

2015 - 2016 Upper School
Curriculum Overview and General Information



280 Sam McGee Road, Anderson, South Carolina 29621
864-226-5344
www.msasc.org

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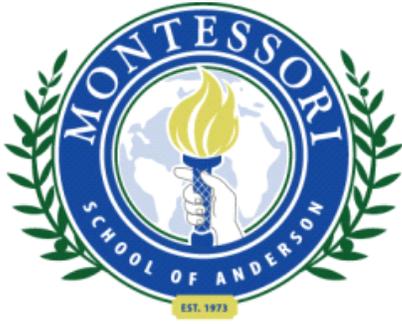
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High School Profile
2015-2016
www.msasc.org
280 Sam McGee Rd
Anderson, South Carolina 29621

Dr. Craig Drennon, Administrator
Karen Holt, Founder
Susan Johnson, JD, Upper School Director
Maren Reaves, MEd, Curriculum Coordinator
Roxanne Hibbs, MS, College Advisor

CEEB CODE: 410052

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 only one of twenty-five in the United States. A college-preparatory, co-educational private academy for students in grades 9-12, 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 21st century life. It is our belief that our students should know how to design solutions to challenging problems, participate fully in a democracy, and implement successfully 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 HS faculty hold a graduate degree.

Accreditation

The Montessori School of Anderson and the MSA High School is accredited through AdvancEd and the South Carolina Independent Schools Association

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 (both Anderson and Pendleton Campuses.) Academically eligible juniors and seniors may take up to 30 semester hours of college courses in the School of Arts and Sciences for dual credit.

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 this semester. 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, Honors Program
Anderson University

Requirements for the Diploma

| Subject | Units | Subject | Units |
|---|-------|--|-----------|
| English Language and Literature | 4 | Social Sciences | 3 |
| American Literature | | Psychology | |
| World Literature | | Sociology | |
| Advanced Composition and Grammar | | Peace Studies | |
| English 101-102 (offered through Anderson University) | | Economics | |
| *Students who qualify to take AU English will graduate with 5 units . | | Government | |
| Mathematics | 4 | The Humanities | 2 |
| Algebra I | | Health and Exercise Science | 1 |
| Geometry | | Computer Applications | 1 |
| Algebra II | | Second Language | 3 |
| *Pre-calculus | | Internships (years 1-4) | 1 |
| *Calculus (Anderson University) | | The Fine Arts | 3 |
| *Advanced mathematics offered through Anderson University | | Electives (offered at MSA and through AU) | 2 |
| The Sciences (Lab Courses) | 3 | Senior Project | 1 |
| Physical Science | | TOTAL UNITS | 28 |
| Biology I & II | | | |
| Chemistry | | | |
| Ecology | | | |
| Physics | | | |
| Other Advanced Courses offered through Anderson University | | | |

****Students not pursuing a major in science or math may take an additional elective credit in lieu of an advanced math credit with HS Director's approval.**

HS Dual Credit Courses Available (Sample List)

Pre-Calculus
Analytical Geometry & Calculus I and II
Western Civilization I
Introduction to Psychology
Abnormal Psychology
Kinesiology
Spanish 201, 202
Public Speaking
**Experiencing the Arts: Aesthetics & the
Experience of Music**
English 101
English 102

HS Athletics and Extra-Curricular Activities

During the 2012-2013 academic year Montessori High School students participated in Archery, Mock Trial, One-Act Play competitions, Orchestra, Band, Mileage Club, Student Government, TUNA, Volleyball, Tennis, Basketball and a High School Movie/Dinner Theater all through Montessori Athletics and Extra-Curricular Activities.

All MSA Upper School students are very active in athletics. Our students are also able to participate in a Regional Athletics program offered to small independent/private schools and home schooled students. Other students have pursued sports through local tennis and swimming clubs.

Students can also pursue sports and a variety of extra-curricular activities through the school's participation in SCISA

Our Academic Program

Our academic program rests on four pillars of objectives

- The cultivation within our students of a passion for excellence in everything they do.
- 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.
- The development of a global perspective and sense of international understanding and environmental education.
- A lifelong commitment to give back through service to others.

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. Working under the guidance of a faculty mentor, each student at MSA High School Academy must plan and complete a minimum of 50 hours of service to the Anderson community each year, or a cumulative total of at least 200 hours by the end of the senior year.

