



2026-2027



Curriculum Guide Grades 6-12

EMS Educational Philosophy

Our educational philosophy stems from our mission, vision and belonging statements:

Mission Statement

Eastern Mennonite School aspires to embody the love of Jesus as a learning community where every student belongs, thrives, and joins God's work in the world.

Vision Statement

Eastern Mennonite School, with home and church, invites students to faith in Jesus Christ, academic excellence, personal integrity, and compassionate service.

Belonging Statement

At Eastern Mennonite School our commitment to faith compels us to create spaces that are inclusive, that treat all members of our community with respect, and that value each individual's voice, conscience, identities, lived experiences, and perspectives. We celebrate differences, welcome open and meaningful dialogue, and cultivate critical thinking. Together, we dedicate our actions to working towards peace, equity, and justice in the world around us.

Experiential Learning

While experiential learning happens in the classroom daily and on field trips, EMS places a special emphasis on creating opportunities for students and teachers to participate together in learning experiences that are not available in the usual school day and curriculum. E-Term courses, whether local or travel, aim to include all of the core principles below through programming that...

- 1) Connects:
 - New people and places; strengthening relationships with one another and creating new relationships outside of our school community.
- 2) Broadens:
 - Perspectives and stretches horizons through travel or deeper understanding of what exists in our own backyard.
- 3) Disrupts:
 - The familiar for the sake of growth

Each year, students participate in E-Term, offered in November each school year, a designated time for intensive, out-of-the classroom learning experiences:

- Sixth, seventh and eighth graders participate in a grade level-specific E-Term course. The course ties to the curriculum at the respective grade level and is designed to spark discovery.
- Students in grades 9-12 are required to participate in at least one E-Term course each year they are enrolled at EMS. Sometimes, these courses are offered in the summer in the form of state-side and international trips. Church-sponsored mission and service trips can also count as E-Term courses provided the experience is at least four days in length and approved by the division principal.

Academic & Counseling Support

Counseling Program

The goal of the counseling program at EMS is to assist students in academic, career, and personal/social development through individual and group counseling as well as classroom lessons. This is a coordinated effort by faculty, staff, and parents/guardians under the direction of the counselors and principals.

There are many reasons a student might see a school counselor.

- **Academic Counseling:** School counselors aim to assist students and parents/guardians on academic options, developing a plan of studies, and as a link to additional academic resources when appropriate. Counselors direct students to opportunities that match their interests, both in and out of school.
- **College Counseling:** Counselor assists students in acquiring information and planning for post-secondary educational and career opportunities.
- **Personal/Social Counseling:** School counselors assist students in developing a greater understanding of themselves as they relate to the community around them, support healthy and wise choices, and provide support in resolving conflicts.
- **Individual Counseling:** School counselors assist in helping students work through their unique requests or concerns. While EMS does not provide long term weekly counseling, connections and referrals can also be made with professional community mental health counselors as ongoing psychological needs necessitate.
- **Group Counseling:** Group counseling may be provided surrounding specific themes of social development or other identified areas of interest or assessed needs. Parents/guardians are notified prior to any multi-session group counseling.
- **Classroom Counseling Lessons:** Counselors work collaboratively with teachers to develop and bring curriculum into the classroom. Topics relate to students' academic, career or social development.

Access: Students may request an appointment with a counselor by email or in the Counseling Office. Students should ask teachers before leaving class when they wish to meet with a counselor. Parents/guardians and teachers may call or email counselors if they would like to request an appointment for their student. Alternately, counselors may request to see a student if a counselor becomes aware of a need.

Confidentiality Statement: At all times we seek to work with and honor parent/guardian involvement. All concerns of students and/or their families are met with appropriate and careful confidentiality. Where there exists perceived threat of harm to self or others, additional protective procedures will also be followed. When necessary, other professional counsel will be obtained.

Opt-Out: If parents/guardians choose not to have their student participate in personal/social counseling or multi-session group counseling, parents/guardians must notify the school in writing.

Learning Support Services

In addition to the oversight given to all students in their learning by teachers, the school provides learning support services for students who need additional resources to be successful in their classes. For some students, this support happens through Academic Lab (see the description under the elective section of the course offerings), and for others this support happens through tutoring, peer or outside paid provider.

Students placed in Academic Lab are usually recommended by the Admissions Committee (new students) or by the Learning Support Coordinator when classroom teachers observe challenges in learning (could be from a diagnosed disability or challenges with organization and completion of work).

During the week, math teachers are available after school, 3:00-3:30 p.m. to support students as needed.

Preparing for the Future

Graduation Plan Core Curriculum Sequence

The following charts outline the likely sequence of core classes for each graduation plan. Exceptions are common, particularly depending on a student's math and language level when entering 9th grade. Also note that some science courses have math prerequisites, which affect the sequence of science courses.

Courses required for every graduation plan:

Bible: Creation & Promise (9), Jesus Story (10), Global Christianity (11), Kingdom Living (12)

Physical Education & Health: PE/Health 9 (2 tri), Driver Ed & PE/Health 10 (1 tri each)

Art or Music: 2 trimesters

Family & Consumer Science: 1 trimester

Highly Selective*

	English	Language	Math	Science	Social Studies
9th	English 9	Spanish II	Geometry	Biology (3 tri)	US History
10th	English 10	Spanish III	Algebra II	Chemistry ¹ (3 tri)	AP Human Geo (recommended) or pick 2: Con Law, Women in US History, Model UN
11th	English Topics (2 tri)	Spanish IV	Pre-Calculus AP Stats (optl)	Two Trimesters (AP Bio, AP Earth Sci, or AP Chem recommended)	AP World History
12th	AP Lit (recommended) or English Topics (2 tri)		AP Calculus	Two Trimesters (Physics ² recommended)	Government Personal Finance

* Please note these are *minimum* expectations for many highly selective colleges.

¹ Co-requisite: Algebra II ² Pre-requisites: Pre-Calculus & Chemistry

Selective*

	English	Language	Math	Science	Social Studies
9th	English 9	Spanish I	Algebra I	Biology (3 tri)	US History
10th	English 10	Spanish II	Geometry	Two trimesters (AP Bio or AP Earth Sci recommended)	AP Human Geo or pick 2: Con Law, Women in US History, Model UN
11th	English Topics (2 tri)	Spanish III	Algebra II	Chemistry ¹ (3 tri)	AP World History
12th	English Topics (2 tri) or AP Lit	Spanish IV (optl)	Pre-Calculus AP Stats (optl)	Two trimesters (Physics ² recommended)	Government Personal Finance

*Note: Students on the selective track are often one year ahead in Spanish and/or Math than the above sequence.

¹ Co-requisite: Algebra II ² Pre-requisites: Pre-Calculus & Chemistry

College & Career*

	English	Language	Math	Science	Social Studies
9th	English 9	Spanish I	Algebra I	Biology (3 tri)	US History
10th	English 10	Spanish II	Geometry	2 Trimesters (between 10th/12th)	(optional)
11th	English Topics (2 tri)	Spanish III (optional)	Algebra II	Chemistry ¹ (3 tri)	World History
12th	English Topics (2 tri)		Pre-Calculus (optional)		Government Personal Finance

*Note: Students on the College & Career track are sometimes one year ahead in Spanish and/or Math than the above sequence.

¹ Co-requisite: Algebra II

General

	English	Language	Math	Science	Social Studies
9th	English 9	Spanish I (optional)	Algebra I	Biology (3 tri)	US History
10th	English 10	Spanish II (optional)	Geometry	3 Trimesters	
11th	English Topics (2 tri)		Algebra II		World History
12th	English Topics (2 tri)				Government Personal Finance

Important Notes

- International students transferring to EMS may still work toward the Highly Selective Graduation Plan without having to take three to four years of another language (the assumption being that studying in an American school demonstrates proficiency in English, which is usually the second or third language that a student has studied).
- International students will likely need to take an English proficiency test prior to acceptance into colleges/universities.
- The requirements for the College & Career Graduation Plan align with the requirements for NCAA Division I schools.

For college application information, please see our College Counselor. SCOIR, an online program provided by EMS, is introduced to students and used throughout their high school career. Students are encouraged to use these resources to help plan their future. The school counselors will help with additional information as well.

As we support students while they prepare for their futures, we work with each student to determine the best academic high school path. The graduation plans are intended to help shape an academic plan as students consider their post-high school goals. Each family and student should consider interests, gifts and abilities in charting a sequence of courses that will prepare the student for post-high school experiences. These plans serve as advising tools only, and colleges do not see the graduation plan chosen, nor is it indicated on the diploma. An admissions officer only sees the courses taken and grades earned. Therefore, the plans should be viewed as helpful suggestions, with the understanding that exceptions often occur. If a student wishes to apply to a highly selective college, they should expect to take the most advanced courses available in all core subject areas.

In grades 9 and 10, students will learn about resources for supporting them as they plan for the future, including SCOIR, a college and career research tool. Ninth graders take the STAR Reading and Math tests to assess foundational skills for learning. Sophomores take the PSAT in October, which gives them an early look at how well they do on a standardized test. Students are encouraged to begin college visits in their sophomore year.

In 11th grade students take the PSAT, meet with the College Counselor to review those scores, and begin conversations about post high-school plans, including reviewing high school transcripts. Seniors will be supported by the College Counselor throughout the senior year with applications and career planning.

Parental/Guardian Support: We encourage parents/guardians to talk with their children to discern the best path after high school. Parents/guardians are encouraged to meet with our college counselor at any time during high school to explore the needs of a particular student as they prepare for post-high school plans. Additionally, parents are asked to sign the registration form each year so they are aware of scheduling choices.

Course Offerings

Art

We believe that art is fundamental to the complete education of a developing child. Because we are created in the image of God the Creator, we believe that the arts can be the vehicle to release that creativity in each of us. Through a variety of teaching strategies, art media and disciplines, students can explore and express their reactions to the world they live in, their family unit, and the faith they are developing.

