HIGH SCHOOL PROFILE AND CURRICULUM GUIDE

2022 - 2023

Educating Joyful Scholars Since 1973

Our mission is to nurture the whole child:
physically, intellectually, emotionally, and spiritually

Montessori School of Anderson
www.msasc.org

High School Profile
2022-2023
www.msasc.org
280 Sam McGee Rd
Anderson, South Carolina 29621
864.226.5344 / Fax 864.231.1780

Dana Hill, Ph.D., Administrator

Julie Holt,
Upper School Coordinator

Amber Lockhart,
Director of College Guidance

The School

The High School Academy at the Montessori School of Anderson is the first and only Montessori high school academy in South Carolina and one of only thirty in the United States. A college-preparatory, co-educational private academy for students in grades nine through twelve, the school offers a rigorous academic foundation, including honors courses and dual credit courses through Anderson University and Tri-County Technical College.

We believe that educating and nurturing the whole person – physically, intellectually, emotionally, and spiritually – is a requirement for successful twenty-first century life. It is our belief that our students should know how to design solutions to challenging problems, participate fully in a democracy, and successfully implement an entrepreneurial project that makes a social contribution. To these ends, our students participate in a rigorous core academic curriculum that is the foundation of our high school program.

The Faculty

High School instructors meet and exceed our accrediting body's educational requirements by holding at least the bachelor's degree in their academic/teaching field from an accredited institution of higher learning. 80% of our High School faculty hold a graduate degree.

Accreditation

The Montessori School of Anderson and the MSA High School is accredited through AdvancEd by the Southern Association of Colleges and Schools (SACS) and the South Carolina Independent Schools Association (SCISA).

The Curriculum

The curriculum, designed to ready students for college admission, culminates with an intensive, year-long research project and presentation in the senior year. During their high school years, students are coached in leadership skills such as team building, effective communication, and conflict resolution. Students and teachers engage in a variety of assessments that promote meaningful knowledge acquisition and academic awareness, such as self-evaluation of work based on clearly defined objectives, presentations, and portfolios. In this setting, students succeed in learning and decision-making situations that minimize rote learning and promote critical thinking. This approach cultivates student ownership in his/her education and works toward the goal of academic independence and self-reliance. The High School's well-designed academic program challenges students to work responsibly and to perform competitively on standardized tests.

Dual Credit

The Montessori High School enjoys a unique partnership with nearby Anderson University and Tri-County Technical College. Academically eligible juniors and seniors may take up to 30 semester hours of college courses for dual credit. All dual credit courses are taught by college professors on the college or university campus unless otherwise indicated.

> *It was my privilege and pleasure to teach a group of Montessori School of Anderson high school juniors in my Western Civilization class at Anderson University [previously]. I cut them no slack and they rose to the challenge, easily performing on a par with the college freshmen and sophomores who were their classmates for fifteen weeks. Each of these students in his or her own way bore testimony to the excellent preparation Montessori is giving them for college, the world of work, and for life in general. I observed good communication and critical thinking skills, a strong work ethic and sense of personal responsibility, genuine respect and civility towards others, and – above all – an eagerness to learn that made them a delight to teach. These are the kinds of students we hope will consider Anderson University when it comes time to choose a college. Wherever they go, whatever they do, I believe they are well equipped to succeed.*
>
> ***John C. Lassiter**, Professor of History, Co-Director of the Honors Program, Anderson University*

Courses Offered and Requirements for Diploma

Subject	Units
English Language and Literature	4
English I	
Advanced Composition & Literature	
American Literature	
World Literature	
English 101, 102, & other electives available through Dual Credit.	
Mathematics	4
Algebra I	
Geometry	
Algebra II	
Pre-calculus	
Calculus	
Other advanced mathematics offered through Dual Credit.	
The Sciences	4*
Physical Science	
Biology (Lab)	
Chemistry (Lab)	
Physics (Lab)	
Anatomy and Physiology (Lab)	
Advanced Placement ® Biology (Lab)	
Other Advanced Science Courses with a lab offered through Dual Credit.	
Social Sciences	3
Psychology Honors (.5)	
Sociology Honors (.5)	
Peace Studies (.25)	
Offered yearly to equal 1 unit.	
Government and Economics Honors (1)	
World Geography/Current Events (.25)	
(To be taken for two years)	
History	2
U.S. History	
World Studies	

***Three of the required four units must be lab courses.**

Subject	Units
Health and Exercise Science	1
PE/Health	
Computer Applications	1
Computer Applications	
World Language	3
Spanish I	
Spanish II	
Spanish III Honors	
Spanish IV Honors	
Advanced Spanish	
Other world language options available through online platforms or Dual Credit.	
Internships	1
Offered for 0.25 credit yearly to equal 1 unit.	
Fine Arts	3
Art I	
Art II	
Art III Honors	
Art IV Honors	
Drama (.25 or .5)	
Drama/HS Movie (.5)	
Orchestra (.5 or 1)	
Photography (.5 or 1)	
Yearbook (.5 or 1)	
Electives	2
Offered through MSA or Dual Credit.	
Senior Project	1
Senior Project	
TOTAL UNITS	**29**

Classes in Bold are required courses.

Many of the courses in the Upper School are offered exclusively as Honors courses, as listed above. Students in a standard college preparatory course are given the opportunity to complete additional Honors-level coursework to receive Honors credit.

HS Community, Action, and Service

This component of the curriculum looks seriously at life outside of school, providing a counter-balance to the stringent academic demands of the program. Participation in community service activities encourages students to share their energies and special talents while developing awareness, concern, and an ability to work cooperatively with the institutions that provide outreach to the community. Students throughout the entire school engage in regular community service as part of their weekly schedule. However, at the High School level, students begin completing independent community service in the greater community with organizations of their choosing.