High School Internships

MSA high school students participate in the MSA internship program beginning as freshman. 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 the grades into the student's record.

A=96 C=80 F=61
 B=88 D=70

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 2007–08 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 U.S. 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:

http://www.richlandone.org/resources/parent_resources/grading/South%20Carolina%20Uniform%20Grading%20Policy.pdf

Grade Point Conversion Chart

| South Carolina Uniform Grading Scale Conversions | | | | |
|--|--------------|--------------|--------|-----------------------|
| Numerical Average | Letter Grade | College Prep | Honors | AP/IB/ Dual Credit |
| 100 | A | 4.875 | 5.375 | 5.875 |
| 99 | A | 4.750 | 5.250 | 5.750 |
| 98 | A | 4.625 | 5.125 | 5.625 |
| 97 | A | 4.500 | 5.000 | 5.500 |
| 96 | A | 4.375 | 4.875 | 5.375 |
| 95 | A | 4.250 | 4.750 | 5.250 |
| 94 | A | 4.125 | 4.625 | 5.125 |
| 93 | A | 4.000 | 4.500 | 5.000 |
| 92 | B | 3.875 | 4.375 | 4.875 |
| 91 | B | 3.750 | 4.250 | 4.750 |
| 90 | B | 3.625 | 4.125 | 4.625 |
| 89 | B | 3.500 | 4.000 | 4.500 |
| 88 | B | 3.375 | 3.875 | 4.375 |
| 87 | B | 3.250 | 3.750 | 4.250 |
| 86 | B | 3.125 | 3.625 | 4.125 |
| 85 | B | 3.000 | 3.500 | 4.000 |
| 84 | C | 2.875 | 3.375 | 3.875 |
| 83 | C | 2.750 | 3.250 | 3.750 |
| 82 | C | 2.625 | 3.125 | 3.625 |
| 81 | C | 2.500 | 3.000 | 3.500 |
| 80 | C | 2.375 | 2.875 | 3.375 |
| 79 | C | 2.250 | 2.750 | 3.250 |
| 78 | C | 2.125 | 2.625 | 3.125 |
| 77 | C | 2.000 | 2.500 | 3.000 |
| 76 | D | 1.875 | 2.375 | 2.875 |
| 75 | D | 1.750 | 2.250 | 2.750 |
| 74 | D | 1.625 | 2.125 | 2.625 |
| 73 | D | 1.500 | 2.000 | 2.500 |
| 72 | D | 1.375 | 1.875 | 2.375 |
| 71 | D | 1.250 | 1.750 | 2.250 |
| 70 | D | 1.125 | 1.625 | 2.125 |
| 69 | F | 1.000 | 1.500 | 2.000 |
| 68 | F | 0.875 | 1.375 | 1.875 |
| 67 | F | 0.750 | 1.250 | 1.750 |
| 66 | F | 0.625 | 1.125 | 1.625 |
| 65 | F | 0.500 | 1.000 | 1.500 |
| 64 | F | 0.375 | 0.875 | 1.375 |
| 63 | F | 0.250 | 0.750 | 1.250 |
| 62 | F | 0.125 | 0.625 | 1.125 |
| 0-61 | F | 0.000 | 0.000 | 0.000 |
| 61 | FA | 0.000 | 0.000 | 0.000 |
| 61 | WF | 0.000 | 0.000 | 0.000 |
| — | WP | 0.000 | 0.000 | 0.000 |

College Acceptances for Montessori School of Anderson Graduates (Classes 2011 – 2015)

Montessori graduated its first senior class in 2011. Below is a list of colleges and universities where our seniors were accepted. **Blue** is where they are attending.

| | |
|----------------------------------|---|
| Anderson University | Furman University |
| Auburn University | Guilford College |
| Belmont University | Loyola Univ. (New Orleans) |
| Campbell University | Presbyterian College |
| Carson Newman College | Skidmore College |
| Charleston Southern University | University of Alabama |
| Cornell University | University of California (Berkeley) |
| Clemson University | Univ. of N. Carolina School Arts |
| College of Charleston | Univ. of S. Carolina (Columbia) |
| Davidson College | Univ. of S. Carolina (Upstate) |
| Elon University | Wheaton College |
| Erskine College | Wofford College |
| Florida State University | Savannah College of Art & Design |
| Harvey Mudd | Charleston Southern University |
| Michigan State University | University of Illinois |
| Oglethorpe University | Appalachian State University |
| Berry College | New College – Florida |
| University of California, Davis | Georgia Tech |
| Virginia Tech | Loyola University (New Orleans) |
| Presbyterian College | University of Arizona |
| North Carolina State University | Ohio University |
| University of Colorado (Boulder) | New York University |

Over the past four years Montessori students were awarded over
3.5 million dollars
in academic and merit scholarships.