The teaching of art lends itself well to the development of gifted behaviors in students. It is especially useful in stimulating creative, lateral thinking and learning persistence. We aim to develop and reinforce a healthy self-concept through success in the creative process and to open the door to future creative pursuits, whether as a career or an avocation.

Those students wishing to take these specialized art courses, who have not had Art Foundations, must have the permission of the Art instructor. These specialized courses may be taken more than once. Students will work more independently and at progressively higher levels. A course taken more than once will show a progressively higher sequence on the student's transcript. (For example, if Watercolor is taken a second time, the student's transcript will show Watercolor II.)

Middle School Courses

Middle school art exploratory classes are set up to be a modified TAB (Teaching for Artistic Behaviors) course. Students are encouraged to develop their own ideas and artwork as well as dive deeper into the art mediums that interest them. Throughout the art exploratory courses, students will be introduced to various drawing, painting, printmaking, and sculptural materials and techniques. Students will also be required to think and write about artwork and art processes.

ART 6

REQUIRED FOR 6

In the Art 6 exploratory, students will have a brief introduction to Art, meeting once a week on Wednesdays during 0 Period. Students will have the opportunity to learn and experiment with drawing, collage, printmaking, and clay mediums. Students will participate in the art making process of planning, creating, and reflecting on their artwork.

ART 7

REQUIRED FOR 7

In Art 7, students are encouraged to develop their own creative ideas & explore new ways of creating. Students will be introduced to a wider variety of art mediums in the drawing, painting, printmaking, craft, digital, and clay centers. Students will be asked to write about their own artwork as well as describe, analyze, and interpret artworks of both professional artists (Gallery Talk) and peer artists (Gallery Walk). Students will participate in artmaking time where they will be able to explore new mediums & techniques, practice artmaking skills, and create several "WOW" artworks.

ART 8

REQUIRED FOR 8

Students taking Art 8 will further explore art making techniques & mediums, building on what they have explored in Art 7. Art 8 will focus on learning about the Elements of Art, or the building blocks of art. During artmaking time, students will be encouraged to develop their own voice as artists and create artwork that has personal meaning. Students will analyze, interpret, and reflect on the artwork of professional artists, their peers, and themselves.

High School Courses

ART FOUNDATIONS

ELECTIVE FOR 9-12; .50 CREDIT

Art Foundations is a beginning art course in which students will learn about the basics of artmaking and analyzing through class discussions & lectures, art production, and art critiques. This class will focus on the Elements of Art: line, shape, form, color, value, texture, and space as well as the Principles of Design. Various art mediums, including drawing, painting, sculpture, and clay materials will be explored as students apply what they are learning to several 2- & 3-dimensional artworks. Students will learn about creating engaging compositions, developing big ideas, and visually communicating. Sketchbooks are required for this course. Recommended size is 9x12". NOTE: This course is required for certain electives, such as Drawing, Painting, and Portfolio.

CERAMICS

ELECTIVE FOR 10-12; .50 CREDIT

The first half of Ceramics is an exploratory course in hand-built and wheel-thrown pottery methods as well as glazing techniques. For the second half, students will choose to focus on either hand-building, wheel-throwing, or a combination of the two. Each area of focus will then have a different list of project requirements. Students will be completing multi step projects and will need to balance multiple projects at the same time. Previous art study is advisable but not required.

Note: This course can be taken again as **Ceramics II**. Work will be more independent.

DIGITAL PAINTING

ELECTIVE FOR 9-12; .50 CREDIT

Digital painting is an introduction to the use of electronic means for creating drawings and painting. Students will explore a variety of digital painting techniques using Huion drawing tablets and Adobe Photoshop Elements or Krita. Students will learn foundational digital painting techniques and be encouraged to explore beyond. Students will create at least three digital paintings as well as complete weekly assignments. Prerequisite: Art Foundations and Drawing.

DIGITAL PHOTOGRAPHY

ELECTIVE FOR 9-12; .50 CREDIT

This elective course will be a hands-on introduction to digital photography. Students will learn about how a DSLR camera works and how to get the most out of it. This class focuses on composition, mastery using DSLR camera controls, and image manipulation using Adobe Photoshop Elements. While technology is developing quickly, this course will give students a foundation to understand future technology they encounter. Students will analyze and interpret photographs of other artists and be expected to write about the ideas behind their own work. Projects will go beyond camera basics and will demand students to take well thought out, high quality, photographs. By the end of this class, the camera will no longer feel like a foreign object in your hands, but as an extension of your creative mind. It is highly recommended that you take Art Foundations before this course. Will not be offered in 2026-27.

DRAWING

ELECTIVE FOR 10-12; .50 CREDIT

Drawing is a concentrated study and practice in drawing and sketching. The beginning of the course will be spent learning various approaches to sketching and drawing from observation. While we will mostly use drawing pencils, charcoal, and colored pencil, students will be encouraged to explore other drawing mediums as well. The majority of drawing assignments will be completed during class time, however, students will be expected to spend 1 hr a week outside of class on "weekly sketchbook" assignments. A sketchbook is required. 9"x12" is the recommended size. Prerequisite: Art Foundations.

This course can be taken again as **Independent Study: Drawing.**

PAINTING

ELECTIVE FOR 10-12; .50 CREDIT

Painting is an introduction to watercolor and acrylic paints. Emphasis will be placed on painting techniques and use of color in artwork. Projects will include painting from observation with still life & en plein air assignments as well as abstractly. Weekly sketches and inspiration pages will be assigned as homework, but most assignments and projects will be completed in class. Students will go on one field trip, either to the VMFA or to a local gallery. Sketchbooks are required - recommended size is 9x12." Students may continue sketchbooks from Drawing. Prerequisite: Art Foundations and Drawing.

This course can be taken again as **Independent Study: Painting.**

PORTFOLIO (Independent Study)

ELECTIVE FOR 11-12; .50 CREDIT

This is a class for students who are preparing their portfolio for admission to a college art program. Students will have assigned work to do and be allowed to work independently in their area of studio interest: 2-D (drawing and painting, or photography), or 3-D (sculpture or pottery). The class will be structured as an AP studio class where not only breadth of work is required but also depth. Included in the requirements will be summer assignments, due in the first week back to school. Students will complete this work as independent study if a specific class time cannot be offered. Prerequisite: It is expected that students will have taken Art Foundations and other art classes prior to taking this course. Will not be offered in 2026-27.

PRINTMAKING

ELECTIVE FOR 10-12; .50 CREDIT

This course involves a variety of printmaking techniques using the relief, intaglio, planographic, and stencil methods. Students will work with non-toxic materials as they learn techniques such as linocuts, woodcuts, etchings, screen prints, and monotypes. Beyond learning printmaking techniques by doing their own prints, students will be exposed to historic and contemporary printmakers. Prerequisite: Art Foundations.

SCULPTURE

ELECTIVE FOR 10-12; .50 CREDIT

Sculpture offers experience in a variety of three-dimensional materials. Three sculptural techniques are explored as well as contemporary and historical artists known for each method. Materials available are wood, clay, plaster, metal, wax, paper, soapstone, mixed media, found objects and the environment. Prerequisite: Art Foundations or permission of instructor.

SET DESIGN

ELECTIVE FOR 9-12; .5CREDIT

Set Design is a trimester course focused on designing & constructing the musical set. Students will be a part of the designing & planning process alongside the musical director. Students will then be able to create on a large scale in both 2D & 3D as we construct set pieces & props, paint set facades, and more. This course will help you grow in your creativity, problem solving, and collaborative work skills.

STAINED GLASS

ELECTIVE FOR 10-12; .50 CREDIT

Stained glass will be offered at an introductory level. The history of stained glass will be explored and local examples visited. Students will learn the process of the copper foil technique and be required to do four pieces, one to be 3-dimensional. Students may need to purchase their own glass. Prerequisite: Art Foundations or permission of instructor. Will not be offered in 2026-27.

Bible

From the foundational belief that God created all persons in God's image and that each person has been created good, the Bible Department seeks to communicate that each student is loved and known by God. The Bible Department provides opportunity for faith formation through course content, leading chapel services, practicing spiritual disciplines, serving others, and listening to different perspectives. Students are invited to understand how their story connects with the larger story of God's love for humanity.

The Bible Department also provides an understanding of the academic study of the Bible, church history, theology, and ethics, from a Mennonite/Anabaptist faith perspective rooted in following the life and teachings of Jesus. Students develop skills in interpreting the Bible, analyzing faith traditions, and reflecting on how their faith impacts the world around them, as well as expressing themselves through writing and speaking. Students will learn to think critically about faith, ask questions, reflect on their own faith commitments, and engage in respectful dialogue about their faith.

Middle School Courses

BIBLE & STEAM 6

REQUIRED FOR 6

Students will develop a basic understanding of the Bible and the life of Jesus. Students will engage in putting this information together to actively study the Bible through hands-on and cooperative learning activities. The curriculum comes from the Mennonite Schools Council. Students will do STEAM activities including robotics.

BIBLE 7: ECHO THE STORY

REQUIRED FOR 7

Students in seventh grade will delve deeper into the Bible through stories. Moving from the Hebrew Bible to the Gospels and Acts of the Apostles, students will hear the stories of our ancestors and connect the meanings from those stories to their lives today. Each of the twelve story sections will end in a reflection: "What does this story say about us (collectively)? ...about you (individually)?"

BIBLE 8: LIVE THE STORY OF JESUS

REQUIRED FOR 8

Students in eighth grade will pick up where they left off in seventh grade, discussing what the Bible has to say about being the church. Focus will be given to examining how the global and local church strives to practice Jesus' teachings with their neighbors, recognizing life experience and Bible interpretation can affect these choices. Students will learn differing perspectives about the Bible and spend time learning how to engage in healthy, curious conversation amidst these differences.