High School Internships

MSA high school students participate in the MSA internship program beginning as freshmen. Each year in high school students choose possible careers of interest and spend time shadowing a professional in their chosen field. Internship requirements include keeping a daily journal, conducting interviews, and maintaining transcripts of questions and answers pre and post interview. Students thoroughly research their career of interest including educational requirements, salary, experience necessary, etc.

Conversion Process

All report cards and transcripts will use numerical grades for courses carrying Carnegie Units. Transcripts and report cards will show course title and level/type of course taken.

When transcripts are received from accredited out-of-state schools (or in-state from accredited sources other than the public schools) and numerical averages are provided, those averages must be used in transferring the grades to the student's record. If letter grades with no numerical averages are provided, the following equivalents will be used to transfer grades into the student's record: A = 95 B = 85 C = 75 D = 65 F = 55

South Carolina Uniform Grading Policy Uniform Grading Scale

The uniform grading scale and the system for calculating grade point averages (GPAs) will be effective for all students in the 2019-2020 school year. The uniform grading scale and the system for calculating GPAs will apply to all courses carrying Carnegie units, including units earned at the middle or junior high school level. All report cards and transcripts will use numerical grades for courses carrying Carnegie units. Transcripts and report cards will specify the course title and the level or type of course the student has taken (e.g., English 1, Algebra 2 Honors, AP US History). The grading scale is printed on the report card. Grades in courses carrying Carnegie units will be converted according to the Grade Point Conversion Table. The table shows numerical breaks for letter grades and the weighting of grades for specified courses.

As printed from source: https://ed.sc.gov/districts-schools/state-accountability/uniform-grading-policy/uniform-grading-policy-2-5-18

10 Point Grading Scale

South Carolina Uniform Grading Scale Conversions

Numerical Average	Letter Grade	College Prep Weighting	Honors Weighting	AP/IB/Dual Credit Weighting
100	A	5.000	5.500	6.000
99	A	4.900	5.400	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300
92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400
83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000
79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000
69	D	1.900	2.400	2.900
68	D	1.800	2.300	2.800
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100
60	D	1.000	1.500	2.000
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700
56	F	0.600	1.100	1.600
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100

2022-2023 SCUGS Honors Courses

SCUGS dictates that Honors courses can only be taken in Math, English, Science and Social Studies unless it is a 3rd or 4th level class. Because of MSA's rigorous curriculum, MSA offers Honors Spanish, Art and Computer Applications at varying levels. In order to comply with the SCUGS grading scale, the lower level Honors courses are not given Honors weight in calculating GPA; however, the rigors of the course meet Honors standards.

Mid-Year/Final Transcripts

Some senior transcripts may not reflect all Dual Credit Courses at the time that mid-year transcripts are submitted because of limitations in scheduling spring classes. All courses will be reflected on the student's final transcript.

Dual Enrollment Opportunities

Most Montessori School of Anderson High School students who choose to take Dual Enrollment courses do so through Tri-County Technical College. Through this relationship, students have access to both the Anderson and Pendleton campuses, as well as free tutoring and career services. There are no application fees and students can apply for admission at www.tctc.edu. They will then take the ACCUPLACER® at either campus to determine course eligibility.

Students also have the opportunity to pursue Dual Enrollment through Anderson University, which offers similar services. Students will be granted college credit for completed dual enrollment courses at the discretion of the receiving college or university following high school graduation.

Classes that are available through Tri-County Technical College include, but are not limited to, to the following:

Business
ACC 101 – Accounting Principles I*
ACC 102 – Accounting Principles II*
CPT 167 – Introduction to Programming Logic
CPT 170 – Microcomputer Applications

Communication and Literature
ENG 101 – English Composition I*
ENG 102 – English Composition II*
ENG 155 – Communications I
ENG 156 – Communications II
ENG 165 – Professional Communication
ENG 201 – American Literature I*
ENG 202 – American Literature II*
ENG 205 – English Literature I*
ENG 206 – English Literature II*
ENG 208 – World Literature I*
ENG 209 – World Literature II*
ENG 220 – 20th and 21st Century Literature
SPC 205 – Public Speaking*

Humanities
ART 101 – Art History and Appreciation*
ENG 201-220 as listed above
HIS 101 – Western Civilization to 1689*
HIS 102 – Western Civilization Post 1689*
HIS 201 – American History: Discovery to 1877*
HIS 202 – American History: 1877 to Present*
HSS 105 – Technology and Culture
HSS 205 – Technology and Society
MUS 105 – Music Appreciation*
MUS 110 – Music Fundamentals*
PHI 101 – Introduction to Philosophy*
PHI 105 – Introduction to Logic*
PHI 110 – Ethics*
SPA 101 – Elementary Spanish I*
SPA 102 – Elementary Spanish II*
SPA 201 – Intermediate Spanish I*
SPA 202 – Intermediate Spanish II*

Mathematics
MAT 103 – Quantitative Reasoning
MAT 109 – College Algebra with Modeling
MAT 110 – College Algebra*
MAT 111 – College Trigonometry*
MAT 120 – Probability and Statistics*
MAT 130 – Elementary Calculus*
MAT 140 – Analytical Geometry and Calculus I*
MAT 141 – Analytical Geometry and Calculus II*
MAT 155 – Contemporary Mathematics
MAT 170 – Algebra, Geometry, and Trigonometry
MAT 240 – Analytical Geometry and Calculus III*
MAT 242 – Differential Equations*

Natural Science
AST 101 – Solar System Astronomy*
AST 102 – Stellar Astronomy*
BIO 101 – Biological Science I*
BIO 102 – Biological Science II*
BIO 105 – Principles of Biology
BIO 115 – Basic Microbiology
BIO 210 – Anatomy and Physiology I*
BIO 211 – Anatomy and Physiology II*
BIO 225 – Microbiology*
CHM 110 – College Chemistry I*
CHM 111 – College Chemistry II*
CHM 211 – Organic Chemistry I*
CHM 212 – Organic Chemistry II*
PHS 101 – Physical Science
PHY 201 – Physics I*
PHY 202 – Physics II*
PHY 221 – University Physics I*
PHY 222 – University Physics II*