Upper School Faculty Biographies

Craig Drennon – cdrennon@msasc.org

An educator for more than thirty-five years, Dr. Drennon has been a teacher, a professor, a coach, and an administrator at the middle and high school level as well as the college level. After receiving a B. A. degree from Erskine College he went on to earn a M. Ed. and Ed.S. from Clemson University. Dr. Drennon received his doctorate in Education at South Carolina State University. He is also a graduate of the rigorous South Carolina State Leadership Executive Institute and is a certified trainer for the Steven Covey program, “The Seven Habits of Highly Effective People.” He has served as Athletic Director, Vice-President and Assistant to the President at Limestone College; Head Basketball Coach at Southern Wesleyan University; and Principal of three high schools. Most recently, Dr. Drennon has served as a Turn-Around Specialist for the State Department of Education in schools across South Carolina. He also served as a Professional Development Associate for Dr. Doug Reeves and the Leadership and Learning Center based in Denver, Colorado and has worked with schools and districts in over 25 states including Alaska. His extensive training and experience in administrative leadership, curriculum design, alignment of standards and instruction, assessment, and data-driven decision-making make Craig a highly regarded national consultant, trainer, and Turnaround Coach. He is also founder and president of “Tools for Success” and “Achievement Link”; both were consulting and training companies dealing with educational personnel, team, and organizational effectiveness. Dr. Drennon has just completed his first year as Administrator of the Montessori School of Anderson.

Karen Holt – kholt@msasc.org

Ms. Holt started her career as a registered nurse having studied medicine at the State University of New York, Buffalo. As she became interested, more specifically, in Psychology, she went on to get another degree in Human Growth and Development from Lesley University in Boston. She became certified in the Cultivation of Human Capacities through the University of Delaware. Ms. Holt moved to Anderson with her husband's medical practice after a 16 year tour of duty with the Navy. Ms. Holt, along with another local woman, founded the Montessori School of Anderson in 1973. There is a fascinating story concerning the origins of MSA. You just have to ask Ms. Holt when you have time because it dates back all the way to 1948! When Ms. Holt is not at school, she visits one grandchild in Brevard, North Carolina and two in Boston, Massachusetts. Her daughter Julie, taking after her mom, has opened a Montessori School in Brevard. Another is a research scientist and professor at the Harvard University School of Medicine, and the third is an accomplished flute maker. These three are among MSA's

first alumni. Ms. Holt is the assistant administrator and the high school Psychology and Sociology teacher.

Susan Johnson – sjohnson@msasc.org

Mrs. Johnson graduated from Trinity College, near Chicago, Illinois in 1980, *cum laude*, with degrees in English and History. In 1983 she received a *Juris Doctorate* degree from Washington University in St. Louis, Missouri. Mrs. Johnson participated in the Mock Trial Program at Washington University, receiving second place honors for her trial brief at the regional competition at Northwestern University, Chicago. Mrs. Johnson practiced law from 1984-2009 in Florida and South Carolina. In addition to her private practice of law, she was the managing attorney for South Carolina Legal Services and worked for The South Carolina Guardian *ad litem* Program, a division of the Governor's Office. Formerly an adjunct professor of business law at Southern Wesleyan University, Mrs. Johnson is currently an adjunct professor of business law at Anderson University. Mrs. Johnson is the Director of the Upper School and teaches the English and Government courses in the high school and middle school. In addition to her teaching responsibilities, she coaches the award-winning Montessori Mock Trial and Model United Nations teams. Along with her husband, Dale W. Johnson, Ph.D., Mrs. Johnson lead MSA's first ever international study tour to Germany.