High School Courses

ANABAPTIST HISTORY AND THEOLOGY

ELECTIVE FOR 11-12; .50 CREDIT

This course will study the Anabaptist faith tradition, examining the historical, political, and theological contexts that gave birth to the Radical Reformation in the 16th century. We will read primary source documents from early Anabaptists, as well

as secondary sources which offer differing interpretations on the origins of Anabaptism. A comparison between Anabaptism and other Christian traditions will help to highlight distinct approaches of the Anabaptist faith. We will also study the diversity of the Anabaptist movement as it spread, examining how different geographical and historical contexts influenced the theological expressions of different Anabaptist groups. Finally, we will look at contemporary Anabaptism around the world, studying their similarities and differences, as well as the challenges and conflicts within a movement that is now 500 years old. Can be used for Bible or Social Studies credit. Will not be offered in 2026-27.

BIBLE 9: CREATION AND PROMISE

REQUIRED FOR 9; .50 CREDIT

This Bible course introduces students to academic study of the Bible and explores the historical and cultural contexts of the Hebrew Bible (Old Testament), its prominent themes, and its historical and contemporary relevance. The course begins with a unit on the formation and transmission of the Bible, various interpretive approaches, and the historical setting of the exile in Babylon. Primary attention is then given to the book of Genesis, closely reading the entire book to explore how Genesis reveals what the Hebrew people understood about the creation of the world, about the promise/covenant made to the ancestors, and about their own identity. The remainder of the Hebrew Bible is then overviewed, looking at the exodus and the giving of the Law, entry into the promised land and the time of kingship, and the exile in Babylon and the return to Jerusalem. Themes of God's call, *shalom*/peace, *hesed*/God's love for humanity, and care for the land are interwoven throughout the course. Students will complete an exegetical/research writing project, learn about spiritual disciplines, memorize scripture, practice public reading of the Bible, and help lead a chapel service.

BIBLE 10: JESUS STORY

REQUIRED FOR 10; .50 CREDIT

Together we will engage and discuss the context into which Jesus was born, Jesus' life, ministry, death, and resurrection. Through these explorations we will deepen our understanding of God's love, our place and participation in God's activities in the world, and begin to see the many aspects of who Jesus is as both human and the Son of God. Students will work together to plan a chapel presentation.

BIBLE 11: GLOBAL CHRISTIANITY

OPTIONAL HONORS; REQUIRED FOR 11; .50 CREDIT

What does it mean to be a Christian? What has it meant in different times and places? What does it mean today? In Global Christianity students will learn both the historical unity and diversity of Christian communities and relate this to their own experience. In addition to a textbook overview, we will read primary sources from all periods of church history, from ancient Christian poetry from the Middle-East to mystical medieval texts from England to contemporary writings from Asia and the Americas. This historical study will be deepened experientially by visiting two different church services from a different tradition and by outside speakers. In each unit, the course will examine how Christians have been shaped by and in turn shaped the cultures of which they have been a part. It will conclude by asking students to apply this learning to their own context through a research and reflection essay. Students will work together to plan a chapel presentation.

BIBLE 12: KINGDOM LIVING

OPTIONAL HONORS; REQUIRED FOR 12; .50 CREDIT

This integrative capstone Bible department course asks the question of what it means to live in the Kingdom of God. Students will study the New Testament to understand the Kingdom of God, including the parables of Jesus, the book of Acts for the story of the early church, and the epistles as case studies for how the message of Jesus is applied in specific places. Alongside this biblical exploration of the Kingdom of God, students will reflect on where they fit into this vision of the kingdom and explore ethical questions, including units on finances and healthy relationships/sexuality. Students will read and listen to a variety of perspectives, engage in respectful discussions, and think critically about their responses to ethical questions. This self-reflective experience culminates in a Senior Presentation, a public presentation where students explore the questions: What are the stories that have formed me so far? What is the story of the "Kingdom of God"? And what are the stories I want to claim in the next chapter of my life?

DESPAIR TO HOPE: REDEMPTION IN SCRIPTURE, ART, AND HISTORY

OPTIONAL HONORS; ELECTIVE FOR 10-12; .50 CREDIT

Course focus: How can someone's life be turned around when it has gone wrong? How does a community transform from dysfunction to harmony? In this interdisciplinary elective, students will encounter classic stories in the Bible, art (especially literature and film), and history when individuals and communities moved away from despair and chaos and toward hope and transformation. Integrating faith, critical thinking, and historical context, students will analyze these stories and articulate patterns they notice through discussion and short written reflections. They will conclude with personal reflections on how these stories of hope connect with their own life and our current historical moment. Students will work together to plan a chapel presentation. Can be used for Bible, Social Studies, or English credit.

Content: Texts about communities will include some of the following: the novel *Watership Down*, the film *Of Gods and Men*, excerpts from the historical experience of South Africa after apartheid and Germany after Hitler, biblical accounts of the the people of Israel after the destruction of the first temple, and the disciples after the crucifixion of Jesus. Individuals we study will include some of the following: Eve and Mary, Hagar, Joseph, Paul the Apostle, St. Augustine, and Harriet Tubman and from fiction: Eustace Scrubb, Eowyn, and others.

DIFFICULTIES IN THE BIBLE

OPTIONAL HONORS; ELECTIVE FOR 11-12; .50 CREDIT

The Christian scriptures have inspired loving and faithful communities for two millenia. But the Bible has also been used to justify terrible harms, like slavery and wars of conquest. What does it mean to live the Bible out, practically, when it has been used to harm in this way? This course will combine history and the Bible to explore this question. Students will first learn about different methods of interpretation, then look at a series of case studies, including slavery, war, and the role of women in the church. They will conclude by making a presentation about a person or topic of interest to them. The goal of the course is to help students learn from both the mistakes and triumphs of the past in order to find hope from scripture for today. Can be used for Bible or Social Studies credit.

PHILOSOPHY & THEOLOGY

OPTIONAL HONORS; ELECTIVE FOR 11-12; .50 CREDIT

What are the big questions of life? How have various thinkers approached these questions? How should this guide the way we live? Students will begin this class by reflecting on where they come from and the traditions of thought and life that have shaped them. We will turn next to a survey of the major schools of philosophy and theology. After this, students will select and read a short philosophical text and then conclude by completing a project on an issue of their choice. The goal is to not only learn about major philosophical schools of thought and Christian theological approaches, but to connect those traditions of thought and life with students' own lives. Students will work together to plan a chapel presentation. Can be counted as a substitute for one trimester of English 12 if there are schedule conflicts.

WOMEN IN THE BIBLE

ELECTIVE FOR 11-12; .50 CREDIT

This survey course highlights the importance of women in the Biblical narrative. Very often the voices and stories of women seem to be overshadowed within the Bible, this course will seek out the stories of women in both the Old and New Testaments, examining them to see the key roles women played throughout the Biblical narrative. Students will work together to plan a chapel presentation. Prerequisite: Bible 9: Creation & Promise and Bible 10: Jesus Story. Can be used for English credit (literature). Will not be offered in 2026-27.

English

The English curriculum challenges each student to discover a cultural and personal identity through creativity, self expression, and critical thinking. Through active engagement with a variety of literary genres, the English Department strives to cultivate a love of ideas, of learning.

Middle School Courses

ENGLISH 6

REQUIRED FOR 6

English 6 examines different literary forms and the craft of writing. Independent reading, vocabulary, grammar, editing, and study skills are also a part of the instructional program.

ENGLISH 7 - EXPLORING IDENTITY

REQUIRED FOR 7

In English 7, we use four primary texts to understand the different aspects of identity: Who am I? What makes me me? How can listening to other voices help develop empathy and broaden connections? We discuss, listen to, and reflect on the various narrative perspectives we read while also applying those perspectives to our written work. While interacting with each text, students are expected to complete several assignments focusing on written expression, critical thinking, collaboration, and presentation. Students are given agency over their learning in several ways: formulation of personal work plan, and opportunities for self-advocacy and revision. While there is autonomy, all work is completed with clear expectations presented by the instructor and with careful adherence to each reading's essential questions which are stated at the onset of each unit. With importance placed on diversity, equity, and identity, students will be asked to examine current narratives and are challenged to ask, "why?" Equal importance is placed on students discovering something of themselves within the texts they read. Additionally, the course focuses on the building blocks of grammar and vocabulary within the context, largely, of the class reading curriculum.

ENGLISH 8 - JUSTICE AND RESISTANCE

REQUIRED FOR 8

What is justice? Why is it important to stand up for what you believe? English 8 explores the themes of justice and resistance and how authors use their own experiences and voices to advocate for change, to give voice to the voiceless, and to find hope in a complicated world. Critical thinking and discussion skills strengthen their grasp of narrative voice and Project-Based Learning (PBL) helps the class focus on examining, questioning, and finding solutions for issues that are visible in our community - both locally and globally. This course builds on the goals of English 7 and each trimester's readings are structured around a theme, idea, or question which provides focus and an interpretive lens that guides our work. The discussions and student projects (individual and collaborative), in turn, provide the raw materials to advance their knowledge of writing, grammar, and public speaking. In addition to readings studied as a class, students will be given supplemental readings to enhance the themes covered in the course. In the final trimester, the students prepare a summative project that requires them to apply writing, critical thinking, and research skills as they apply to the themes on which the course focuses.

High School Required Courses

ENGLISH FOR INTERNATIONAL STUDENTS (EIS 101, 102, 103)

REQUIRED (see below); .50-1.0 CREDIT

This course is required for internationals and students who come to EMS with English as their second (or third, etc.) language. The first level (EIS 101) provides an opportunity for these students to improve vocabulary, reading comprehension and writing skills—to give an increased opportunity to master complex academic material. EIS 102 and 103 assists international students prepare for college and university by focusing on academic reading and writing. Not offered in 2026-27.

