-speaking life and culture.

**Spanish II**  
2 Semesters, 1 Credit

Spanish II further develops proficiency in listening, speaking, and writing within an interactive context, focusing on communication in everyday situations. Students are able to express themselves in the indicative and present subjunctive moods, as well as give commands. Spanish II also increases students’ knowledge and appreciation of diverse cultures in Spanish-speaking countries. The Level II course is designed to practice all skills in authentic settings encountered in Spain, Latin America, and the Caribbean. TPRS™ stories, songs, dictations, videos, games, podcasts, skits, and reading selections help to reinforce concepts and/or skills to present Spanish-speaking life and culture. Students are introduced to short literary works from prominent authors, and a greater emphasis is placed on speaking and writing. All skills are developed and maintained through several independent and group projects throughout the year.
Prerequisite: Spanish I

**Spanish III**

2 Semesters, 1 Credit

Spanish III is an intermediate course designed to strengthen previously learned skills: reading, writing, listening, and speaking. Students develop their cultural competency of Spain, Latin America, and the Caribbean through thematic modules. Literary and cultural readings in each lesson recognize and celebrate the diversity of the Spanish-speaking world and its people. An emphasis is placed on guided communicative activities that foster spontaneity of the language and a natural approach to syntax. In addition to the multimedia approach, supplemental materials in the form of children’s stories, magazine articles, podcasts, audio sources, and online exercises are used to reinforce concepts.

Prerequisite: Spanish II

**ADVANCED SPANISH SEMESTER COURSES**

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**Contemporary Latin American & Xican@ Literature**

Fall Semester, ½ Credit

This course will explore the highlights of the great works of contemporary Latin American authors such as Isabel Allende, Pablo Neruda, Rosario Castellanos, Gabriel García Márquez, and others. Students will explore some of the most important movements such as Modernismo, Vanguardismo, and el Boom, as well as literary devices such as Magic Realism. The course will be entirely in Spanish, with lectures, student work, songs, and additional materials being all in the target language.

Prerequisite: Spanish III

**Spanish in the Lehigh Valley**

Fall Semester, ½ Credit

This course will explore the Latino/Hispanic community in the Lehigh Valley and its historical and cultural impact in the area. We will visit various communities where Latino culture is present. Visits may include local Hispanic grocery stores, Esperanza for Bethlehem, the Hispanic Center of the Lehigh Valley, among others. We will explore the geographical and cultural origins of Spanish speakers who live in the valley, reaching beyond the comfortable acquaintance students may have with Mexican and Central American immigrants and culture. This semester course will be entirely in Spanish, with lectures, student work, films, and additional materials being all in the target language.

Prerequisite: Spanish III

**Latin American Music**

Fall Semester, ½ Credit

This course will explore the highlights of the development of Latin American music in the late 19th, 20th, and 21st centuries. The class will explore the manner in which Latin American music engaged and continues to engage with important historical and social moments. We will explore works by important performers and songwriters and their intersection with the Cuban Revolution, the Mexican Revolution, the Dirty Wars in Chile and Argentina, as well as social issues dealing with immigration, poverty, and sexism. The course will be entirely in Spanish, with lectures, student work, songs, and additional materials being all in the target language.

Prerequisite: Spanish III
The Art of Spain

Spanish art from Mannerism of the late 16th century to modern art in the 20th century offers an introduction to art in Spain over the past 450 years. This course examines the major works of Spanish painters, beginning with El Greco, through the Baroque era featuring Velazquez, Zurbarán, and Murillo, continuing on to the era of Romanticism with Goya. For the 19th to the 20th centuries, we begin with Spanish Impressionism, featuring Sorolla’s masterworks, then continue on to Spanish symbolism in painting, featuring de la Torre. Finally, we enter the 20th century with Pablo Picasso’s and Juan Gris’ innovative cubist style. Salvador Dalí and Joan Miró will also be the focus of 20th century Spanish painting. Finally, new directions in painting and design in Spain will be explored at the conclusion of the course. All artists will be studied from a variety of interpretative points of view including iconography, style, technique, social and economic circumstances, and the relationship of the visual arts to other cultural productions such as literature and music. The course will be entirely in Spanish, with lectures, student work, songs, and additional materials being all in the target language.
Prerequisite: Spanish III

Ciné Latinoamericano

This course will explore the highlights of the development of Latin American film. The class will explore the origins of Latin American film from the early 20th century through today, including classics that won the Palme d’Or at the Cannes Film Festival and Oscar nominees and winners. We will explore the works of the great directors and actors of the 20th century. The class will be entirely in Spanish, with lectures, student work, films, and additional materials being all in the target language.
Prerequisite: Spanish III