Maren Reaves – mreaves@msasc.org

Mrs. Reaves studied Physics at Wake Forest University. She then went on to get a M.T.S. at Emory University in Theological Studies. Later, she spent time at the University of Southern California getting her M.A. in Religion and Social Ethics and M.S.Ed. in Learning and Instruction. Mrs. Reaves has taught for Anderson District Five, worked at the Lindamood-Bell Learning Center in Atlanta and was a curriculum developer for CNN Student News. Mrs. Reaves has also worked as a senior analyst for Technical Operations and Flight Control at Delta Air Lines. When she is not at school, she works as a violin instructor and is an accomplished violinist, having studied under Alex Spainhour. She serves on the Board for the Anderson School of Theology for Laypersons, and is a past member of the Advisory Board for Safe Harbor. Her daughter, Meg, is a Senior at MSA this year. In addition to teaching Pre-Calculus, Calculus, Physics and Strings at the MSA high school, Mrs. Reaves is the Upper School Coordinator of Curriculum and Instruction.

Charles L. Jordan – cjordan@msasc.org

Mr. Jordan is co-director of our middle school and teaches middle school science and outdoor leadership. He has a Master's Degree and Graduate Certificate in Natural resources and Geographic Information Science from the University of Georgia. He studied Wilderness Leadership, Experiential Education and Organizational Leadership at Brevard College. Mr. Jordan was a Graduate Research Assistant at the Warnell School of Forestry and Natural Resources at the University of Georgia. He was honored as Outstanding Undergraduate in Wilderness Leadership at Brevard College and is an Eagle Scout. He has certifications as a Wilderness First Responder, heart-saver CPR and as a Kayak Instructor. Mr. Jordan has led back-packing, ocean canoeing and sea-kayaking teaching expeditions in Western North Carolina and Everglades City Florida. In addition

to all of these fascinating activities, Mr. Jordan spends his free time playing Acoustic Guitar, Mandolin and Claw hammer Banjo. Mr. Jordan's wife is a Ph.D. candidate at Clemons University and their adorable son, James, attends our infant/toddler program.

Rynde Dial – rdial@msasc.org

Mrs. Dial is co-director of our middle school program. She graduated from Western Kentucky University with a degree in education. She always loved and excelled in mathematics, and the students at MSA all agree that her unique teaching style makes math easy to understand and fun! Mrs. Dial is also the middle school language arts teacher. Mrs. Dial is always looking for innovative ways to teach. Mrs. Dial is the mother of Drake Dial (Montessori Class of 2014) and Kathleen Dial, a seventh grader. She is at MSA because she believes that MSA is truly a family.

Roxanne Hibbs – rhibbs@msasc.org

Mrs. Hibbs has joined our high school staff as a guidance counselor. She is an experienced counselor, with a Bachelor of Arts in Social Work and a Master of Arts in Student Personnel Services. She has worked as a guidance counselor at Pendleton High School, Wren High School and Laurens District 55 High School. She has also worked at Tri-County Technical College as a dual enrollment coordinator.

Debbie Culwell – dculwell@msasc.org

Debbie Culwell, a talented visual artist in her own right, has a MAT with Concentration in Visual Arts and a bachelor's degree from the University of South Carolina in Art History. Her training in the visual arts includes: drawing (graphite, sanguine, charcoal, pen & ink), design, printmaking (relief, intaglio, silk screening), ceramics, and painting (acrylic, water media). She has spent many years studying figure and flower painting under JoAnne Anderson, professional artist, instructor and member of the American Watercolor Society. Mrs. Culwell joined the MSA community in 2001, when she began working with the primary through middle school children. Loving to teach art to these ages, she still yearned to work with older students and was thrilled when MSA added the high school. She feels so fortunate to be their teacher and to share in their enthusiasm as their knowledge, skills, and creativity blossoms. Ms. Culwell teaches Art I, Art II and III at the high school level.

Hunter Fonda- hfonda@msasc.org

Hunter N. Fonda, Ph.D. received a B.S. in Chemistry from University of Nottingham, Nottingham England in 1982. He received a Ph.D. in Physical Chemistry from Michigan State University in 1990. He earned an M.S. in Horticulture in 1998 from Washington State University. He was also a Postdoctoral Research Associate at Washington State University. Dr. Fonda has taught on the college level since 1990 at Colorado State University, Bloomsburg University, Bloomsburg PA, Anderson University and Greenville Technical College. In addition to his work in academia Dr. Fonda has been a research scientist and worked in private industry at Conrad Fafard, Inc., Grodan, Premier Horticulture and SunGro Horticulture. He will be teaching Chemistry and Physical Science in the Montessori High School.