ENGLISH 9

OPTIONAL HONORS; REQUIRED FOR 9; 1.0 CREDIT

English 9 integrates literature studies with instruction in grammar and writing skills. Writing assignments include a researched report which requires MLA formatting and documentation. Important pieces of literature include *Lord of the Flies* and *Romeo and Juliet* as well as units of short stories and poetry. Vocabulary, Grammar, and Independent Reading programs are included.

ENGLISH 10

OPTIONAL HONORS; REQUIRED FOR 10; 1.0 CREDIT

English 10 deepens students' analytical and rhetorical skills through the study of literature, writing, and grammar. Discussion-based thematic units focus on how literature offers insight into the world and our place in it. Students will read a selection of classic and contemporary literature, covering all major genres. Through a variety of writing assignments and creative projects, students will gain confidence in their composition and research skills while considering purpose and audience. An independent reading program seeks to encourage students' love of recreational reading.

ENGLISH 11-12

OPTIONAL HONORS; REQUIRED; .50 CREDIT PER TRIMESTER (1 credit for 11 and 1 credit for 12)

Building on the foundation of English 9 and 10, each trimester of English 11 and 12 will blend a topic-based literature study with significant writing assignments. Courses may vary each year. Seniors who meet the prerequisites for AP Lit have the option of taking that course in lieu of two topics courses. Offered in 2026-2027:

- Personal Narratives (required for juniors)
- Diverse Englishes
- Fibs, Facades, & Faulty Memory
- Dystopian & Post-Apocalyptic Fiction

High School Electives

AFRICAN AMERICAN LITERATURE & HISTORY

OPTIONAL HONORS; ELECTIVE FOR 10-12; .50 CREDIT

This course includes works from authors such as Nikki Giovanni, Henry Louis Gates, Jr., Robert Hayden, Alice Walker, Maya Angelou, Malcolm X, James Baldwin, Langston Hughes, W.E.B. Du Bois, Sojourner Truth, Phillis Wheatley, and others, as time permits. Important goals of the course are to read these works in their historical and social contexts, to address current concerns about racial justice, as well as to expand our familiarity with a range of influential American voices. Not offered in 2026-2027.

AP ENGLISH LITERATURE AND COMPOSITION

HONORS ELECTIVE FOR 12; 1.0 CREDIT

This class will focus on preparing students to take the AP English Literature and Composition exam. Students will read, analyze, critique, discuss, and write about poetry, fiction, and drama. Students enrolling in this class must be committed to rigorous reading and writing assignments. The class is intended for students who have already been reading widely and

deeply for their own enrichment and pleasure. Students planning to take the AP exam are strongly encouraged to take literature-oriented electives during their junior year. Students taking AP Literature will not be required to take Literature 12.

College Board publishes a website ("AP Potential") that correlates combined PSAT reading and writing scores to the score a student will probably earn on the AP Literature exam in May. The PSAT score also helps to predict a student's readiness to learn and contribute in this class. The requirement for creative writing or research writing is waived for anyone taking AP Literature. Prerequisites: Grade of A in 11th-grade English courses (both trimesters) as well as a recognized aptitude for course expectations as measured by the PSAT Reading and Writing Combined score.

MONSTERS & MISFITS

OPTIONAL HONORS; ELECTIVE FOR 10-12; .50 CREDIT

Literature is full of examples of "monsters," and of people who are misfits or outcasts in their society. Empathy is developed through understanding and experiencing the stories of others, even if they are fictional. In this class, we will wrestle with questions such as: What does it mean to be human? What determines belonging and what is our responsibility toward those who don't belong? Are monsters created or born? We will process these questions through the exploration of a variety of literary genres, both classic and contemporary. Our cornerstone text will be Mary Shelley's *Frankenstein*. Not offered in 2026-2027

Family and Consumer Sciences

Middle School Philosophy

The Family and Consumer Science Department seeks to strengthen the family through experiential learning. Focus is on a sequence of experiences that develop skills in food preparation, sewing, manners and interpersonal skills, and money management.

FCS 6

REQUIRED FOR 6

The Family and Consumer Science 6th grade exploratory course is the beginning of a sequence that emphasizes the basics of the major areas of Family and Consumer Science. In this course, students will be introduced to the topics of food science and nutrition, focusing on preparing healthy breakfast options; sewing, constructing a basic patchwork pillow; and party planning, implementing basic budgeting, planning, and etiquette skills.

FCS 7/8

ELECTIVE FOR 7 or 8

The Family and Consumer Science 7th/8th grade exploratory course is the continuation of a sequence that emphasizes the basics of the major areas of Family and Consumer Science. In this course, students will continue to develop their sewing skills (constructing a drawstring bag) and kitchen skills (learning to prepare nutritious snacks and meal components). They will also explore financial literacy skills (learning the principles of money management) as well as digital citizenship skills (learning to use technology responsibly and recognize and avoid common technology risks).

High School Philosophy

The Family and Consumer Science Department seeks to encourage and strengthen families through teaching and experiential learning in the areas of:

- Foods and nutrition
- Stewardship of money and resources
- Healthy relationships
- Human development
- Sewing
- Community involvement and global perspective

FOOD SCIENCE & NUTRITION

ELECTIVE FOR 12; .50 CREDIT

Food Science and Nutrition helps students view their bodies as a gift of God, developing skills that enhance health and lifelong healthy eating habits through learning the essential workings of a healthy body. The course will focus on proper dietary guidelines using the MyPlate framework to facilitate an understanding of nutrition, moderation, adequacy, variety, and balance. The students will extend their knowledge into the kitchen, exploring a variety of cooking techniques. As the student's knowledge and skills increase, students will complete the components of a meal, using the principles of meal

management. (Counts as science elective for the General Graduation Plan.) This course may be taken by students in grades 10-11 by permission of the instructor and as space allows. Will not be offered in 2026-27.

GLOBAL FOODS

ELECTIVE FOR 9-12; .50 CREDIT

Global Foods is an elective course to explore the elements of foods from many regions around the world. In this course, students will explore the connections between food and cultural identity. Students will also gain skills in culinary arts, including flavorings and preparation techniques that are unique and authentic to various cuisines, through preparing a variety of foods. The course will also celebrate the diversity in our own community as we explore our local markets and restaurants. Prerequisite for grades 9-10: Kitchen Skills or other foods course.

KITCHEN SKILLS

ELECTIVE FOR 9-10; .50 CREDIT

This course is designed to help students develop foundational kitchen skills and is a prerequisite for 9th and 10th graders who wish to take other FCS foods courses before 11th or 12th grade. Students will learn the basics of kitchen sanitation and safety, and then proceed with nutrition basics, recipe skills and cooking techniques; techniques for procuring and preparing a variety of foods; stewardship of resources; and menu planning. Students also will practice mastery of a technique or recipe of their choice and will be able to increase their comfort level with trying new recipes and techniques in the kitchen. Students who complete this course will be well prepared to expand their cooking horizons in the future, either in class or on their own.

LOCAL FOODS

ELECTIVE FOR 9-12; .50 CREDIT

This course explores the concept of "local foods," sometimes also known as "farm to table." During the course, students will make connections with farmers, produce markets, and eateries to explore what "eating locally" means within our community. This course will use those connections to explore the preparation of locally grown foods in the classroom. Students will have many opportunities for learning through demonstrations, field trips, guest speakers, and practical hands-on learning experiences. This elective is designed to develop an appreciation for our diverse agricultural area here in the Shenandoah Valley and inspire thoughtful consumption of healthy foods. Prerequisite for grades 9-10: Kitchen Skills or other foods course.

SEWING

ELECTIVE FOR 9-12; .50 CREDIT

Sewing and Sewing II are courses designed for students to cover the basic clothing construction skills. This course introduces or continues teaching students basic sewing skills, equipment, textiles, and proper techniques for introductory level commercial patterns and basic project construction. The student will choose a project to be made and completed in class. If time allows there may be opportunity for multiple projects. Note: Students will be responsible to purchase their own fabric and notions. In Sewing II, students will build on the skills learned in Sewing.

Mathematics

We believe that mathematics is both an art and a tool; it is enjoyable and useful for both solving problems and describing the natural world. We believe that teaching mathematics requires a variety of strategies, which may include lecture, cooperative learning, investigative activities, and skill reinforcement **with immediate feedback**. We believe students should learn mathematics to maximize their potential and enrich their lives.

One purpose for teaching mathematics is to encourage the development of gifted behaviors. Mathematics study and application requires all the gifted behaviors, but is especially useful in developing logical and creative thinking, advanced vocabulary, persistence, and analytical reasoning. We also aim to prepare students for the mathematics they will encounter after high school, whether in practical and career-related situations or in further studies.

Our instructional objectives include the following:

- Students will learn problem-solving strategies.
- Students will develop strong numeric and algebraic fluency.
- Students will use technology appropriately and effectively.
- Students will gain an awareness of mathematics in the world around them.

We employ a number of tools to evaluate whether these objectives are being met. The tool we rely on most heavily is testing. This includes course-specific tests generated by each teacher and standardized tests. Other tools include evaluation of class assignments, class projects, and monitoring annual SAT performance.

Graduation Plan Expectations for Math Courses

The following are the math requirements for the various graduation plans:

- Selective & Highly Selective: Algebra I, Geometry, Algebra II, Pre-Calculus
- College & Career: Algebra I, Geometry, Algebra II
- General: Any three approved math credits.

Sequence of Courses

The Middle School math sequence is designed to develop students who are confident with their computational and problem solving skills, to be appropriately challenged no matter their natural disposition for Math. Courses in the Middle School sequence aim to support students for whom Math is challenging, while also challenge students for whom Math comes easily.