Latin American Food

This course will explore the historical, cultural, and culinary importance of a variety of different types of cuisines from Latin America. We will explore the origins of various types of cuisine of the Latin American continent, reaching beyond the comfortable acquaintance students may have with Tex-Mex. We will look at traditional Mexican cuisine from various regions of the country, as well as traditional cuisine from Cuba, Venezuela, Colombia, Chile, Guatemala, and Argentina, among others. The class will include explorations off campus during the long lunch period and/or outside the normal school day. The course will be entirely in Spanish, with lectures, student work, films, and additional materials being all in the target language.
Prerequisite: Spanish III

Latin American and Chicano Studies

The course introduces students to a wide variety of themes, issues, and areas of daily life that surround the Latino/Chicano culture in the US. After an introduction into Latin American History and the impact that the USA has had upon it, the purpose of this course is to focus on the various Latino/Chicano cultures in the USA, and how they interact with the rest of the country and with each other. The course will analyse the historical, geographical, political, ethnic, cultural, literary, and international impact of the diverse groups of peoples that have immigrated to the USA at various times, as well as those who were already here prior to the Spanish-American and Mexican-American war. The course examines how these groups have been influenced by the United States, as well as how the United States has been influenced by them. To this end, the course explores current events, historical documents, and modern-day social and political issues from a non-partisan point of view, by using literary sources and realia to understand how social, political, and cultural conditions can influence historical events and how these came to affect all constituencies.
Prerequisite: Spanish III
AP Spanish Language and Culture 2 Semesters, 1 Credit

The AP Spanish Language and Culture course is comparable to fifth- and sixth- semester college and university courses that focus on speaking and writing in the target language at an advanced level. Students develop proficiency across three communicative modes: interpersonal, interpretive, and presentational. It is assumed that students qualifying for this course have already learned grammar and have acquired skills in speaking, writing, reading, and aural comprehension in Spanish. Therefore, the curriculum strives to meet the five goal areas outlined in the Standards for Foreign Language Learning in the 21st Century: communication, cultures, connections, comparisons, and communities by providing students access to authentic materials representative of Spain and Latin America.
Prerequisite: Spanish IV

Advanced Spanish Conversation 2 Semesters(three periods per cycle), ½ Credit

This is a course which allows students to apply Spanish learned in previous courses to practical conversation. Students further develop speaking skills to better understand the nuances of the language. This course presents a study of the contemporary language and culture of the Spanish-speaking world through authentic materials such as the press, the Internet, music, literature, and film. It is offered on a pass/fail basis to those seniors who cannot fit a full-time Spanish course into their schedule, but wish to maintain their skills.
Prerequisite: Spanish IV or departmental approval
GLOBAL EXCHANGE PROGRAM

Moravian Academy has established exchange programs with schools in Guatemala and France, as well as cultural trips to China and the UK. Our global opportunities link curriculum to our world and allow all members of our community to cultivate global perspectives through on and off-campus experiences. Applications and detailed information can be found on the Moravian Academy website/myMA (log-in portion), on the Upper School Resource page.
As students move through our two required courses – World History I, World History II, and United States History, they are urged to analyze materials in class discussion and in writing at increasingly high conceptual levels and with increasing argumentative rigor. The aim of the department is not so much to have the students accumulate the facts of history, per se, as it is to help them develop the interest in and habit of understanding any information about human experience and then reconciling it to an analytical framework. Students are encouraged to participate in Model Congress and Model United Nations. The department will also provide information on summer programs upon request.

**World History I**

This required freshman course invites students to compare the development of a variety of civilizations, their governments, economies, and social systems, the problems they faced and how they solved them. Focusing on early Mediterranean civilizations, India, China, and Medieval Europe, the course challenges students to see how other people have seen the world. It also emphasizes the development of skills in conversation, critical thinking, analytical reading, and expository essay writing that will be fundamental to later courses.

**World History II**

The required tenth-grade history course examines the major ideas and events that have shaped the modern world. The course begins with the study of the Medieval European worldview and concludes with the peace settlement that ended the First World War. This course prepares students to understand the historical roots of the political, intellectual, economic, and ideological forces that are fundamental to an understanding of 20th-century history and that shape our world today.

**United States History (open to juniors)**

This course will explore a variety of historical events from a variety of perspectives. It will mostly follow a chronological approach beginning with colonization and finishing with the Vietnam War. Units will be framed by "essential questions" that will identify key historical issues. Students will develop skills that are integral to the historian's craft, such as developing and responding to questions, analyzing a variety of primary and secondary sources, such as advertisements, songs, speeches, photographs, diaries and artwork and supporting claims with evidence. Writing will be an important part of the course, but so too will be conversation. Specifically, students will learn how to effectively participate in a civil discourse through large- and small-group discussions, role-plays and debates. Finally, there will be a culminating project at the end of the year involving memory and perspective.