Kelly Godwin – kgodwin@msasc.org

Ms. Godwin has a BA in History and a Masters Degree in Education, both from Anderson University. She has been teaching for 7 years and has taught a variety of subjects, including Photography, Art, Drama, Keyboarding, Technology, Yearbook, and History. She loves teaching at MSA because it is an encouraging and creative environment. When not at school, Ms. Godwin is a professional photographer. Currently, Ms. Godwin is middle school history teacher and technology teacher for the high school.

Gicela Mondragon – gmondragon@msasc.org

Ms. Mondragon is a native of Bogotá, Colombia. She has a BA in Teaching Modern Languages. She has been teaching foreign languages for twelve years, six of them in the United States. She is currently working on her Masters in Linguistics Applied to Teaching Spanish as a Foreign Language. She is a member of the American Council on the Teaching of Foreign Languages. She received the Outstanding Cultural Educator in SC Award given by VIF Program in 2008 and was also the runner up in the national competition for Cultural Educator in the same year. This is her fourth year teaching at MSA and she couldn't be happier. The Spanish immersion program is constantly growing and incorporating exciting options for students. Last school year, Ms. Mondragon and her husband, Aldo Orjuela, started MSA's own TUNA (not fish related – it's a musical group that plays and sings in Spanish), and next year we hope to start a film critique club for High School students. She loves that MSA is always creating new opportunities to make learning meaningful and fun for our students.

Mary Nickles – mnickles@msasc.org

Mary Nickles fell in love with the theatre when she was in third grade. She has apprenticed at the Barter Theater, attended the Eugene O'Neill Theatre Institute, and graduated from Coker College with a BA in Theatre. After graduating college, she pursued a career in performing. She has just completed a MA in theatre production from Central Washington University. She has taken several music classes at Anderson University, Winthrop College and has completed her Kodaly Certification from The Jacob School of Music at Indiana University. Once she became a mother, she followed her child to the Montessori School of Anderson and has never looked back. She has enjoyed developing the music and drama programs at MSA and feels very blessed to be among colleagues who understand the importance of the arts in education! Mary is the proud mother of Blake, (Montessori class of 2011) a Davidson College graduate (Class of 2015) who is now a Spanish Teacher and volleyball coach, and Callie (Montessori class of 2014) who is attending the Clemson Honors College and majoring in Civil Engineering.

Jenna Patch – jpatch@msasc.org

Jenna Patch has a degree in Horticultural Therapy from Kansas State University specializing in intergenerational gardening. She was the president of the KS Chapter of the American Horticultural Therapy Association from 2005-2007. She has earned chapter, state and American FFA Degrees. Ms. Patch became a Registered Horticultural

Therapist in 2009. Ms. Patch teaches Physical Education and Horticulture at the high school level. Additionally, she coaches volleyball and basketball and leads the Mileage Club at MSA. Mrs. Patch is the proud mother of the adorable Landon Patch who was born on May 14, 2013 and is enrolled in our infant/toddler program.

Uma Mahajan umahajan@msasc.org

Uma V. Mahajan is originally from Mumbai, India. She has a MS in Biochemistry from the University of Mumbai. Later, she joined Clemson University's (Clemson, SC) Ph.D. program in the department of Biological Science and graduated with her Ph.D. in Microbiology. During her teaching assistantship at Clemson University, she taught Microbiology for four years to incoming undergraduates. Dr. Mahajan's passion has always been teaching. She wants to get her students engaged in science and is enthusiastic about adding a lab/ research component to the science class. Her three year old daughter, Anushka and three month old son, Samvidh are in the infant/ toddler program at MSA. Dr. Mahajan is the Physical Science and Geometry teacher at MSA. She will also teach biology in the coming years.

Megan Mulligan – mmulligan@msasc.org

Megan Mulligan, an Anderson native, is a 2003 graduate of Belton-Honea Path High School. She attended the University of South Carolina where she earned her Bachelor of Arts degree in Spanish and education. During her time at USC, Megan studied abroad in Castellón, Spain. She has also studied Higher Education and Student Affairs at Columbia College. Megan received her Lower Elementary Montessori certification from the Institute for Guided Studies and worked first as assistant then teacher in Richland School District Two. This summer she completed Registered Yoga Teacher (RYT 200) training from 90 Degrees Hot Yoga. At MSA, Megan serves as the Director of Admissions and Enrollment and Extended Day/Summer Camp Coordinator. Megan has also taught Upper Elementary history and leads the Mileage Club. This year, she will teach 7th grade Spanish, and a high school yoga elective.