Middle School Sequence: Math 6, PreAlgebra, Math 8

While Math 6 runs all year long, PreAlgebra and Math 8 are 2 Trimesters each. Students going into PreAlgebra who find Math challenging can take Number Sense in 1st Trimester, which focuses on developing problem solving, mental math, and computation without a calculator. This will prepare them to start PreAlgebra with more confidence and fluency. 8th graders in Math 8 can decide if they want to complete the course for MS credit, and go on to Algebra 1 in 9th grade, or if they want to complete Math 8 for HS credit, mastering all the necessary skills to receive an Algebra 1 credit, and move on to Geometry in 9th grade.

High School Sequence: Algebra I*, Geometry, Algebra II, Pre-Calculus, AP Calculus AB and/or AP Statistics

MATH 6

OPEN TO 6

Math 6 begins the transition from elementary arithmetic to higher levels of mathematics. Through the first year of *College Preparatory Mathematics*, students will focus on number sense and operations, proportional reasoning, geometry, probability and data with a focus on the development of algebraic reasoning.

NUMBER SENSE

ELECTIVE FOR 7

This 1 Trimester course is designed for 7th graders to build confidence and fluency with number sense, mental calculations, problem solving and estimation. No calculators will be used! The course will also include a review of skills that students will need for the start of Math 7.

PRE-ALGEBRA

REQUIRED FOR 7 or 8

The focus in Pre-Algebra is to develop the idea of a variable, start moving toward more abstract problem solving strategies, and for students to learn to show their work and explain their reasoning via algebraic manipulation. Fluency with computations and problem solving strategies is necessary to do well in Pre-Algebra.

MATH 8

OPEN TO 8

This differentiated mathematics course allows 8th graders to begin the class where they are and grow into a High School student mindset. Students may choose to work at an intensified level, completing more in-depth, High School level assignments. Students completing this track and receiving a B or higher can receive high school credit for Algebra I and plan to move into Geometry in 9th grade. Students pursuing the course at the Middle School level will continue to gain skills and build confidence, preparing them to start Algebra I in 9th grade.

ALGEBRA I

ELECTIVE FOR 9-12; 1.0 CREDIT

This foundational mathematics course deepens students' understanding of algebraic concepts introduced in Middle School, and develops strong problem-solving skills. Students explore variables and expressions, linear and quadratic functions, systems of equations and inequalities. Emphasis is placed on reasoning with equations and functions, interpreting and representing relationships algebraically and graphically, and applying mathematical thinking to real-world situations. Successful completion of Algebra I prepares students for subsequent high school courses such as Geometry and Algebra II, but also Biology and Chemistry.

GEOMETRY

OPTIONAL HONORS; ELECTIVE FOR 9-12; 1.0 CREDIT

Geometry integrates algebraic understanding while developing a conceptual understanding of geometric concepts and spatial visualization skills. Students will participate in the investigation, development, and proof of geometric conjectures.

Prerequisite: Algebra I with a C+ or higher. (Those students earning under a C+ in Algebra I, will be evaluated individually for math placement, and may be required to take Pre-Algebra 2 before starting Geometry.)

PRE-ALGEBRA II

ELECTIVE FOR 9-12; .50 CREDIT

This course is designed to help students review Algebra I concepts in preparation for taking Geometry and/or Algebra II, especially when a student is not confident, or is not very well prepared to move on to a course that builds on Algebra I content. In particular, this course will review linear and quadratic functions and equations, systems of equations, exponent properties, and factoring. This elective course is open to anyone interested in a good review of Algebra 1, but is required for students not meeting the Prerequisites for Geometry and Algebra II. Prerequisite: Algebra I with a passing grade.

ALGEBRA II

OPTIONAL HONORS; ELECTIVE FOR 9-12; 1.0 CREDIT

Algebra II is a rigorous and challenging math course required by most universities as an entrance prerequisite. The main objective of this course is to study a variety of functions and relations, learn about their applications, and be able to analyze or use them competently. The material covered in this course is foundational for more advanced Math and Science courses, and is primarily the content tested on the SAT. A TI-84+ graphing calculator is required. Prerequisite: Algebra I and Geometry, both with a C+ or higher. (Students not meeting the prerequisite will be evaluated individually for math placement.)

PRE-CALCULUS

OPTIONAL HONORS; ELECTIVE FOR 9-12; 1.0 CREDIT

Pre-Calculus provides the tools needed for college mathematics courses, particularly calculus. The course is rigorous, requiring students to draw and build upon previous math content. Students will construct a deeper understanding of functions studied in Algebra II and Geometry by investigating functions in new ways and working with more abstract forms. Topics include: polynomials and rational functions, exponential and logarithmic functions, trigonometric functions of angles, periodic functions, trigonometric equations and identities, polar coordinates, vectors, parametric equations, and conic sections. A TI-84 series calculator is required. Prerequisite: Algebra II and Geometry with B+ or higher. (Students not meeting the prerequisite will be evaluated individually for placement.)

AP CALCULUS

HONORS ELECTIVE FOR 11-12; 1.0 CREDIT

AP Calculus is a rigorous college level math course for high school students that develops differential and integral calculus using limits. A passing grade will earn honors credit. In addition, students will have the option to sign up for Dual Enrollment through EMU, and will be prepared to take the AP Calculus AB exam administered by CollegeBoard at the end of the year. Prerequisite: Pre-Calculus with an average of B+ or higher, and a serious desire to grow mathematically. You are expected to complete summer work prior to the beginning of the class. *NOTE: Students who expect to take the AP Exam should take a study hall during the third trimester to use for exam preparation.*

AP COMPUTER SCIENCE PRINCIPLES

ELECTIVE FOR 11-12; 1 CREDIT

This course explores how computing shapes the way people live, communicate, and solve problems in the modern world. Students will examine how information from apps and devices becomes data, how the internet connects people and systems across the globe, and how technology influences social systems and everyday decision making. Students will learn ways to break down complex problems, design step-by-step solutions, and create simple programs that address real needs. The course also explores how people interact with technology, how information is protected online, how artificial intelligence works, and how digital privacy affects our lives. Students will consider the global impacts of technology design and innovation while developing the skills needed to understand and shape the digital world. No prior programming experience is required. This course requires summer work and prepares students to take the AP Computer Science Principles Exam in May. This course may substitute for math credit if a student is on the general graduation plan.

AP STATISTICS

HONORS ELECTIVE FOR 11-12; 1.0 CREDIT

Statistics will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course will be organized around four broad themes:

- Exploring data: describing patterns and aberrations
- Sampling and experimentation
- Anticipating patterns: exploring random phenomena
- Statistical inference: prediction and hypothesis testing

Students who complete this course will be prepared to sit for the AP Statistics exam in May.. Students who do well on this exam will be eligible to receive credit at many universities and to enroll in more advanced courses upon entering university.

Students with a combined PSAT CR + M score of ≤ 100 have been shown to have less than a 30% chance of achieving scores high enough for university credit. Prerequisite: A or higher in Algebra II, or B+ or higher in Pre-Calculus. You are expected to complete summer work prior to the beginning of the class.

(The Selective and Highly Selective Graduation Plans require Algebra I, Geometry, Algebra II, and Pre-Calculus. Statistics will not substitute for one of these four core courses—which are foundational for applying to a selective college.)

Modern Languages

The Modern Languages Department of EMS embraces the concept that the world is a global community. The department is committed to proficiency in the use of language skills--listening, speaking, reading and writing--and an understanding of the cultures in which languages are used. High academic standards are maintained. Gifted Behaviors are cultivated, especially advanced planning, self-discipline, persistence, advanced vocabulary, reading with comprehension and understanding, and sensitivity to others. The Modern Languages Department evaluates its goals and objectives through standardized tests as well as teacher-generated tests and surveys given to the students about their classroom experience.

Middle School Courses

EXPLORING LANGUAGES

ELECTIVE FOR 7

The Exploring Languages course will be a highly accessible introduction to the "bones" of languages, from the sounds that make up words, to the ways words fit together to create meaning. Students will learn about the fascinating variety of languages all over the world, and will learn some basics (greetings, counting, etc.) in several common languages, including French, Spanish, and German. In the process, they will begin to develop good language-learning techniques, which will facilitate future language acquisition. Students will also explore the concept of what makes something a language, and even begin to invent their own!

Courses Grades 8-12

SPANISH I

ELECTIVE FOR 8-12; 1.0 CREDIT

Spanish I is an introduction to the language and culture of the Spanish-speaking world. Vocabulary and grammatical structures are taught in a situational context, emphasizing meaningful communication using the Spanish language. Reading, media, and music selections also encourage the development of communication and written skills while heightening your awareness of and appreciation for the Hispanic cultural contributions to the world. Prerequisite: For 8th grade students, space is limited. Students should have an A- or above in English 7 and Math 7 or special recommendation by teachers (Seats in the class will be filled with the students who have the highest grades first and then proceed to the lower percentages).

SPANISH II

ELECTIVE FOR 9-12; 1.0 CREDIT

This course continues to immerse students in the Spanish language by reviewing structures and vocabulary studied in Spanish I. In this course, students will deepen their understanding of the grammar rules in the present tense by learning more explicit grammar, for example, understanding and mastering conjugations of verbs (changing verbs to explain who is acting). We will continue studying the culture of Spanish-speaking societies in the target language (learning Spanish in Spanish!). Listening, speaking, and writing skills are emphasized through practice in reading and listening to stories, songs, and authentic resources (magazines, news articles, shows, and videos from Latin American cultures). In Spanish II students will be encouraged to reduce the amount of English they use during class and will be required to begin producing the language verbally. Prerequisite: Spanish I with a grade of B- or higher, or permission of instructor.