**AP United States History (open to juniors)**

Because this course prepares students to take the Advanced Placement Examination in mid-May (all students enrolled in the course are required to take the exam), this version of the US History requirement moves more rapidly than the college preparatory course, assumes a higher level of academic skills, and expects more independence from the student. Following the College Board’s framework for AP US History, the course emphasizes seven major themes, including economic and demographic development, environment, American ideas and culture, and foreign relations, while also emphasizing skills in reading, writing, and historical thinking.

*Prerequisite: Minimum grade of “A-“ in World History II or departmental approval.*
AP European History (open to seniors)  
2 Semesters, 1 Credit

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the present. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, AP European History further develops (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

Art History (open to seniors)  
Fall Semester, ½ Credit

This course exposes students to the three most significant painters of each century and how they influenced each other, beginning with the Early Renaissance and concluding with the beginning of the 20th century. Students examine, for example, how Rembrandt, Rubens, and Velazquez contributed to each others’ artistic development and to the great achievements of the 17th century. As we compare and contrast the great artists and their contemporaries, we look at how the classical, or Apollonian, approach differed from the more emotional, or Dionysian, stream in artistic expression. We examine how the more expressive approach of artists beginning with the 18th century, with such masters as Rubens and Franz Hals, influenced later artists such as 19th-century painter Delacroix and 20th-century great Francis Bacon. The course grade is based on weekly or bi-weekly quizzes, two major tests, two major presentations on a selected artist, and a final project in which a student either makes a presentation about an artist of the 18th – 21st century based upon a research paper or creates an original artwork based upon the artistic principles studied. The course includes an excursion to the Allentown Art Museum and to either the Barnes Foundation in Philadelphia or to the Metropolitan Museum of Art in New York City. No prior artistic experience is required to take this course. Students who are taking this course to fulfill their religion requirement will find that many Christian themes and motifs arise during our study of the early Renaissance to the early nineteenth century; the course incorporates a religious theme as part of their final project.

Microeconomics (open to seniors)  
Fall Semester, ½ Credit

This course is designed to give students an introduction to economic concepts relating to relatively small units – an individual, a firm, an industry, a single market. In addition to exploring general economic concepts such as supply and demand, students also examine the microeconomic fundamentals of consumer choice. Students compare and contrast various market structures, specifically perfect competition and monopoly. They also assess how effectively markets distribute resources (income) in society and cope with externalities. Throughout the course students connect economic concepts with current events using such resources as National Public Radio’s Planet Money. Finally, the Stock Market Game provides students an opportunity to take their understanding of how a firm or market operates and apply that knowledge to buying and selling stock. In the end, this course instills in students an appreciation of economics in a broader sense and enables them to make more thoughtful and effective decisions.

Modern Middle East (open to seniors)  
Fall Semester, ½ Credit

This course examines the region of the Middle East in the twentieth century and the early twenty-first century. It begins with a religious background on Islam, Judaism, and Christianity as well as the political structure of the Ottoman Empire of the nineteenth century. With those two areas as a base, the course examines the effects of the First World War on the formation and transformation of the modern nations of the region and the roots of the conflict between the various groups in the area. The course focuses mainly on the conflict between the Arab nations and the state of Israel through the examination of the three Arab-Israeli wars and the subsequent armed conflicts. In addition, the course explores the competing movements of Pan-Arabism and Pan-Islamism, as well as the rise of terrorism in the region. Students read a general text, historical documents, and literature of the various perspectives in the region.
Latin American History (open to seniors)  
Spring Semester, ½ Credit

This course examines the history of Latin America from the “encounter” between Europe and the Americas beginning in the late 15th century to the present. However, much of our focus will be weighted towards the latter half of this period in the 19th and 20th centuries. We will explore the social, political, ideological, cultural, and economic issues that surrounded the development of today’s Latin American countries. Specifically, we will look at the challenges to colonial empires and the contentious process of “nation-building”. We will also look at the influence of such concepts as “liberalism” and “nationalism,” and understand how globalization and the free market have impacted Latin America. In our studies, we will observe historical events at the local, national, and global levels, but also from the perspectives of various groups. We will consider both those who acted from bureaucratic sites of power (like government offices) and those who made claims from other locations (such as resistance movements). Since it is impossible to cover all of Latin American history in a semester, we will focus our investigation on significant events and case studies involving various places and regions.

Macroeconomics (open to seniors)  
Spring Semester, ½ Credit

This course is designed to give students an introduction to economic concepts relating to whole economic systems. Students learn how to measure price levels and inflation, unemployment, and the gross domestic product. They also consider how the money supply affects the economy by studying the operations of banks and the Federal Reserve. Students debate the merits of a self-regulating economy and consider the arguments of the economist John Maynard Keynes. They also analyze the impact of globalization on the U.S. and other parts of the world. Throughout the course students connect economic concepts with current events, using such resources as National Public Radio’s Planet Money. Finally, the Stock Market Game provides students an opportunity to take their understanding of macro-economic growth, inflation, and other indicators and apply that knowledge in buying and selling stock. In the end, this course instills in students an appreciation of economics in a broader sense and enables them to make more thoughtful and effective decisions.