Social Science
ANT 101 – General Anthropology*
ECO 210 – Macroeconomics*
ECO 211 – Microeconomics*
GEO 102 – World Geography*
PSC 201 – American Government*
PSC 215 – State and Local Government*
PSY 103 – Human Relations
PSY 120 – Organizational Psychology
PSY 201 – General Psychology*
PSY 203 – Human Growth and Development*
PSY 208 – Human Sexuality*
PSY 212 – Abnormal Psychology*
PSY 221 – Psychology of Religion and Spirituality*
SOC 101 – Introduction to Sociology*
SOC 102 – Marriage and the Family*
SOC 205 – Social Problems*

**Denotes transfer to all South Carolina 4-year state-supported colleges. Other courses may transfer; check with the senior institution.*

Information provided by
Tri-County Technical College
"Career Pathways for Success:
Dual Enrollment Handbook

Upper School Philosophy

Mission Statement

Our mission is to nurture the whole child physically, intellectually, emotionally, and spiritually

Our vision is to create, nurture, and sustain educational programs of excellence for our vital, growing community of students, families, staff, and alumni. Our program rests on four pillars:

I. The cultivation within our students of a passion for excellence in everything they do.
II. The development of a strongly held set of universal values, which include respect of self and others, honesty, integrity, responsibility, empathy, and a willingness to work out conflicts peacefully.
III. The development of a global perspective and sense of international understanding and environmental education.
IV. A lifelong commitment to give back through service to others.

High School Graduation Requirements

English	4 Carnegie Units
Mathematics	4 Carnegie Units
Science	4 Carnegie Units
Social Sciences	3 Carnegie Units
History	2 Carnegie Units
World Language	3 Carnegie Units
Fine Arts	3 Carnegie Units
Physical Education	1 Carnegie Unit
Computer Technology	1 Carnegie Unit
Senior Project	1 Carnegie Unit
Internship	1 Carnegie Unit
Elective	2 Carnegie Units
Total	29 Carnegie Units

Plus an additional 100 hours of Community Service

Curriculum Guide

English

All English courses at Montessori School of Anderson include in-depth studies of grammar, vocabulary, and literature. In many cases, senior English courses are taken at Anderson University or Tri-County Technical College for Dual Credit.

English I

Prerequisite: None
Unit of Credit: 1

This course encourages the students' love of and appreciation for self-chosen reading, cultivates their interest in and ability to comprehend high-school level literature, and develops their critical writing ability through responses to both fiction and non-fiction works. Students will read works that challenge them enough to require focused effort and a teacher's guidance, but not so much that they become frustrated. They will interact with what they read, drawing connections from what they read to other parts of their experience. They will also read the major works that are part of the common high school canon in the United States. Students will cultivate imaginative writing, especially character- and scene-creation. They will also cultivate academic writing, especially critical writing, in which an author's presuppositions and logic are analyzed and evaluated. They will be both reading and writing about topics of their choosing on a regular basis.

English I Honors

Prerequisite: None
Unit of Credit: 1

This course encourages the students' love of and appreciation for self-chosen reading, cultivates their interest in and ability to comprehend high-school level literature, develops their creative writing ability, and develops their critical writing ability through responses to both fiction and non-fiction works. Students will read works that challenge them enough to require focused effort and a teacher's guidance, but not so much that they become frustrated. They will interact with what they read, drawing connections from what they read to other parts of their experience. They will also read the major works that are part of the common high school canon in the United States. Students will cultivate imaginative writing, especially character- and scene-creation. They will also cultivate academic writing, especially critical writing, in which an author's presuppositions and logic are analyzed and evaluated. They will be both reading and writing about topics of their choosing on a regular basis. Honors students will be required to use critical thinking to complete additional self-guided projects and assignments throughout the course.

Advanced Composition and Literature

Prerequisite: None
Unit of Credit: 1

The ability to write clearly, concisely, and correctly is essential to any professional endeavor. In this class, students will study the building blocks of writing, grammar, style, and vocabulary, and will use these building blocks to learn to write correctly, concisely, expressively, persuasively, and creatively. Students will learn to edit and proofread and continually improve writing skills. This will be accomplished through reading, research, journaling, and continuous writing.

Advanced Composition and Literature Honors

Prerequisite: None
Unit of Credit: 1

The ability to write clearly, concisely, and correctly is essential to any professional endeavor. In this class, students will study the building blocks of writing, grammar, style, and vocabulary, and will use these building blocks to learn to write correctly, concisely, expressively, persuasively, and creatively. Students will learn to edit and proofread and continually improve writing skills. This will be accomplished through reading, research, journaling, and continuous writing. To receive Honors credit, students will be responsible for completing various self-guided assignments and projects throughout the course.

American Literature

Prerequisite: None
Unit of Credit: 1

Students will examine literary movements from the Neo Classical period through the Modern Age in America (1650-1946). Students will participate in small group research and writing projects which will review, compare, and contrast works within particular literary movements. Frequent individual and small group presentations will be expected. Upon completion of this course, students will be able to analyze literature and benefit from the insights of the authors studied and the characters they created, recognize ambiguities of meaning, explore cultures and beliefs, and expand their understanding of history. Students will also be able to recognize and define relevant vocabulary words, as well as be able to articulate and explain plot structure, characterization, and underlying themes.

American Literature Honors

Prerequisite: None
Unit of Credit: 1

Students will examine literary movements from the Neo Classical period through the Modern Age in America (1650-1946). Students will participate in small group research and writing projects which will review, compare, and contrast works within particular literary movements. Frequent individual and small group presentations will be expected. Upon completion of this course, students will be able to analyze literature and benefit from the insights of the authors studied and the characters they created, recognize ambiguities of meaning, explore cultures and beliefs, and expand their understanding of history. Students will also be able to recognize and define relevant vocabulary words, as well as be able to articulate and explain plot structure, characterization, and underlying themes. To receive Honors credit, students will be responsible for completing various self-guided assignments and projects throughout the course.