SPANISH III

OPTIONAL HONORS; ELECTIVE FOR 10-12; 1.0 CREDIT

In this course, our goal will be to challenge and extend the students' previous knowledge of the Spanish language. Students are expected to understand and develop the ability to use correctly: previously learned grammatical concepts, vocabulary, and high-frequency structures, along with new aspects of Spanish grammar in the present tense. Students will be expected to express themselves both orally and in writing at a more advanced level while they dive into the different past tenses in Spanish. Ideally, at the end of Spanish III, students have mastered the present and past tenses. Students will grow their knowledge of the culture, history, arts, traditions, and people of the Spanish-speaking world. As this class is challenging, students must be committed to taking the course seriously. Prerequisite: Spanish II with a grade of B- or higher or permission of instructor.

This class offers an optional honors opportunity. The honors program is a set of extra enrichment activities. These activities are intended for highly motivated and achieving students who want to partake in a more rigorous course to help them achieve a more successful experience in Spanish IV. A Spanish III Honors student retains and produces all Spanish I and II materials with ease and accuracy.

SPANISH IV HONORS

HONORS ELECTIVE FOR 10-12; 1.0 CREDIT

Students will be expected to express themselves in Spanish (both orally and in writing) at a more advanced level in different tenses. We will build upon our knowledge of vocabulary and grammar, as well as tackle real-world issues affecting Spanish-speaking cultures around the world (especially as they relate to the Spanish language itself). This includes research, critical thinking, and project-based learning, which will invite students to see things from multiple perspectives. The communication skills of speaking, listening, reading, and writing are emphasized and used in class each day to build language skills as completely as possible. The course is a mix of self-disciplined learning and whole-group interaction. Please expect to participate in daily in-class activities and to complete work and projects outside of class time. Speaking in Spanish during class is a must! Prerequisite pass: Earning at least a B score on a Spanish IV prerequisite test.

ADVANCED STUDY IN SPANISH

Students seeking opportunities for advanced study are encouraged to explore with the School Counselor the possibility of taking one or more courses at Eastern Mennonite University. EMU permits properly qualified students to enroll in appropriate college language courses. Alternatively, students may opt to do an independent study to deepen their language skills.

OTHER LANGUAGES

If you have an interest in other languages, please talk to the School Counselor to determine what online learning option may be best for you.

Music

Music at EMS is an academic program designed to enrich students spiritually and emotionally through active listening, analysis, composition and performance. As an ever-present part of our lives, music is a primary way to praise God, grow in faith and understanding of God, develop God-given talents and give outward expression to beliefs. Enjoyment and knowledge of music can contribute to student and faculty mental well-being and spiritual health. Music is an essential part of the human experience for each student.

The goals of the department are both short- and long-term:

- Students understand and experience music as active listeners and performers and be able to discern quality music in a variety of styles.
- Students develop their vocal and instrumental talents on both an individual and group level.
- Students use their music ability in their congregations and communities and discover how music is an expression of faith and relationship to God.
- Students develop a lifestyle that promotes future use of their musical talents.
- Students develop additional Emotional Intelligence skills as they work together to sing quality music.

The Music Department also intends to provide learning experiences for students who are interested in an in-depth study of music and/or who desire to continue formal musical training after high school.

Middle School Courses

MIDDLE SCHOOL CHORALE

ELECTIVE FOR 7 & 8

Middle School Chorale is a choral performing ensemble open to students in 7th and 8th grades (open to 6th during Trimester 3). Choir members work together in rehearsal to prepare songs for performance. Rehearsals also include individual and group warm-ups, drills, challenges, and sight reading exercises to help students grow as musicians.

MIDDLE SCHOOL GENERAL MUSIC

REQUIRED FOR 6, 7, 8

General Music will introduce and reinforce skills learned in Strings and Band. Students will learn concepts of Music Theory such as note reading, scales, rhythms, and meters. These skills will be explored through singing and listening. Music of famous composers as well as those of various cultures will also be introduced. Each student will have one sing-along day per week.

MUSIC 1

REQUIRED FOR 6

Music 1 includes Band or Strings instrumental courses and General Music. This is a yearlong exploratory course introducing students to the basics concepts of singing, music theory and instrumental music. All 6th grade students select either a band or string instrument to study and play individually and in an ensemble for the duration of the year, with that instrumental study providing the practical and concrete groundwork for instruction in basic music theory, music history, and composition. No previous instrumental instruction required.

General Music will reinforce and supplement the music theory and history introduced in instrumental instruction. The curriculum is inspired by the Kodaly method and will involve singing, movement, and an exploration of the music of different historical periods and various cultures.

MUSIC 2 and 3

REQUIRED (with teacher exceptions) FOR 7 & ELECTIVE FOR 8

Music 2 and Music 3 includes Band or Strings instrumental and General Music. The year-long exploratory ensemble course will continue the development of skills and techniques introduced in Music 1 through both general music and playing an instrument. It prepares students for more advanced repertoire in high school. (6th graders with previous playing experience can opt in at instructors' discretion.)

General Music will reinforce and supplement the music theory and history introduced in instrumental instruction. The curriculum is inspired by the Kodaly method and will involve singing, movement, and an exploration of the music of different historical periods and various cultures.

Strings Leveling/Proficiency Guide

During middle school, students will be placed according to their level of familiarity. It is possible that this placement will require students to participate in other courses with other grade levels.

Level 1 (Strings 6)

No prior knowledge or experience needed.

Level 2 (Strings 7)

Students should be familiar with the following:

- Note names: Students should be able to name notes in first position accurately in the clef for their instrument
- Rhythms: Whole note, dotted half note, half note, quarter note, two eighth notes, four sixteen notes, dotted quarter and single eighth note
- Time signatures: 4/4, C, 3/4, 2/4
- Scales: D Major, G Major, C Major, A Major
- Symbols: Bass clef, treble clef, fermata, repeat sign, tie, key signature, slur, pick-up note, flat, sharp, natural, 1st and 2nd endings, accent, 1 measure repeat sign, dynamics [p, mp, mf, f], crescendo, decrescendo, down bow, up bow, staccato, legato
- Terms: Solo, soli, tutti, divisi, unison, accidental, dynamics, Allegro, Moderato, Andante, Largo, ritardando, accelerando, sharp (in terms of tuning), flat (in terms of tuning), phrase, round (the form-like a canon), coda, dal segno al Fine (D.S. al Fine). Da capo al Fine (D.C. al Fine)

Technique: Students should be able to:

- Identify the names and fingerings of the following notes: C natural C sharp, D natural, E natural natural, F sharp, G natural, G sharp, A natural, B natural
- Play each note with a proper instrument position and bow hold
- Use properly the upper half of the bow (violin and viola), and lower half of the bow (cello and bass)

Level 3 (Strings 8)

In addition to the content required for Strings Level Two, students should know/be able to demonstrate the following:

- Rhythms: eighth quarter eighth (syncopation), eighth rest eighth note, eighth note eighth rest, eighth note two sixteenth notes (1&a), two sixteenth notes eighth note (1e&), dotted eighth note sixteenth note (1a), sixteenth note dotted eighth notes (1e), eighth note triplet
- Time signatures: cut time, 3/8, 6/8

- Scales: F major, B flat major, E flat major
- Symbols: Dal Segno, two note up bow staccato
- Terms: syncopation, interval, allegretto, legato, melody, accompaniment, countermelody, enharmonic, chord

Technique: Students should be able to:

- Identify the names and fingerings of the following notes: C natural C sharp, D natural, D sharp, D flat, E natural, E flat, F natural, F sharp, G natural, G sharp, A natural, A sharp, A flat, B natural, B flat
- Play each note with a proper instrument position and bow hold
- Use properly the upper $\frac{3}{4}$ of the bow (violin and viola), and lower $\frac{3}{4}$ of the bow (cello and bass)

Band Leveling/Proficiency Guide

Level 1 (Band 6)

No prior knowledge or experience needed.

Level 2 (Band 7)

Students should be familiar with the following vocabulary terms:

- Note names: Students should be able to name notes in bass and treble clef as appropriate for their selected instrument
- Rhythms: whole notes, half notes, quarter notes, eighth notes (paired and unpaired), dotted half notes, dotted quarter notes, and corresponding rests
- Time signatures: 4/4, C, 3/4, 2/4
- Scales: Bb Major, F Major, Eb Major
- Symbols: Bass Clef, Treble Clef, Rhythmic Symbols (Ties, Fermata), Dynamic Symbols (p, mp, mf, f, crescendo, decrescendo/diminuendo), Pitch Symbols (Key Signatures, flat, sharp, natural), Articulation Symbols (Accent, staccato, slur), Roadmap symbols (Repeat sign)
- Terms: Dynamics (p, mp, mf, f), Tempo (Allegro, Moderato, Andante, Largo, Ritardando/Rallentando, Accelerando), Tuning (Sharp/Flat), Phrase, Form

Students should have familiarity with the following performance and care knowledge and techniques:

- Students should have an understanding of proper hand position and posture when playing their instrument
- Students should have a basic understanding of how to care for their instrument (oiling slides, caring for reeds, greasing cork, basic cleaning of their instruments)
- Students should be able to produce a generally quality tone on their instrument and understand what their instrument should sound like
- Sight-read Graded 0.5 music with 75% accuracy of pitches and rhythms
- Percussion Students should be able to identify pitches on a keyboard instrument (e.g. xylophone), and understand basic sticking patterns and drum rudiments (paradiddle, Single and double stroke rolls, flam)

Level 3 (Band 8)

In addition to the content required for Band Level Two, students should know/be able to demonstrate the following:

- Rhythms: Sixteenth notes, two sixteenth and eighth note combinations, eighth note triplets (6/8 time), dotted eighth notes, syncopations, and corresponding rests
- Time signatures: Cut Time, 6/8
- Scales: Ab Major, C Major, G Major
- Symbols: Rhythmic (cesura), Dynamics (pp, ff), Articulation (Tenuto, Marcato), Roadmap (1st & 2nd endings, D.S. al Fine/Coda)
- Terms: Rhythm (syncopation), Pitch (Melody, Harmony, Countermelody, Chord, Interval, Accidental), Solo/Soli, Tutti, Divisi, Unison

In addition to the content for Band Level 2, students should have familiarity with the following performance knowledge and techniques:

- Students should show progression in tone production to a higher standard

- Sight-read Graded 1 - 1.5 music with 75% accuracy of pitches and rhythms
- Percussion students should be able to play with proper technique other auxiliary percussion instruments (suspended cymbals, crash cymbals, shakers, etc.) and be able to perform more advanced drum rudiments (drag, buzz roll, flam tap)

High School Courses

ADVANCED MUSIC HONORS

HONORS ELECTIVE FOR 11-12; .50 CREDIT (Trimester 3)

Advanced Music is a music theory course for musically advanced students who desire a challenge. It combines music theory, aural skills, composition, and music history. Each student is required to write an original composition or arrangement for a final project. Prerequisite: 2 years of HS choir or instrumental ensemble experience, or instructor permission. Will not be offered in 2026-27.