Prerequisite: Microeconomics or Department Approval

Psychology (open to seniors)  
Spring Semester, ½ Credit

This course is designed to provide students with a systematic and evidence-based approach to the study of human development, behavior, and mental processes. Students will explore the biological bases of behavior and theories regarding thought processes, motivation, emotion, learning, social interactions, and sociocultural diversity. Throughout this course, students will connect concepts and theories to current events, from the individual to global level. In the end, students will develop an understanding for and appreciation of the importance of drawing evidence-based conclusions about psychological phenomena; the ethical standards that regulate scientific research and professional practice; and a multicultural, global perspective that recognizes the diversity of the human mind and behavior.
Every student is required to take mathematics each year. Students new to Moravian Academy may be required to take a placement test. Students must earn at least a C- in order to continue in the mathematics sequence. The Mathematics Department does not endorse summer courses in place of courses taken during the regular school year. Students who have a strong interest in mathematics are encouraged to enroll in summer enrichment opportunities. A list of summer programs is available at the Upper School College and Summer Enrichment portion of Moravian Academy’s website. Some of the programs that talented math students have participated in recently include: Boston University PROMYS - Mathematics for Young Scientists; Smith College - Summer Science and Engineering for Girls; Stanford University Mathematics Camp; Hampshire College Summer Studies in Mathematics. The American Mathematical Society has a listing of summer programs at [http://www.ams.org/programs/students/high-school/emp-mathcamps](http://www.ams.org/programs/students/high-school/emp-mathcamps); from Program in Mathematics for Young Scientists [http://mathforum.org/students/high/opps.html](http://mathforum.org/students/high/opps.html)

The following is the sequence of math courses for Moravian Academy students:

- **Algebra I**
- **Algebra II**
- **Geometry or Geometry (Honors)**

*After Geometry, students are placed in the appropriate courses chosen from the following electives:*

- Pre-calculus or Pre-calculus (Honors)
- Calculus or AP Calculus (AB or BC)
- AP Probability & Statistics
- AP Computer Science Principles
- Calculus II (Honors)
- Calculus III (Honors)
- Linear Algebra (Honors)
- Introduction to Computer Programming I
- Introduction to Computer Programming II

### Algebra I

2 Semesters, 1 Credit

An introduction to modern algebra. Topics include: polynomials in one and two variables, solutions of linear equations and inequalities, linear functions and graphing, systems of two equations in two unknowns, rational algebraic expressions, quadratic equations solved by factoring and the quadratic formula, proportions and percents, irrational numbers, and application problems.

### Algebra II

2 Semesters, 1 Credit

A continuation from the Algebra I study of linear equations. Topics include: linear systems and inequalities, the complex number system, irrational and imaginary numbers, rational and polynomial expressions, linear, rational, and quadratic functions, including their graphs, and methods for solving equations. Students in this course are expected to purchase a TI-84 graphing calculator.

*Prerequisite: Algebra I*
Geometry 2 Semesters, 1 Credit

Euclidean plane geometry is the focus of this course. There will also be an introduction into the basic concepts of Probability and Statistics. Geometric topics include: basic undefined terms, formal and informal definitions, deductive reasoning, parallel lines, congruent triangles, quadrilaterals, similar triangles, right triangles and the Pythagorean theorem, right triangle trigonometry, circles, construction, coordinate geometry, and areas and volumes of plane and solid figures. Probability and Statistics topics include: presenting data, analyzing data, normal distributions, correlation, permutations, combinations, probability, mutually exclusive and independent events. In addition, algebra topics are reviewed periodically throughout the course. Students in this course are expected to purchase a TI-84 graphing calculator.

Prerequisite: Algebra II

Geometry (Honors) 2 Semesters, 1 Credit

A rigorous course covering the topics included in the Geometry course in greater detail. Additional topics include an introduction to fractal geometry and transformations in the plane. Problems are more rigorous than in the Geometry course, with an emphasis on proofs and a faster pace. In addition, algebra topics are reviewed periodically throughout the course. Students in this course are expected to purchase a TI-84 graphing calculator.

Prerequisite: Minimum final year grade of B+ in Algebra II

Pre-calculus 2 Semesters, 1 Credit

A course designed to prepare students for the study of calculus. Topics include: elementary algebraic functions (polynomial, rational, power, piecewise, logarithmic, exponential, and trigonometric), algebraic manipulation skills, and methods for solving equations. Exposure to logarithmic, exponential, and trigonometric functions is at the introductory level. Students in this course are expected to purchase a TI-84 graphing calculator.