World Literature

Prerequisite: None
Unit of Credit: 1

This course is a survey of world literature from ancient times to the modern world. The literature will be analyzed from a cultural, historical, and literary perspective through reading, research, discussion, group projects, and writing. An attempt is made to spend time on all regions of the world and to examine the work of many cultures. The purpose of this course is to instill an appreciation and empathy for the differences between cultures as well as overlapping themes common to all humanity. Upon completion of this course, students will be able to analyze literature and benefit from the insights of the authors studied and the characters they created, recognize ambiguities of meaning, explore cultures and beliefs, and expand their understanding of history. Students will also be able to recognize and define relevant vocabulary words, as well as be able to articulate and explain plot structure, characterization, and underlying themes.

World Literature Honors

Prerequisite: None
Unit of Credit: 1

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Mathematics

Algebra I

Prerequisite: None
Unit of Credit: 1

Algebra I teaches students how to approach problem solving in a step-by-step progression by learning terms, concepts, and techniques, solving expressions and equations, solving linear equations and linear inequalities, working with radical expressions, defining and factoring polynomials, and applying problem solving in everyday situations. These problem solving skills are prerequisites needed to be successful in higher level math and science classes.

Algebra I Honors

Prerequisite: None
Unit of Credit: 1

Algebra I teaches students how to approach problem solving in a step-by-step progression by learning terms, concepts, and techniques, solving expressions and equations, solving linear equations and linear inequalities, working with radical expressions, defining and factoring polynomials, and applying problem solving in everyday situations. These problem solving skills are prerequisites needed to be successful in higher level math and science classes. Honors students must use critical thinking in answering more advanced questions and problems per unit of study. The ability to apply advanced mathematical applications to practical/real life situations must be demonstrated. Students will be required to complete self-guided projects and assignments in order to receive Honors credit.

Geometry

Prerequisite: Successful completion of Algebra I
Unit of Credit: 1

Geometry is primarily the study of figures and visual patterns whereby existing patterns can be recognized, quantified, and understood. Students learn to classify and construct a variety of geometric figures using traditional geometry tools which is applied in written proofs and used in the development of logical conclusions.

Geometry Honors

Prerequisite: Successful completion of Algebra I with a minimum B average
Unit of Credit: 1

Geometry is primarily the study of figures and visual patterns whereby existing patterns can be recognized, quantified, and understood. Students learn to classify and construct a variety of geometric figures using traditional geometry tools which is applied in written proofs and used in the development of logical conclusions. The honors component of this course requires the successful completion of additional research and project work in and out of class.

Algebra II

Prerequisite: Successful completion of Algebra I
Unit of Credit: 1

In Algebra II, students learn to conceptualize, analyze, and identify relationships among functions. Students will become proficient in analyzing and solving quadratic functions using complex numbers. Students will investigate and make conjectures about absolute value, radical, exponential, logarithmic functions algebraically, numerically, and graphically, with and without technology. They will extend the algebraic skills to compute with rational expressions and rational exponents, and will work with and build an understanding of complex numbers and systems of equations and inequalities. Statistical data will be analyzed, and the students will apply concepts of probability using permutations and combinations. Technology such as graphing calculators will be implemented. Situations will be analyzed verbally, numerically, graphically, and symbolically. Mathematical skills will be used to make meaningful connections to life's experiences.

Algebra II Honors

Prerequisite: Successful completion of Algebra I
Unit of Credit: 1

In Algebra II, students learn to conceptualize, analyze, and identify relationships among functions. Students will become proficient in analyzing and solving quadratic functions using complex numbers. Students will investigate and make conjectures about absolute value, radical, exponential, logarithmic functions algebraically, numerically, and graphically, with and without technology. They will extend the algebraic skills to compute with rational expressions and rational exponents, and will work with and build an understanding of complex numbers and systems of equations and inequalities. Statistical data will be analyzed, and the students will apply concepts of probability using permutations and combinations. Technology such as graphing calculators will be implemented. Situations will be analyzed verbally, numerically, graphically, and symbolically. Mathematical skills will be used to make meaningful connections to life's experiences. Students will be required to use critical thinking to complete advanced self-guided projects and assignments in order to receive Honors credit.

Pre-Calculus

Prerequisite: Successful completion of Algebra I, Algebra II, and Geometry
Unit of Credit: 1

This course is an extension of Algebra II with the emphasis in Trigonometry, Limits, and introductory calculus topics. All major areas covered in Algebra II are reinforced at a greater depth with additional applications aided by the use of calculators and computers. The course is designed to encompass all those topics necessary to be successful in a college calculus course.

Pre-Calculus Honors

Prerequisite: Successful completion of Algebra I, Algebra II, and Geometry
Unit of Credit: 1

This course is an extension of Algebra II with the emphasis in Trigonometry, Limits, and introductory calculus topics. All major areas covered in Algebra II are reinforced at a greater depth with additional applications aided by the use of calculators and computers. The course is designed to encompass all those topics necessary to be successful in a college calculus course. Students will be required to use critical thinking to complete advanced self-guided projects and assignments in order to receive Honors credit.

Calculus Honors

Prerequisite: Successful completion of Algebra I, Algebra II, Geometry, and Pre-Calculus
Unit of Credit: 1

Calculus deals with the finding and properties of derivatives and integrals of functions. This course begins with a review of pre-calculus and takes those concepts to an even deeper level. It is a challenging college preparatory course. Thus, it is recommended only for those students who have demonstrated high performance in pre-calculus. Due to the level of mathematics required and depth of topics covered, Calculus is an honors-level course and will accordingly will require an honors-level commitment.