CONCERT CHOIR

ELECTIVE FOR 9-10; .50 CREDIT (Trimester 1 and 2)

Concert Choir is an ensemble for students in grades 9-10 which focuses on improving music literacy and sight-reading skills, developing vocal technique, and growing harmonization and listening skills. Concert Choir will perform at EMS music concerts in the fall and spring. No audition is required.

DIGITAL RECORDING

ELECTIVE FOR 10-12; .50 CREDIT

Digital Recording will introduce students to audio recording technology. Students will learn an overview of the audio recording process, basic principles of audio physics, and gain hands-on experience recording and editing with audio recording and editing technology. Will not be offered in 2026-27.

INSTRUMENTAL CHAMBER ENSEMBLE

ELECTIVE FOR 8-12; .5 CREDIT

Instrumental Chamber Ensemble is a performance-based course designed to provide students with focused instruction in small ensemble settings. Students are grouped into small instrumental ensembles to study and perform repertoire appropriate to their instrumentation and skill level. Emphasis is placed on independent musicianship, ensemble communication, balance, blend, intonation, and stylistic interpretation. Repertoire may include classical, contemporary, and genre-diverse works selected to challenge and refine technical and expressive abilities. Instruction includes coaching on rehearsal strategies, musical analysis, and performance practice. Music will be prepared for potential performances at school-related events and programs. Prior middle school playing experience is needed to enroll in the course.

JAZZ BAND

OPTIONAL HONORS; ELECTIVE FOR 8-12; .24 CREDIT

Jazz Band is a year-long performance ensemble designed for students in grades 8–12, with qualified 8th grade students admitted by permission of the director. The course focuses on the study and performance of traditional and contemporary jazz styles, including but not limited to swing, blues, Latin, rock, and funk. Instruction emphasizes ensemble performance skills such as tone production, rhythmic precision, articulation, balance, blend, and stylistic interpretation. Students develop foundational improvisation techniques through the study of scales, chord progressions, and melodic construction. The curriculum also explores the historical and cultural foundations of jazz and its influence on American music. Prior middle school playing experience needed.

ORCHESTRA - BAND or STRINGS

OPTIONAL HONORS; ELECTIVE FOR 8-12; .75 CREDIT

High School Orchestra is intended for students with prior middle school playing experience. The purpose of this class is to further students' playing ability and musical knowledge. It is designed to challenge students through performance opportunities in different ensembles settings such as string orchestra, symphony orchestra and small ensembles. The class also enriches the students' study of music theory and music history and prepares them for participation in collegiate orchestras and ensembles. Students in grades 8-12 can earn honors credit by participating in an instructor-approved outside ensemble, usually one that involves extensive rehearsals. Examples include the Shenandoah Valley Youth Symphony, District Band, Junior/Senior Regional Orchestra, or other auditioned ensemble (the spring instrumental festival/clinic is part of the curriculum and does not count for honors credit). *Students may drop orchestra after Trimester 1, but if course is dropped after Trimester 2 has started, the transcript will reflect a WF (withdraw fail) or WP (withdraw pass) depending on the student's grade.*

SIGHT READING & CLASS VOICE

ELECTIVE FOR 9-12; .50 CREDIT

The Sight Reading aspect of this course will help you to improve your ability to sing written music. Singers at all levels of prior experience and skill will find their level of challenge and grow. As a result of the course, you will learn to identify music staff notation in solfege, improve your ability to sing your own voice part in a hymn, and increase your confidence both as a musician and as a person. The Class Voice aspect of this course serves as an introduction to solo vocal performance. Singers

of all levels of prior training and experience are welcome. The course will improve your vocal technique (both for choral and solo singing) and make you more comfortable with public performances and communication. Offering in 2026-27 will depend on student interest.

TOURING CHOIR / CHAMBER CHOIR

ELECTIVE FOR 11-12; TC 1.0 CREDIT / CC .50 CREDIT

Touring Choir (Trimester 1 and 3) and Chamber Choir (Trimester 2) are choral performing ensembles for students in 11th and 12th grades. The choirs function as both an academic class and a co-curricular activity, blending challenging choral instruction and rehearsal with a rigorous performing schedule that includes extensive local church programs in the Shenandoah Valley, an out-of-state tour to the Mennonite Schools Choral Festival in April, and biennial (even-numbered years) international tours. Members will have opportunities for growth in the areas of teamwork, discipline, cooperation, peer encouragement, leadership, confidence, memorization, focus, attentiveness, and spiritual formation. Choir members will also grow in musical skills; music literacy, sight-reading, solfege, and vocal production, technique, and agility.

Physical Education & Health

Middle School Philosophy

The goal of physical education at EMS is to develop individuals with the knowledge, skills and confidence to enjoy a lifetime of healthful physical activities. Through daily participation, EMMS students monitor their own level of fitness while being engaged in a wide variety of physical activities. Students are exposed to numerous topics that develop positive self-esteem, aiding them in making responsible lifestyle choices.

PHYSICAL EDUCATION 6 & 7

REQUIRED FOR 6-7

Physical Education instruction at each level will include a preview of a variety of sports and games, including emphasis on physical fitness. There is an emphasis on fundamental skill development and basic game awareness, involving net and invasive games. As an introduction to lifetime activities, students take a field trip to the bowling alley. We also have a health unit on human sexuality in 6th & 7th grades. In 7th grade, students compete in a sport education unit. Sport Education units are used as an innovative approach to traditional team sports. These units focus on structure, fairness, team affiliation, traditions and strategy needed to participate in different sports.

PHYSICAL EDUCATION & HEALTH 8

REQUIRED FOR 8

Physical Education instruction includes a variety of team sports and lifetime activities, including pickleball and badminton. A Sport Education unit is used as an innovative approach to traditional team sports. These units focus on structure, fairness, team affiliation, traditions and strategy needed to participate in different sports. Students also develop and use leadership skills to plan and execute a field day for the elementary school. Health topics include drug awareness, self-esteem, stress, decision making, human sexuality and healthy relationships and communication.

High School Philosophy

The goal of physical education at EMS is to develop individuals with the knowledge, skills and confidence to enjoy a lifetime of healthful physical activities. Through daily participation, students understand and incorporate the wellness component of physical activity beyond the constraints of the classroom. Through discussions of contemporary issues students are required to analyze and reflect on the importance of self-awareness in healthy relationships.

DRIVER EDUCATION

ELECTIVE FOR 9-12; .50 CREDIT

In-class instruction is offered within the 10th grade PE & Health curriculum. Students who have completed and passed in-class Driver Education will be eligible to take behind-the-wheel. Behind-the-wheel instruction is offered to 10th-12th grade students throughout the entire year for a fee.

LIFTING & CONDITIONING

ELECTIVE FOR 9-12; .50 CREDIT

This course will provide learning opportunities for students to further develop skills and knowledge related to fitness, physical competence, cognitive understanding and positive attitudes about physical activity that promote a healthy and physically active lifestyle. Students will acquire knowledge and skills in recreational, athletic and lifetime activities. Throughout this course students participate in a weekly fitness program involving elements of cardio, strength, and flexibility. Will not be offered in 2026-27.

PHYSICAL EDUCATION & HEALTH 9

REQUIRED FOR 9; 1.0 CREDIT

Physical Education instruction will include a variety of team sports, badminton, pickleball and fitness activities. As part of our human sexuality and healthy relationships curriculum, Health 9 focuses on digital media safety. This includes how to have healthy boundaries online, ways to identify the dangers that can occur, and resources that are available.

As part of our 9th grade physical education curriculum and graduation requirements, each 9th grade student will complete the American Red Cross Adult & Pediatric First Aid/CPR/AED training. This is a blended course which combines online simulation learning plus in-person classroom sessions to learn and practice critical lifesaving skills for certification. All students will cover the same material and receive the same instruction regardless if they choose to pay the American Red Cross fee for the official certification.

If the student chooses to be officially certified, upon completion of their course, they will receive a certificate from the American Red Cross that is good for 2 years. This is a valuable certification for working kids camps, babysitting, and required for lifeguarding or volunteering with local fire or rescue squads.

PHYSICAL EDUCATION & HEALTH 10

REQUIRED FOR 10; .5 CREDIT

This course is designed to think critically about the way students see health in their life. This course will be divided into six units with exercise and active learning days added between to include physical health. The six units are discussion focused with partner and group reflection. Each unit will give students tools to analyze, evaluate, summarize, and implement health strategies in their own life. Physical Education instruction will include fitness activities and safety, cooperative games, team building & communication games.

Science

The EMS Science Department provides a robust, exciting, and comprehensive science curriculum in grades 6-12 including the physical sciences and life sciences as well as many elective courses. While each class has its own particular focus, there are many common threads that are woven within the entire curriculum, including inquiry, reflection, and hands-on experiences.