Prerequisite: Geometry or Geometry (Honors)

Pre-calculus (Honors) 2 Semesters, 1 Credit

A fast-paced and intensive course in preparation for AP Calculus (AB or BC). Topics include: the properties and techniques of advanced graphing, solutions of the elementary functions (polynomial, rational power, piecewise, exponential, logarithmic, logistic, and trigonometric), polar and parametric representation of functions, complex numbers, sequences and series, and an introduction to matrix algebra. Students in this course are expected to purchase a TI-84 graphing calculator.

Prerequisite: Minimum final year grade of B+ in Geometry (Honors)

Calculus 2 Semesters, 1 Credit

Explores the concepts of calculus in a non-AP setting. Topics include: limits, the derivative, tangents to the graph of a function, optimization analysis, curve sketching, anti-derivatives, and area under a curve. Other advanced topics may be explored as time permits. Upon completion of this course, students should be able to successfully complete a college-level calculus course. Students in this course are expected to purchase a TI-84 graphing calculator.

Prerequisite: Pre-calculus or Pre-calculus (Honors)
AP Calculus AB  
2 Semesters, 1 Credit

Differential Calculus in the first semester and Integral Calculus in the second semester, with emphasis on graphical, numerical, and analytical methods. Topics include: the derivative, function analysis and curve sketching, optimization, anti-derivatives, definite integrals and area under a curve, volumes of solids, differential equations, and applications of calculus. The graphing calculator is used throughout. The syllabus follows the Advanced Placement curriculum outline and prepares students for the AP Calculus AB examination. Students in this course are expected to purchase a TI-84 graphing calculator.

Prerequisite: Minimum final year grade of “B-” in Precalculus (Honors) or Calculus.

AP Calculus BC  
2 Semesters, 1 Credit

A rigorous course covering the topics included in the AP Calculus AB course in greater detail and completely covering the calculus of a single variable. Additional topics include: properties of functions given in parametric, polar, and vector form, more applications of integrals and integration techniques, and a thorough study on infinite series. The syllabus follows the Advanced Placement curriculum outline and prepares students for the AP Calculus BC examination. Students in this course are expected to purchase a TI-84 graphing calculator.

Prerequisite: Minimum final year grade of “A-“ in Precalculus (Honors).

Calculus II (Honors)  
Fall Semester, ½ Credit

A continuation of the AP Calculus AB syllabus, covering those topics in the BC course not covered in the AB course. Topics include: further techniques and applications of integration, improper integrals, differential equations, infinite series, and functions given in parametric, polar, and vector form. If time allows, further vector topics will be considered. Students enrolled in this course will take the AP Calculus BC exam in May.

Prerequisite: Final year Grade of “B-” or better in AP Calculus AB with a grade of 3 or more on the AP Calculus AB exam.

Calculus III (Honors)  
Spring Semester, ½ Credit

A continuation of the foundation of topics developed in AP Calculus BC. Topics will include vector algebra, vector calculus, partial derivatives, gradients and directional derivatives, tangent planes, multiple integrals, and line integrals. Students in this course are expected to purchase a TI-84 graphing calculator.

Prerequisite: Final year Grade of “B-” or better in AP Calculus BC with a grade of 3 or more on the AP Calculus BC exam or Grade of “B-” or better in Calculus II (Honors).

Linear Algebra (Honors)  
Fall Semester, ½ Credit

A modern elementary introduction to linear algebra with an emphasis on techniques and applications. Topics include: matrix operations, properties of determinants, vectors in two and three dimensions, linear transformations, eigenvalues, and eigenvectors.

Prerequisite: Final year Grade of “B-” or better in AP Calculus BC with a grade of 3 or more on the AP Calculus BC exam or Grade of “B-” or better in Calculus II (Honors).
AP Statistics

Curriculum for this course follows the AP Statistics curriculum set by the College Board and is designed to prepare students for the AP Statistics exam in May. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course draws connections between all aspects of the statistical process, including design, analysis, and conclusions. Additionally, using the vocabulary of statistics, this course will teach students how to communicate statistical methods, results and interpretations. Students will learn how to use graphing calculators and read computer output in an effort to enhance the development of statistical understanding.

Students in this course are expected to purchase a TI-84 graphing calculator.

Co-requisite: Pre-calculus or Pre-calculus (Honors) with department approval.

Prerequisite: Successful completion of Calculus or higher.

Introduction to Computer Programming I

Focuses on simple to complex programming solutions of various problems. By using Python programming language, students will learn to write programs that include if-then decisions, while loops, input and output, functions, and strings, as well as the top-down and modular approach to programming. Programming assignments will relate to a variety of real-life applications. Advanced techniques with arrays and linked lists will be explored and discussed as time permits.

Prerequisite: Successful completion of or concurrently enrolled in Algebra 2

Introduction to Computer Programming II

This course is a continuation of Intro. to Computer Programming I. Students will extend their knowledge of Python by writing programs that include strings, lists, arrays, text input and output, searching and sorting, and recursion. Students will also transition to Java programming language in preparation for the AP Computer Science A (Java) course.