History/Social Sciences

US History

Prerequisite: None
Unit of Credit: 1

US History is a survey course designed to provide students an overview of American History from colonialism to present day but with a heavier focus on Reconstruction to the present. Each student will develop a greater understanding of the earlier struggles of the American people and the numerous ways in which our past influences our present. Students will be instructed in modern-day historical methods, and the class as a whole will focus on finding ways to remove bias in our own historical writing. Tests will be given at the end of each unit. Students will also be required to complete additional papers and projects on the material.

US History Honors

Prerequisite: None
Unit of Credit: 1

US History is a survey course designed to provide students an overview of American History from colonialism to present day but with a heavier focus on Reconstruction to the present. Each student will develop a greater understanding of the earlier struggles of the American people and the numerous ways in which our past influences our present. Students will be instructed in modern-day historical methods, and the class as a whole will focus on finding ways to remove bias in our own historical writing. Tests will be given at the end of each unit. Students will also be required to complete additional papers and projects on the material. Honors students will work on a year-long study of historiography as it applies to American history and apply what they have learned in additional essays.

World Studies

Prerequisite: None
Unit of Credit: 1

Global Studies is the study of the many cultures that created the current world climate. The study of these many historical contributions will help students develop a world historical perspective and understand the important factors that helped shape major world cultures and nations. Selected areas and events will be studied to illustrate how and why people live as they do today. Over these expansive areas of study, many common themes will be more closely scrutinized, such as: cultural diffusion, innovation, technology, revolution and change, identity and survival, problems and solutions, and relationships and conflict. Current events will also be a component of this course. Tests will be given at the end of each unit. Students will also be required to complete additional papers and projects on the material.

World Studies Honors

Prerequisite: None
Unit of Credit: 1

Global Studies is the study of the many cultures that created the current world climate. The study of these many historical contributions will help students develop a world historical perspective and understand the important factors that helped shape major world cultures and nations. Selected areas and events will be studied to illustrate how and why people live as they do today. Over these expansive areas of study, many common themes will be more closely scrutinized, such as: cultural diffusion, innovation, technology, revolution and change, identity and survival, problems and solutions, and relationships and conflict. Current events will also be a component of this course. Tests will be given at the end of each unit. Students will also be required to complete additional papers and projects on the material. In addition, Honors students will be required to spend time throughout the year studying historiography as it is related to world history and write additional essays on this topic.

American Government and Economics

Prerequisite: None
Unit of Credit: 0.5 Government and 0.5 Economics

The purpose of this course is to give students the tools to fully and knowledgeably participate in our democracy, to knowledgeably take responsibility for themselves and their community within the greater system through the study of the American government, economics, the legal system, and American foreign policy. Through critical reading, discussions, projects, and community involvement, students will address such questions as: What does it mean to be an American? What is the purpose of our government on the local and federal level? What does the Constitution mean and how is it applied? What is expected of us as citizens? How does our economy work? What role do we play in the economy? What is the rule of law? How are laws made, interpreted, and enforced? What is and should be the role of the United States in the world?

American Government and Economics Honors

Prerequisite: None
Unit of Credit: 0.5 Government and 0.5 Economics

The purpose of this course is to give students the tools to fully and knowledgeably participate in our democracy, to knowledgeably take responsibility for themselves and their community within the greater system through the study of the American government, economics, the legal system, and American foreign policy. Through critical reading, discussions, projects, and community involvement, students will address such questions as: What does it mean to be an American? What is the purpose of our

government on the local and federal level? What does the Constitution mean and how is it applied? What is expected of us as citizens? How does our economy work? What role do we play in the economy? What is the rule of law? How are laws made, interpreted, and enforced? What is and should be the role of the United States in the world? Honors students will use critical thinking to complete advanced self-guided assignments and projects.

Psychology Honors

Prerequisite: None
Unit of Credit: 0.5

Psychology is the scientific study of human behavior and mental processes. This Honors course includes an equal balance of theory and practical application of the major themes and topics in the field. All aspects of the human experience are of great interest to psychologists; consequently, the expertise and vision of each member of our community of learners will vary according to his or her life and beliefs. The core content areas include the history of and different approaches to the practice of psychology, research methods, the biological basis of behavior, human development, sensation and perception, states of consciousness, learning, cognition, motivation, emotion, personality, intelligence, abnormal psychology, therapy, and social psychology. The critical thinking skills and emotional maturity of each student will be challenged and developed in this fast-paced, thorough, yet lively and inspirational classroom experience. Classroom discussion and active participation are vital and serve as a means of gauging the level of understanding.

Sociology Honors

Prerequisite: None
Unit of Credit: 0.5

Sociology studies human behavior in group situations. Its focus is on the dynamics of group behavior and the interaction of individuals in groups. This Honors course acquaints students with the basic sociological theories and tools of analysis and shows their relationship to other behavioral science disciplines such as anthropology and psychology. Social stratification, sexism, ageism, racism, and other social issues will be considered. Additionally, the class will examine the effect of social structure, practices, and institutions upon the individual in everyday life. The goal is to stimulate student's imaginations so they can better perceive how the "pieces" of society fit together – and what this means for their own lives. There are two major exams, multiple quizzes, and projects along the way.

Peace Studies

Prerequisite: None
Units of Credit: 0.25 per year

Peace Studies is a four-year high school course that encourages critical thinking and self-examination. All high school students participate in an extended class on a Friday afternoon once each quarter. This course focuses on the individual and practical dimensions of understanding peace, the notion of "universal values," and various forms and expressions of peace at the micro and macro levels. Through these discussions and examinations of "real world" examples and figures, we attempt to dispel the common myth that peace is just an ideal and is unattainable in this world. Students participate in self-reflection, examine their personal assumptions regarding peace, and are challenged to become a "Person of Peace" by demonstrating that "peace is not the absence of conflict but the willingness to work out conflicts peacefully."