Dale W. Johnson – djohnson@erskine.edu

Dr. Johnson has a Ph.D. in Early Modern European History from Georgia State University and two Master's Degrees, one in American History and one in Historical Theology. He's done post-graduate work as an English Speaking Union Fellow at Oxford University in England, and was a Visiting Scholar at the University of St. Andrews, Reformation Studies Institute in Scotland. He has been the recipient of two South Carolina Governor's Distinguished Professor Awards for Excellence in Teaching. Dale co-authored the book, *John Knox: An Introduction to His Life and Works* and is currently under contract with William B. Eerdmans Publishing Company to write a volume on the history of Christianity in the United States that is expected to be published in 2018. Dr. Johnson has taught at the college and graduate level for the last 30 years at Erskine College and Seminary, Southern Wesleyan University, Anderson University and Broward Community College. Dr. Johnson is teaching American History.



An example of classes that may be offered to our students for dual credit at Anderson University:

ENG 101 (Freshman Eng)
SPA 101 (Intro Spanish)
Mat 100 (Non college credit)
Mat 101 College Algebra
Mat 108 Prob & Statistics
His 111 West Civ 1
Bio 110 Principles of Bio
Bio 150 Human Bio
Bio 160 Intro to Environmental Science
Bio 170 Intro to Life Sciences
Com 110 Public Speaking
PSY 101 Intro to Psychology
SOC 101 Intro to Sociology

". . .Though we are not reserving specific classes for your students, we are in fact creating enough space in these courses so your students will . . . be placed in the courses that are most appropriate and challenging for them."

Dr. Wayne Cox
Dean, College of Arts and Sciences



TriCounty Technical College

We are delighted to offer dual credit classes to our juniors and seniors at TriCounty Technical College. Through this relationship our students have access to both the Anderson and Pendleton campuses, the tutoring center and any class TCTC offers.

TCTC offers programs in the following disciplines:

Arts and Sciences
Business and Public Service
Engineering and Industrial Technology
Health Education

There are no application fees and students can apply for admission at www.tctc.edu. To register for classes, students must take COMPASS testing (as opposed to the SAT or ACT) and the testing is available daily at the Pendleton Campus and every Friday morning at the Anderson Campus. Once a student is enrolled in a TCTC course, the student has full and free access to the TCTC career center and interest inventory assessments for college.

Upper School Course Offerings

Honors courses are offered in every discipline.

Science

Middle School Science
Physical Science
Biology
Chemistry
Physics
Horticulture

Math

Pre-Algebra
Algebra I
Geometry
Algebra II
Pre-Calculus
Calculus

Language Arts

Middle School English
Creative Writing
Advanced Grammar and Composition
American Literature
World Literature

Social Sciences

Middle School History
World History
American History
Government and Economics
Psychology

Sociology
Educational Psychology
Peace Studies
Law and Policy

Foreign Language*

Spanish I (A and B Sections)
Spanish II
Spanish III
Spanish IV
Advanced Spanish

*While MSA takes pride in its outstanding Spanish immersion program, in exceptional cases, efforts will be made to accommodate students with prior high school credit in other languages.

Arts

Art I
Art II
Art III
Art IV
Performing Arts
Strings (Middle and High School)
Photography
Cinematography (High School Movie)
Technology 9th
Technology 10th
Middle School Technology/Yearbook
Middle School Music/Drama

Physical Education

Advisory Period (College and Career Preparation)

Study Hall

Senior Project

Community Service

MSA (non-athletic) Extracurricular Activities

Drama, Motion Picture and Theater Opportunities

- One Act Play Competition (Sponsored by the South Carolina Theatre Association)
- Drama and Musical Theatre Productions
- Dinner and a Movie (A student produced feature film)

Academic Opportunities

- Mock Trial Competition (Sponsored by the South Carolina Bar Association)
- Competitive Math Team (Sponsored by SCISA)
- International and Domestic Travel
- Student Council
- Internship/Job Shadowing Program
- William and Mary Model U.N. (Sponsored by the College of William and Mary)