Prerequisite: B- or higher in Introduction to Computer Programming I

AP Computer Science Principles (open to sophomores, juniors & seniors)

This AP course is designed to be equivalent to a first semester introductory college computing course. Students will learn the foundational concepts of computer science and explore how computing and technology impact the world. The course will provide the fundamentals of computing: including problem solving, working with data, understanding the Internet, cyber security, and programming. Students will also develop effective communication and collaborations skills, working individually and collaboratively to solve problems and writing about the importance of these problems and the impacts to their community, society, and the world. The AP exam includes a written test and the submission of two performance tasks to the College Board.

Prerequisite: Successful completion of Geometry or concurrent enrollment of another math course
Seniors are required to complete one course that meets the religion/philosophy graduation requirement. The options include Ethics, AP English Literature, Global Literature, Latin American History, Modern Middle East, Modern India, AP European History, Art History, AP Environmental Science or Environmental Science.

**Ethics (open to seniors)**

This course is an introduction to ethical philosophy, including theories of right and wrong behavior, the purpose of government, and the meaning of “the good life”. Students examine several schools of thought, including Aristotle, Bentham, Kant, Rawls, Locke, and Nozick. These concepts are enhanced through classroom discussion of relevant, contemporary debates. The goal of this course is to help students learn to think critically and analytically about ethical questions. How should we live together in society? How should we behave? What should we value? Students will also develop their abilities to read, explicate, analyze, and evaluate philosophical literature, and to write and express themselves about their own ethical positions. Coursework includes reading assignments, reflection papers, regular debate, and a formal in-class presentation.
Moravian Academy’s Science program emphasizes the fundamental curricula in biology, chemistry, and physics. Weekly laboratory assignments give students the opportunity to reinforce visually the ideas put forth during lecture and to gain practical experience in measurement, graphing, laboratory techniques, instrumentation (including modern technology), and error analysis. Acquisition of basic knowledge and familiarization with scientific thought processes in a way that complements the student’s interests and preparedness are goals the department keeps in mind when advising a student on the appropriate course of study. A minimum of three years of science, which must include biology and a chemistry course, are required for graduation.

Talented science students involve themselves in science-oriented activities outside of the standard curriculum. In the 9th and 10th grade, students often participate in the Pennsylvania Junior Academy of Science. In the 11th and 12th grade the PJAS is still available as well as the Comenius Projects (independent honors research). Many students participate in summer science programs and internships, especially those that involve experiential learning, as opposed to the strictly academic coursework.

**Biology**

2 Semesters, 1 Credit

This course is an introductory survey of the life sciences with emphasis on the molecular approach. Topics include classification, evolution, photosynthesis, DNA and RNA structure and function, cell theory, cellular reproduction, organismal reproduction genetics, circulatory, respiratory, digestive, excretory, nervous, and skeletal systems in vertebrates, and ecology.

**Chemistry**

2 Semesters, 1 Credit

This introduction of chemistry includes the following topics: matter and change, scientific measurement, the factor label method of problem solving, atomic structure, the periodic table, nomenclature, chemical bonding, molecular structure, chemical equations and reactions, stoichiometry, thermochemistry, gases, liquids, solids, solutions, acids and bases, pH, reaction rates, and chemical equilibrium. Chemistry or Chemistry (Honors) is required for all sophomores.

Prerequisite: Algebra I and Biology

**Chemistry (Honors)**

2 Semesters, 1 Credit

Chemistry Honors is an accelerated introductory course designed for science-oriented students. In addition to the topics covered in chemistry, studies include an introduction to electrochemistry, organic chemistry, acid-base equilibria, solubility equilibria, and nuclear chemistry. Chemistry or Chemistry (Honors) is required for all sophomores.

Prerequisite: Algebra II, minimum grade of B+ and Biology

**Physics**

2 Semesters, 1 Credit

This course covers the following topics: mechanics, geometric optics, basic electricity and modern physics.

Prerequisite: Algebra II, minimum grade of B and Biology

The Academy strongly recommends students to have completed Geometry prior to taking Physics.
Anatomy and Physiology  
2 Semesters, 1 Credit

Anatomy and Physiology is a study of the structure and function of the human body and mechanisms for maintaining homeostasis within it. The course will include the study of cells, tissues, and the integumentary, skeletal, muscular and nervous systems. In addition the student will examine the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems, as well as the concepts of development, metabolism, fluid and electrolyte balance, and acid-base balance. The student will examine the gross, microscopic and developmental anatomy of structures and study their relationships among body systems. The functional aspect is examined by using various laboratory procedures.