Current Events

Prerequisite: None
Units of Credit: 0.25 per year

This class is designed to provide students with the opportunity to discuss, understand, and explore local, national, and international social and political issues in a respectful, meaningful, and active way. Throughout the term, students will stay up to date on current issues and trends. Because the subject of this class is "contemporary," topics will vary considerably depending on the current news cycle. Students will be challenged to defend their opinions on many different issues. Maps and memorization will also be included to put events into a geographical location. This course is designed to be politically neutral. However, challenging the sources and biases of various media is important for understanding how media can shape our various perspectives. Critical evaluation and critical thinking are skills for the world we live in today.

Laboratory Science

Physical Science

Prerequisite: None
Units of Credit: 1

This course includes an introduction to the fundamental concepts of physics, chemistry, astronomy, and earth science. The physics portion of the class focuses on the classical laws and elementary particles. The chemistry portion of the class focuses on atomic theory, understanding the periodic table, and basic chemical reactions. The astronomy portion of the class focuses on the interaction of physics and chemistry in the universe on a macro level. Students will learn basic lab skills, lab safety, and will be introduced to scientific writing through lab reports.

Environmental Science

Prerequisite: None
Units of Credit: 1

This course gives students a detailed look at Earth's natural systems, as well as how human activity affects the environment. Students will apply the scientific method to investigate the natural flow of chemicals, water, and energy in the terrestrial, aquatic, and atmospheric systems, and how humans impact these natural flows and systems. Field work outside of the classroom will be a regular component of the course.

Biology I

Prerequisite: None
Units of Credit: 1

Biology I is primarily a study of molecular and cellular biology and human anatomy. Biological concepts are studied in great depth, and students are required to apply these concepts to various problems, laboratory exercises, and projects which focus on some of the following topics: gel electrophoresis, phylogenic charts, karyotyping, plant tissue culture, and cellular modeling. Special attention is paid to learning basic lab skills and lab safety.

Biology I Honors

Prerequisite: None
Units of Credit: 1

Biology I is primarily a study of molecular and cellular biology and human anatomy. Biological concepts are studied in great depth, and students are required to apply these concepts to various problems, laboratory exercises, and projects which focus on some of the following topics: gel electrophoresis, phylogenic charts, karyotyping, plant tissue culture, and cellular modeling. Special attention is paid to learning basic lab skills and lab safety. Additional honors assignments include a required written lab report following each lab activity. More in-depth assessments of the students' ability will be required through additional essays.

Biology II

Prerequisite: None
Units of Credit: 1

Biology II is primarily a study of Ecology, both on the macro and micro levels. Biological concepts are studied in great depth, and the student is required to apply these concepts to various problems, laboratory exercises, and projects, some of which include: tag and recapture labs, water quality labs, estuary research in Edisto Island, SC, animal comparative anatomy, DNA electrophoresis to determine genetic lineage, impact studies on local road expansion, gram staining bacteria, plant tissue culture, and genetic modification studies of food.

Biology II Honors

Prerequisite: None
Units of Credit: 1

Biology II is primarily a study of Ecology, both on the macro and micro levels. This is a demanding course designed for the college-bound student planning a major in a scientific field. Biological concepts are studied in great depth, and the student is required to apply these concepts to various problems, laboratory exercises, and projects, some of which include: tag and recapture labs, water

quality labs, estuary research in Edisto Island, SC, animal comparative anatomy, DNA electrophoresis to determine genetic lineage, impact studies on local road expansion, gram staining bacteria, plant tissue culture, and genetic modification studies of food. Honors students will be required to complete various self-guided critical thinking assignments throughout the course.

Chemistry

Prerequisite: Successful completion of Biology I, Biology II, or AP® Biology
Units of Credit: 1

Chemistry is the study of matter, its properties, and how those properties are the result of the underlying atomic structure. Students are required to apply these concepts to various problems, laboratory exercises, and projects, such as: multiple titrations, studies on Lechatelier's Principle, identification of metallic ions, determination of water hardness, Beer's Law and colorimetry, qualitative cation tests, reaction order and rate laws, colligative properties and osmotic pressure, caloric content of food, and stoichiometry. This course is inquiry based with laboratory work as a vital and essential component. The subject material will be introduced through units, which will provide the students with the material and concepts necessary for college chemistry courses.

Chemistry Honors

Prerequisite: Successful completion of either Biology I, Biology II, or AP® Biology
Units of Credit: 1

Chemistry is the study of matter, its properties, and how those properties are the result of the underlying atomic structure. Students are required to apply these concepts to various problems, laboratory exercises, and projects, such as: multiple titrations, studies on Lechatelier's Principle, identification of metallic ions, determination of water hardness, Beer's Law and colorimetry, qualitative cation tests, reaction order and rate laws, colligative properties and osmotic pressure, caloric content of food, and stoichiometry. This course is inquiry based with laboratory work as a vital and essential component. The subject material will be introduced through units, which will provide the students with the material and concepts necessary for college chemistry courses; however, Honors Chemistry is a demanding course designed for the college-bound student planning a major in a scientific field. Honors students are required to turn in detailed lab reports each week and must complete additional essays assessing their knowledge of the subject.

Physics

Prerequisite: Successful completion of Biology I, Biology II, or AP® Biology, and Chemistry
Units of Credit: 1

Both classical and modern physics are studied in this course. It is inquiry based with laboratory work as a vital and essential component. Subject material will be introduced through units which align to the material and concepts needed for college physics courses. Trigonometric measurements, acceleration, friction, pendulum calculation, Hooke's Law, specific heat capacity of metals, determining the speed of sound, electrostatics, electrical circuits, radioactive decay, and automotive engineering are some of the topics covered.

Physics Honors

Prerequisite: Successful completion of Biology I, Biology II, or AP® Biology, and Chemistry
Units of Credit: 1

Both classical and modern physics are studied in this course. It is inquiry based with laboratory work as a vital and essential component. Subject material will be introduced through units which align to the material and concepts needed for college physics courses. Trigonometric measurements, acceleration, friction, pendulum calculation, Hooke's Law, specific heat capacity of metals, determining the speed of sound, electrostatics, electrical circuits, radioactive decay, and automotive engineering are some of the topics covered. Honors physics is a demanding course designed for the college-bound student planning a major in a scientific field. Physics concepts are studied in great depth, and the student is required to apply these concepts to various problems, laboratory exercises, and projects. Honors students are required to turn in detailed lab reports each week and must complete additional essays assessing their knowledge of the subject.