Music Opportunities

- Tuna (Traditional Hispanic Musical Group)
- Band
- Orchestra
- Strings Ensemble
- Musicians are given the opportunity to participate in:
 - Anderson County Fiddle Fest
 - Anderson County End Pin Festival
 - Solo and Ensemble Festival
 - Anderson All-County Orchestra (auditions required)
 - South Carolina Region Orchestra (auditions required)
 - South Carolina Region Band (auditions required)
 - South Carolina All State Orchestra (auditions required)
 - South Carolina All State Band (auditions required)

Each year the Upper School surveys students to determine their areas of interest. Electives and extra-curricular activities are planned based on the results of these surveys. As a small school we have the flexibility to plan and adopt new electives and extra-curricular activities to meet student needs and interests.

MSA Athletic Program

Fall Season

Local Leagues

Cheerleading – for Anderson Cavaliers (try-outs involved) MS & HS girls

Flags – for Anderson Cavaliers (try-outs involved) MS & HS girls

Football – for Anderson Cavaliers (try-outs involved) Boys 12-18

Soccer – YMCA (4 yr olds – 13 year olds) & CASA for older ages

Tennis – After school leagues at Brookstone Meadows & Cardinal (4th-12th grade)

Volleyball – Anderson Recreation (5-9th grade girls)

SCISA

Cross Country – 6th – 12th grade

Swimming – 5th- 12th grade

Volleyball – girls in 7th-12th grade

Winter Season

Archery – 4th-12th grade

Basketball – through Anderson Church Athletic Association 1st-12th grade

Spring Season

Baseball – Anderson Recreation (4-14 year olds)

Softball – through Anderson Rec (7-16 year olds)

Soccer – YMCA (4 year olds – 11 year olds)

SCISA

Coed Tennis – 6th- 12 grade

Track & Field – 6-12th grade

Soccer – 6-12th grade

An Essay about Montessori Education

By Blake Nickles (Class of 2011)

I was a member of the inaugural graduating class of the Montessori School of Anderson in 2011. I'm now a junior at Davidson College. The Montessori School of Anderson High School was the right choice for me and provided the tools I needed to succeed in a college setting. The small classroom environment coupled with the discussion and seminar based classes greatly prepared me for the level of critical thinking and textual analysis required for college. At a small liberal arts college like Davidson, participation in class is very important. With Montessori's emphasis on public speaking and involvement in classroom discussion, I felt confident and prepared to contribute to the discourse in class.

I also found that the MSA setting helped me socially in college. In a small school like MSA, there is no room to hide. A student must confront his or her differences with others and learn to get along or at least peacefully co-exist. This is an excellent training for life in a dormitory, on an athletic team, in a classroom or with any organization. I am grateful for my experience at the Montessori School of Anderson.

An Essay on Montessori Education

By Sofia Sheikh

I've been going to the Montessori School of Anderson since I was a toddler and it has shaped the person I am. There are the strict educational reasons, sure: the hands-on learning experiences, multiple age classrooms, and independent working that Montessori is famous for. But going to MSA, for me, has given me a background where learning is fun and desirable. I've had the opportunity to be a part of one of the only Montessori high schools in the country. When I graduate, I will be in the third graduating class from my school, and I'm proud of that. The twenty people in my high school are less like classmates and more like family (if you'll pardon the cliché), despite our widely different backgrounds and personalities. I've never faced any stereotypes that said that I couldn't go into science related fields, or been with a teacher who taught math as something that students should dread. My passion is the field of theoretical physics, and as it grew, I was encouraged and helped along by teachers who were genuinely interested in my education. I spent a lot of time these past four years discussing the discovery of the Higgs boson with my physics teacher, or the implications of the Many Worlds theory with my classmates.

I am very happy to be in an environment where that is possible, and I want to have those same opportunities in whichever college I attend. In the south, many students choose to stay here when they graduate from high school, but because of my Montessori education, I want to go further- maybe even to California.

About the author: Sofia Sheikh is a 2013 graduate of the Montessori School of Anderson. She is studying theoretical physics at the University of California, Berkeley and is a resident of the Women in Science and Engineering Dormitory. Sofia wrote this essay as part of her college application process and we use it with her permission.