Botany  
Fall Semester, ½ credit

Botany will explore such topics as invasive plants, genetically engineered food crops, as well as the traditional classification and physiology of plants. (What do they look like and how do they work?) This course will introduce the vocabulary and principles of plant biology. The objectives will be for each student to demonstrate a working knowledge of the terminology used in botanical studies and a basic understanding of the anatomical, cytological, reproductive, ecological, and physiological phenomena unique to plants in general, specific plant taxa, and plant-like organisms of other kingdoms.
Prerequisite: Completion of Biology and Chemistry

Environmental Science  
2 Semesters, 1 Credit

This class will cover the following: Earth Systems and Resources; the Living World; Population: Land and Water Use; Energy Resources and Consumption: Pollution; and Global Change. Time will be spent discussing current events and possible solutions to problems. This course includes strong laboratory and field investigation components. Students will have the option in this class to further investigate certain lab topics that they find most interesting. The goal of lab is always to complement the classroom portion of the course by allowing students to learn about the environment through first hand observation and data gathering.
Prerequisites: Completion of Biology and Chemistry

Introduction to Engineering and Robotics  
2 Semesters, ½ Credit
(open to sophomores, juniors and seniors)

The primary purpose of Introduction to Engineering and Robotics is to learn basics of design, construction, and coding to prepare for FIRST robotics competition (FRC). The first part of the course is devoted to learning about the fundamentals of robots and design. This includes learning about strengths of materials and as well as modeling and prototyping using Autodesk Inventor and 3D printing. Next, students will learn about how robots are programmed to perform tasks using Arduino digital circuit boards. Finally, students will work on the design process and the actual building of the robots which they will take to at least two competitions in the MAR district area. Participation in this event is encouraged but not required of students.
Zoology

Spring Semester, ½ credit

Zoology will explore the Animal Kingdom, from microscopic amoeba all the way to people, emphasizing the similarities and differences between animal groups. Specifically, this portion of the course provides an introduction to the biology of the phyla (and some specific orders) of invertebrates and vertebrates with emphasis on classification, morphology, structure and function of their internal anatomy and fundamental concepts characteristic of these animal groups.

Prerequisite: Completion of Biology and Chemistry

AP Biology

2 Semesters, 1 Credit

AP Biology is designed for students interested in pursuing science or engineering in college. Topics covered are cellular biology, classical and molecular genetics, biological diversity, the relatedness between form and function, ecology, and evolution.

Prerequisites: Department recommendation & Completion of Biology and Chemistry

AP Chemistry (open to juniors and seniors)

2 Semesters, 1 Credit

AP Chemistry is designed for students interested in pursuing science, engineering, or related fields in college. This course includes advanced topics in chemistry such as: complex ions, molecular orbital theory, spectrophotometry, qualitative analysis, quantitative analysis, chemical thermodynamics, gas phase chemical equilibria, kinetics, catalysis, further study of acid-base equilibria, buffer solutions, solubility equilibria, electrochemical cells, and organic chemistry.

Prerequisites: Chemistry Honors, minimum grade of B or Chemistry, minimum grade of an A or department recommendation

Co-requisite: Pre-calculus Honors

AP Environmental Science

2 Semesters, 1 Credit

This course is designed to be the equivalent of a one-semester introductory college course in environmental science. It is based in biology and ecology but also includes aspects of geology, chemistry, and geography. The goal of the course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. The major topics include: Earth Systems and Resources; the Living World; Population: Land and Water Use; Energy Resources and Consumption; Pollution; Global Change. The course includes a strong laboratory and field investigation component. The goal of this component is to complement the classroom portion of the course by allowing students to learn about the environment through firsthand observation.

Prerequisites: Minimum grade of B+ in Pre-calculus or department recommendation & Completion of Biology and Chemistry
AP Physics (open to seniors)  

AP Physics C is designed for students interested in pursuing science, engineering, or related fields in college, and approaches the subject using calculus as a basis. Topics include linear, projectile and circular motion as well as gravity, momentum, energy, and oscillations. Time permitting we will also cover topics in electricity and magnetism or modern physics. Prerequisite: Physics and department recommendation  
Co-requisite: AP Calculus AB or BC
The physical education program offers a wide range of activities including individual sports, lifetime activities, and team sports. The emphasis is on encouraging the students to understand the importance of adopting an active lifestyle. Physical education credit can also be gained by participating on a Moravian Academy interscholastic team or the Outdoor Education Program.

**Ninth grade:**
Freshmen are required to participate on at least one interscholastic sports team or the outdoor education program. When not participating on a team, freshmen are required to attend physical education class during the school day.

**Tenth, Eleventh, and Twelfth grades:**
Students are required to take a physical education class that meets during the school day or to be a member of an interscholastic team or the outdoor education program.