Anatomy and Physiology Honors

Prerequisite: Successful completion of Biology I, Biology II, AP® Biology, or Chemistry
Units of Credit: 1

Anatomy and physiology is designed to further student understanding of the relationships between the structures and functions of the human body. Particular attention will be paid to the numerous interconnected mechanisms for maintaining homeostasis within the human body. This course will involve laboratory activities, projects, dissections, textbook material, models, diagrams drawing, and clinical studies. Specifically, the course will cover the basics of anatomical terminology, basic biochemistry, cells and tissues, and the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary, and reproductive systems.

Advanced Placement® Biology

Prerequisite: Placement by teacher recommendation
Units of Credit: 1

AP® Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. Twenty-five percent of instructional time is devoted to hands-on laboratory work with an emphasis on inquiry-based investigations. Investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. The course is based on four Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems. Students establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. Focusing on these disciplinary practices enables teachers to use the principles of scientific inquiry to promote a more engaging and rigorous experience for AP Biology students.

As printed from source https://apcentral.collegeboard.org/pdf/ap-biology-course-overview.pdf?course=ap-biology

World Language

MSA offers a Spanish program that serves students from Primary (ages 3-6) through High School. The goal of our program is for students to develop proficiency in all of the four communicative skills as well as promoting understanding and appreciation of the Hispanic culture. The program is based on the use of the communicative approach and the incorporation of the South Carolina Curriculum Standards for Modern Languages.

Spanish I

Prerequisite: None
Unit of Credit: 1

Spanish I is the first formal course in the Spanish spiral curriculum. Students develop basic knowledge of grammar and build vocabulary. Speaking and writing skills are emphasized during this course. Cultural information provides an interesting context for students to develop their spoken language skills.

Spanish II

Prerequisite: Successful completion of Spanish I
Unit of Credit: 1

Spanish II offers students the opportunity to develop, in more detail, communication skills in the target language: listening, speaking, reading, and writing. Students review the fundamentals of Spanish, build extensive vocabulary, and have more opportunities to develop their spoken target language through the usage of reading, authentic resources, and performance in formal assessments. Culture is explored in more depth during this course through literature analysis.

Spanish III

Prerequisite: Successful completion of Spanish II at MSA
Unit of Credit: 1

This is the third formal course in our Spanish spiral curriculum. During this course, students continue to build vocabulary and develop communicative skills through the use of more extensive readings and authentic literature. Discussions and presentations are used to increase and improve their speaking skills. New vocabulary and idioms are taught on a continuing basis. Culture continues to be an essential element throughout the course.

Spanish III Honors

Prerequisite: Successful completion of Spanish II at MSA
Unit of Credit: 1

This is the third formal course in our Spanish spiral curriculum. During this course, students continue to build vocabulary and develop communicative skills through the use of more extensive readings and authentic literature. Discussions and presentations are used to increase and improve their speaking skills. New vocabulary and idioms are taught on a continuing basis. Culture continues to be an essential element throughout the course. Honors students are expected to successfully complete two projects (one per semester) during the school year. The first semester project is a research project and the second semester project is a literature project. For the first semester project, students are expected to develop a research project about a Hispanic product of their choice. They will need to follow the cultural triangle (H. Curtain & C. Dahlberg, 2008) to find the value of the chosen product in its authentic culture. By the end of the first semester, students are required to create a presentation to share their results. The second project is a literature based project where students are exposed to authentic dramatic poetry. Students are expected to analyze assigned poems and participate in guided online discussions.

Spanish IV

Prerequisite: Successful completion of Spanish II and III at MSA
Unit of Credit: 1

Spanish IV is the culminating course of the Spanish spiral curriculum. Students continue the intense study of grammar and vocabulary, building in real life contexts. The use of a wide variety of materials such as historical texts, literature, and culturally authentic materials, in addition to the textbook, provide students with opportunities to communicate in different contexts using high quality oral and written skills.

Spanish IV Honors

Prerequisite: Successful completion of Spanish II and III at MSA
Unit of Credit: 1

Spanish IV is the culminating course of the Spanish spiral curriculum. Students continue the intense study of grammar and vocabulary, building in real life contexts. The use of a wide variety of materials such as historical texts, literature, and culturally authentic materials, in addition to the textbook, provide students with opportunities to communicate in different contexts using high quality oral and written skills. Spanish IV Honors students are expected to complete all criteria in the cultural triangle by researching a Hispanic product of their choice and find the value of the chosen product in the American culture. A presentation of these results is required at the end of the first semester. In the literature project, students read and analyze an authentic narrative piece. Students are expected to analyze assigned chapters in the book and participate in online discussions.

Advanced Spanish Honors

Prerequisite: Successful completion of Spanish III and IV at MSA
Unit of Credit: 1

In the Advanced Spanish course, students have the opportunity to use their knowledge in grammar, vocabulary, and culture to engage in discussions and literary analysis of fiction and non-fiction pieces, exhibiting a proficient level in spoken and written language. This class provides a space to share points of view about topics that impact our society, such as politics, values, religion, etc., allowing students to reflect on their role as global citizens through communication in their foreign language.

Fine Arts

Art I

Prerequisite: None
Units of Credit: 1

This introductory course in the visual arts focuses primarily on the foundations of drawing and the development of line quality. Drawing from life, as well as human face proportions, is also emphasized. The elements & principles of design are studied in context with the media and subject matter being studied. Media and processes explored in this course include graphite, charcoal, pen and ink, watercolor, tempera, acrylic paint, pottery, and relief printmaking. Additionally, a formal study of Western art history is undertaken beginning with the Prehistoric Age through the beautiful Ancient Greek and Roman eras. Emphasis is placed on how and why art developed within the context of each era.