Dear students, parents, and faculty at the Montessori School of Anderson,

So far, my experience at the University of South Carolina has been great. I've met a lot of new people and made quite a few new friends. Classes are going very well too, I managed to finish last semester with straight A's, something that never happened in high school. In addition to academics, I began to volunteer at the scenic studio for USC's theatre department and that opened the door for me to get a paying job this semester. I feel that my experience at MSA prepared me exceptionally well for college, even in subjects that I did not feel like I had learned very well in high school. For example, last semester I had to take pre-calculus. I wasn't sure how well I was going to do, but I ended up with a 97 for my final grade. This semester, I am in calculus 1 and I feel very well prepared. I realize that some of that preparedness comes from the pre-calculus class that I took last semester, but I know that a lot of my confidence comes from my experiences at MSA. Another example would be the chemistry class that I am taking. It is only an introductory level class, but I feel more prepared than most of my peers seem to be. Coming into this class I was unsure about how I would do, but so far, I have very few problems and none that I couldn't solve on my own. I attribute this success to the problem solving skills that my teachers imparted to me during my high school education at MSA.

Another thing that I am very grateful to have been exposed to at MSA is the world of theatre. Around a month into the first semester of this year, I walked into the office of the theatre department and asked if they needed any help on the lighting crew. When they asked why I wanted to work there, I told them about the work that I had done in high school and how much I love theatre. Fortunately the lighting crew was full, so I went to work in the scenic shop instead. It's an amazing place to work and I work with some of the coolest people on campus. I enjoy my work and my bosses are easy to work for. I know that without my exposure to theatre, especially

in my senior year, I would not have wanted to work for the lighting crew and by proxy end up on the scenic crew.

To sum up, I enjoyed my high school experience at MSA and while I did have my doubts going into my freshmen year at USC, I now know that no other school could have prepared me as well as MSA did. The work was hard and sometimes I doubted if it was even worth it, but it has paid off in the long run. If education is a race, it is a hundred meter dash, it's a 55 mile ultra-marathon; where those who have prepared well will last until the end of the race and those who do not know what they are doing will fizzle out before they get into stride.

Thank you so much,

- William Drake Dial, Montessori School of Anderson Class of 2014

Chapter Six: Philosophy of Education

In education there are five main philosophies that determine how teachers teach. These are, essentialism, perennialism, progressivism, social reconstructionism, and existentialism. Essentialists and perennialists focus on the role of the teacher in the classroom, while social reconstructionists, progressivists, and existentialists focus on the role of the student. While all of these philosophies are important and significant in the quality of the education that one receives, they are also important in determining the quality of education one gives. Teachers must be aware of the five philosophies of education, which ones they agree with, which ones they disagree with, and how they will apply these philosophies to their teaching.

Growing up in a traditional educational environment, I came to appreciate a Montessori education after transferring to a Montessori school halfway through my sophomore year. I felt that students were more prepared for college, were more intellectually advanced, and more motivated to do their work. I find that student-centered teaching is best because the teacher addresses the needs of all of the students individually and helps better prepare them for their future. Until high school, I had only experienced essentialist and perennialist teachers. My teachers poured facts into me that I would regurgitate on tests and in papers. And while that form of education was intellectually stimulating, it was not fulfilling.

In my classes at the Montessori School of Anderson, I was allowed to question my teachers and encouraged to research and expound on my already budding knowledge. When I had questions, I was encouraged to research the

answers. My peers and myself worked in groups to learn information. Besides just factual knowledge attained through extensive reading, I was able to grow into myself. My time at Montessori was a time when I became socially and culturally aware of the world around me. Debating political issues and acting on problems in my community encouraged me to believe that some day I will be able to make a difference. What we learned in the classroom, we were able to apply to our every day lives and use our knowledge to react to the situations in the world around us. Through my Montessori education, my schoolwork finally had meaning. Not only were my classes intellectually stimulating, but I finally learned what it felt like to be academically fulfilled.

I believe that a Montessori education does an excellent job of integrating progressivism, social reconstructionism, and existentialism in the classroom. I find that most, though not all, students learn best this way. I hope to some day emulate my teachers at Montessori by making learning fun and interactive for my students. A Montessori environment is one of motivation and intellectual freedom, which I believe are essential in any form of education. As a teacher, I hope to nurture my students instead of just spouting off knowledge that my students will have to later regurgitate onto the page. I hope that my passion for learning and my motivation as a Montessori student will rub off on my own students, and they will be intellectually stimulated and academically fulfilled like I was.