**Interscholastic:**

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<th>Fall</th>
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<td>Boys Basketball</td>
<td>Girls &amp; Boys Lacrosse</td>
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<td>Girls Boys Swimming**</td>
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<td>Girls Volleyball **</td>
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**Moravian athletes may compete in Football, Volleyball, Wrestling and Track & Field as part of a program of co-sponsorship with Notre Dame – Green Pond High School. Girls and boys may compete in Swimming as part of a program of co-sponsorship with Wilson Area High School.**

**Health**

2 Semesters (Three periods per cycle), ½ Credit

The health course is divided into four distinct segments: 1) wellness and nutrition (15 hours); 2) human sexuality (15 hours); 3) classroom driver education (30 hours); and 4) cardiopulmonary resuscitation certification (5 hours).

**Wellness and Nutrition:**

This course uses the Harvard School of Nutrition website to cut through all of the confusing information about nutrition and provide clear tips for healthy eating and dispelling nutrition myths along the way. It includes choosing healthy drinks, staying active, and healthy eating. We discuss the effects of our diet on our health and our environment, as well as the athletic and academic benefits of eating well.

**Human Sexuality:**

The course includes frank and open consideration of all areas of human sexuality. Major units include: responsible and informed decision-making, sexually transmitted diseases, the reproductive system, contraception, and healthy and responsible sexual relationships. A concentrated effort is made to dispel myths and misconceptions surrounding human sexuality.
**Driver’s Education:**
Moravian Academy offers a state-approved driver’s education program. The program is comprised of two parts: theory and practical. The theoretical portion of driver’s education is required and is taught during part of the sophomore health class. The course prepares students for the PA State Learner’s permit test. The class covers vehicle controls, signs and signals, rural, city and highway driving, emergency situations, vehicle maintenance as well as driver courtesy. The practical portion of driver’s education is an elective and may be taken for an additional fee. Students must have a valid PA permit or license to take this portion of the class. Instruction is done on a one-on-one basis in a late model car provided by Moravian Academy. The car is equipped with ABS, airbags, and a dual brake for the safety of the student. Students are taught the importance of vehicle position, proper eye movement, proper braking and acceleration, highway merging, and a variety of other driving conditions. Students must complete both portions of driver’s education in order to receive the PA driver’s education certificate.

**Cardiopulmonary Resuscitation:**
Students are required to be certified in adult CPR by the time of graduation. Moravian Academy provides certification from the American Heart Association during the Health course. The certification is for one- and two-person adult CPR and is taught by a certified CPR instructor.

**Outdoor Education Program**
The Outdoor Education program is offered in the fall, winter, and spring. The primary activities are whitewater canoeing and rafting, but students also participate in hiking trips and camping. The program consists of two after-school sessions per week, two weekend day trips, and three weekend overnight trips. Outings are scheduled with an increasing level of difficulty as the season progresses. At times, the group is split so that students of different abilities can be appropriately challenged. Participation in the outdoor education program is limited to 8-10 students. Students may not be involved in any other sport due to schedule conflicts. This program may be used for physical education credit as well as fulfilling the Freshman requirement of involvement in a team sport. In order to receive credit for outdoor education, students cannot miss more than two afternoon outings and must participate in four of the five weekend trips. A fee is charged for this course.
All students are expected to participate in community service during the school year and over the summer. Each student is expected to fulfill 40 hours of community service by the end of the eleventh grade.

Students may complete the requirements in several different ways:

1. Students can volunteer at local non-profit organizations that focus on the arts, children, the environment, healthcare, the homeless, the elderly, and many other areas in the community.
2. Students can receive credit by volunteering to help at school functions for up to twenty hours of the requirement.

Moravian Academy utilizes the online service hour tracking website 2xVOL that allows students to enter service hours electronically and gather site supervisor confirmations through communications embedded in the website. Students are able to enter and track their service hours, as well as download service transcripts.

The Dean of Student is available to assist in identifying service opportunities. Students should consult with the Dean about the means by which they plan to fulfill the requirements. 20 of the 40 hours must be with non-MA related organizations.

Senior Post-Term is a, 45 hour, unpaid externship during which student are off-campus to learn more about a field in which you are interested, explore a career option, or engage in community service, and use talents that you may not have used in your academic classes.

The general purpose of the Senior Post-Term is to provide you with another kind of learning experience. A well-planned project will give you a feeling of confidence and satisfaction and the sense that you can blossom in the larger world outside of school.

Successful completion of the Post-Term project, the final report, and the daily log constitute your final graduation requirement at Moravian Academy.

Projects must be:

1. structured educationally (not confined only to menial tasks, such as filing clerk, etc.) in order to enable students to:
   a. make decisions
   b. learn how to pursue an interest responsibly
c. explore the world outside the school community through challenging work and service  
   d. sum up their experiences in a concluding report which reflects the skills and knowledge gained  

2. performed without any financial remuneration  
3. supervised by an employer or director  
4. supervised by someone other than a family member  
5. completed with a minimum of 45 hours