Art II

Prerequisite: Successful completion of Art I
Units of Credit: 1

Art II builds upon the skills and processes learned in Art I. Emphasis is placed upon further developing not just skills, but confidence in their individual ability to create art. The rules of composition & design are more formally studied and then broken—again within the context of each project. Media and processes explored in Art II are graphite, charcoal, watercolor, gouache, acrylic, intaglio printmaking, 3-D sculpture, and pottery. A formal study of Western art history continues with the incredible Byzantine and Medieval Ages followed by the glorious Renaissance—again focusing on how and why art changed and developed within each era.

Advanced Art (Art III and IV) Honors

Prerequisite: Successful completion of Art II and teacher approval
Units of Credit: 1

The primary objective for this course is for students to become independent, confident artists. Building upon skills and methods they learned in Art I and II, Art III and IV students should now be ready to creatively solve problems and express their ideas visually. At the beginning of the school year, each student chooses a theme or subject in which to create a portfolio of work. This theme will be explored in-depth and may evolve or change as the year progresses. Students are then guided by set parameters or projects from which they must create successful works of art. Media and processes explored may, for the most part, be chosen by the individual student, however, sometimes the whole class will work with new media and processes (e.g., oil painting). Art history is informally studied, touching upon the Impressionists and using other Modern and Post-modern artists as resources relating to individual projects. This is an Honors level course that requires self-discipline, independent work, and a willingness for students to challenge themselves as artists as well as critical thinkers.

Drama

Prerequisite: None
Units of Credit: 0.25

Drama is interspersed throughout the year with each major play receiving one-fourth of a unit of credit. The students participate in all aspects of the production: costume and set construction and design, choreography, running lights and sound, marketing, poster and t-shirt design, and acting.

Other Courses

Physical Education

Prerequisite: None
Units of Credit: 1

Physical education encompasses many areas: fitness and wellness concepts for life, exercise safety, nutrition, anatomy, and sportsmanship. Students will be encouraged to develop positive behaviors in fitness and wellness while they explore new sports and recreational activities. Students will explore the following areas of fitness as they design, implement, and assess an individual fitness plan: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.

Personal Health and Wellness

Prerequisite: None
Units of Credit: .5

This course will offer students current information on issues affecting their personal health and wellbeing while emphasizing personal responsibility. Students will have the opportunity to learn skills related to planning and practicing a healthy lifestyle by being introduced to a variety of cardiovascular activities. We will explore issues such as mental health, personal relationships, health risk, decision making, and goal setting. By exploring these topic related to health and wellness students will gain the necessary knowledge to make good personal health decisions in the future.

Computer Applications

Prerequisite: None
Units of Credit: 1

Computer Applications is an introduction to computing principles and technology focusing on preparing students to safely, efficiently, and productively use technology in their daily lives. The course emphasizes creativity and collaborative problem solving. Students will become familiar with a variety of technologies and learn how to use technology as a tool to enhance their learning in all areas of study. Topics of study include digital citizenship, digital literacy, computing systems, research skills, office productivity, content creation, and computer science.

Senior Project®

Prerequisite: Senior status, unless individually approved by Administration
Units of Credit: 1

Senior Project represents a capstone to the Montessori high school education by asking students to independently apply the skills they have gained. The MSA senior project occurs in five phases: project proposal, relevant research, project action, defense, and presentation of results. During the proposal phase, students must write a proposal paragraph and meet individually with their supervisor to have their topics approved. During the research phase, students are asked to demonstrate a strong ability to find appropriate academic research and organize it into a body of writing which presents the topic issue from all sides. The project action phase is the primary portion of the senior project course, as it requires the student to design and produce a product which represents a significant contribution to the community. The project defense phase is a short informal presentation that the student makes to a group of faculty and/or available experts which is then followed by a brief period where the student answers questions from this body of scholars. The defense committee then certifies the project phase is complete and that the student is prepared to present his or her work to the broader community. The presentation phase is the culmination of the work, where students are challenged to present their project in engaging and interesting ways to the school community and any interested local community members.

Community Service

Students must complete 100 hours of community service between the time they begin the ninth grade and the time they complete the twelfth grade. Students who transfer in from other schools will be responsible for 25 hours for every year they attend Montessori School of Anderson High School. Students must complete community service forms accounting for time served. These forms may not be signed by a parent or legal guardian as the Service Supervisor. They must be submitted to the Guidance Counselor during the semester in which they are completed to receive credit. Summer hours must be returned within the First Quarter of the school year to receive credit. Service hours will be approved at the discretion of the Guidance Counselor.

Montessori School of Anderson graduated its first Senior Class in 2011. Since then, Montessori alumni have been accepted at more than 50 American colleges and universities.

Anderson University
Auburn University
Belmont University
Berry College
Carson Newman College
Charleston Southern University
Clemson University
Coastal Carolina
College of Charleston
Converse College
Cornell University
Davidson College
Elon University
Erskine College
Florida Atlantic University
Florida State University
Francis Marion University
Furman University
Gardner-Webb University
Georgia Institute of Technology
Guilford College
Harvey Mudd
Lander University
Loyola University (New Orleans)
Michigan State University
Montreat College
New College—Florida
New York University
North Carolina State University
Oberlin College and Conservatory
Oglethorpe University
Ohio University
Presbyterian College
Samford University
Savannah College of Art & Design
Skidmore College
Southwestern University
University of Arizona
University of California, Berkley
University of California, Davis
University of California, Los Angeles
University of Colorado, Boulder
University of Georgia
University of Illinois
University of North Carolina, School of the Arts
University of South Carolina
Virginia Institute of Technology
Western Carolina University
Wheaton College
Wofford College

Over the past four years, Montessori Students were awarded over 3 Million Dollars in Academic and Merit Scholarships.

*Schools attended by recent graduates marked in **Bold**.