EMS strives to provide students with meaningful, life-changing experiences within a nurturing, Christ-centered, academically focused setting and to encourage students to systematically progress in their understanding of the scientific world, their impact upon it, and how to ensure sustainability of God's creation.

Education is only fully realized when it is lived. At EMS, the Science Department is committed to not only providing students access to the current thought and vast quantity of scientific knowledge available, but also in providing enough experiences applying knowledge to make learning real and authentic.

The goals of the Science Department have students applying scientific concepts to current issues, solving real-life problems, meeting people with diverse views and realizing that their presence can indeed change the world. The Science Department is committed to:

- Developing faith through an appreciation and understanding of our universe as God's creation and our study of it as an act of worship.
- Promoting a model of education through scientific investigations that engages students in the real world, allowing them to be scientists by working with a variety of professionals.
- Fostering a dialogue among educators, students, and resource professionals concerning our nation's growing challenges of resource management.
- Bringing the world into our schools through case studies, interviews, guest speakers, real data and the use of electronics and technology.
- Raising awareness of our need to live sustainably in an ever-changing world.
- Challenging students to consider life choices that reflect the values and belief systems consistent with the Anabaptist perspective.

Exposure to the core sciences is held to be beneficial for all students. Enrolling in Biological, Chemical and Physical science classes provides the framework upon which specialties can be constructed and responsible living can occur. Electives, which provide additional experiences and the pursuit of personal interest, should work in tandem with and not replace these core courses.

As a science department we hope to ignite in our students a love of the natural world and an appreciation for its complexities. As Christians, we hope to engage our students in thoughtful reflection of how God is connected to the natural world. We believe that God is the creator and God's creations are good. We wonder about the methods of creation and draw on scripture and scientific knowledge to inform our understandings. We teach the details and processes of science as they are understood by the science community, including evolutionary science and natural selection. We acknowledge that scientists do not understand everything about creation nor all the change that continues happening in our natural world. We do believe God is behind it all, that evolution and God as creator are not mutually exclusive, that God is still at work creating, and that our ways of teaching science strengthen the authenticity of scripture as a significant part of God's work among us. We hope our instruction leaves every student with a deep appreciation for nature, a desire to engage in more science learning, a love of inquiry, and for many a pursuit of science-related service or career.

We understand that students come to our classrooms from various perspectives regarding creation and evolution. We hope to foster a culture of respect and appreciation of divergent opinions all within the framework of the scientific method, which asks us to question, search for information and data, and come to conclusions. We do not expect students to all come to the same conclusion, but instead encourage each other in deepening our understanding of God, creation and ongoing change we observe. Indeed, we as science educators do not have all of the answers and acknowledge that our individual beliefs are ours alone.

MIDDLE SCHOOL COURSES

SCIENCE 6

REQUIRED FOR 6

Science 6 takes an introductory look at biology, chemistry, physics and earth science--the sciences students study during each of their high school years. Through experiments and projects, students become familiar with the basic terms and concepts of these four sciences, and also learn about the scientific method.

LIFE SCIENCE 7

REQUIRED FOR 7

Life Science covers basic life structures, classification of organisms, survey of plants and animals and ecology. Students will investigate the cellular organization of plants and animals, explore heredity and genetics, and learn how all organisms are interconnected in our world.

PHYSICAL SCIENCE 8

REQUIRED FOR 8

The course serves as an introduction to physical science covering: matter, chemical properties and reactions, motion, forces, energy, sound, waves, light, and magnetism.

STEAM 7 OR 8

ELECTIVE FOR 7 OR 8

In each grade level of middle school, this exploratory course will integrate topics studied in science classes using technology, engineering, art, and math. This class will be largely project based from design to build. Students will work individually and in small groups to learn and solve problems with an emphasis on application of knowledge and communication skills.

HIGH SCHOOL COURSES

ADVANCED TOPICS IN BIOLOGY

HONORS; ELECTIVE FOR 11-12; 0.5 CREDIT

This course is designed for students who have successfully completed two trimesters of AP Biology and are interested in taking the AP Biology Exam. In this class we will continue our studies of Evolution, Energetics, Information Storage and Transmission, and Systems Interactions as well as work on science practices. Lab investigations and guided inquiry will allow students to engage in hands-on learning. We will take time to prepare for the AP Exam in May, and will use the last weeks of our trimester for additional topics that students help to select. Prerequisites: Biology, AP Biology.

ADVANCED TOPICS IN CHEMISTRY

HONORS; ELECTIVE FOR 11-12; 0.5 CREDIT

This course is designed for students who have successfully completed two trimesters of AP Chemistry and are interested in taking the AP Chemistry Exam. In this class we will continue our studies of Kinetics, Thermodynamics, Equilibrium, and Electrochemistry, to better understand the chemical transformations that shape our lives. Lab investigations and guided inquiry will allow students to engage in hands-on learning. We will take time to prepare for the AP Exam in May, and will use the last weeks of our trimester for additional topics that students help to select. Possible areas of study include Organic Chemistry, Biochemistry, Nuclear Chemistry, or Environmental Chemistry. Prerequisites: Chemistry, Algebra II, AP Chemistry.

ANATOMY & PHYSIOLOGY

ELECTIVE FOR 10-12; .50 CREDIT

Anatomy and Physiology (A&P) is a project/laboratory-based course where the student will investigate and understand the structures and functions of the human body. This course will use the manipulation of models, physiological probes and data collection, virtual and animal organ dissections, along with lecture, to explain how the functions of the human body are directly related to their structure(s) as well as introduce students to the fields of allied health. Prerequisite: Passing grade in General Biology.

AP BIOLOGY

HONORS ELECTIVE FOR 10-12; 1.0 CREDIT

AP Biology is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. AP Biology differs significantly from the usual high school biology course with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done by the students, and the time and effort required of the student outside of the classroom. AP Biology will be taught using the CollegeBoard Advanced Placement Biology curriculum, enabling students to sit for the nationally given, annual AP Biology Exam in the spring. Depending on the exam score, colleges and universities will award credit and/or allow students to enroll in upper level or select courses within the biological sciences. Prerequisite: A B+ or higher in all previous science courses, including completion of Biology concurrent with Chemistry. You are expected to complete summer work prior to the beginning of the class. This course is offered alternating years and will be offered in 2026-27.

AP ENVIRONMENTAL SCIENCE

HONORS ELECTIVE FOR 10-12; 1.0 CREDIT

AP Environmental Science is a college-level environmental science course. This course is a traditional science course, incorporating laboratory activities, virtual activities, short-term projects, long-term studies, field investigations, and the use of technology to gather and analyze data. Students will have the opportunity to relate classroom concepts to real-world applications of environmental science. Through these experiences, students will be recording data, gathering evidence and presenting findings to their peers verbally and in writing in different formats both digitally and via poster presentations. Students will explore specific real-world environmental issues and gain an awareness of the science behind these issues. Students will explore the impact of our growing human population and understand that they have a stake in the future of the environment. Prerequisite: Passing grade in General Biology. This course is offered alternating years and will not be offered in 2026-2027.

AP CHEMISTRY

ELECTIVE FOR 11-12; 1 CREDIT

Our AP Chemistry course will be organized around nine big ideas: Atomic Structure, Compounds, Intermolecular Forces, Chemical Reactions, Kinetics, Thermodynamics, Equilibrium, Acids and Bases, and Applications of Thermodynamics. As we work our way through important topics, we will make connections to the wild and changing world around us and practice problem solving skills. Lab investigations and guided inquiry will be a significant part of this course, and students will practice keeping a lab notebook, asking questions, designing experiments, interpreting results, and making scientific arguments. This course is designed to be the equivalent of the general chemistry class often taken during the first year of college, and along with the Advanced Topics in Chemistry class, will provide students with a solid foundation for future advanced coursework in chemistry. Students who are interested in taking the AP Chemistry Exam in May should also enroll in Advanced Topics in Chemistry during trimester 3. Prerequisites: Chemistry, Algebra II.

CHEMISTRY & LAB

OPTIONAL HONORS; ELECTIVE FOR 10-12; 1.5 CREDIT

This course introduces chemical language, principles, and math skills for describing the matter and energy of our wildly beautiful universe. Topics will include atoms and molecules, the periodic table, electromagnetic radiation, the quantum model for the atom, nuclear chemistry, chemical bonding, chemical reactions and stoichiometry, thermochemistry, kinetics, states of matter, properties of gases, solution chemistry, acid and bases, and equilibrium. The course will invite students to consider the ways that the field of chemistry has created both important advances in our understanding and technology, but also caused harm to the earth and its creatures. Students will research scientists who have made significant contributions in chemistry and citizen activists who have called us to use chemistry knowledge and technology responsibly. Laboratory investigations are an important part of the course, providing experiential learning with chemicals, equipment, and instruments. Lab exercises are designed to reinforce concepts and develop important scientific skills: chemical safety, lab technique, measurement and treatment of data, observation, planning, and scientific problem solving. Upon completion of chemistry, students will be prepared for the rigors of DE/AP Biology, DE/AP Chemistry, and Physics classes. Prerequisites: Biology, Geometry; Co-requisite: Algebra II.

ENVIRONMENTAL SCIENCE

ELECTIVE FOR 10-12; .50 CREDIT

This interdisciplinary course will focus on ecology and environmental science, encouraging students to be active in seeking knowledge about the natural world, to deepen awareness of the interconnectedness of the relationships between humans,

nonhumans, and the nonliving environment, including their own personal impact within the interconnected system. Students will recognize the role that social science plays in environmental issues. Prerequisite: Passing grade in General Biology. This course is offered alternating years and will be offered in 2026-27.

GENERAL BIOLOGY & LAB

OPTIONAL HONORS; REQUIRED FOR 9; 1.5 CREDIT

This course emphasizes a biochemical and molecular approach to the study of life looking at natural phenomena in our living world. An understanding of connectedness that permeates our biosphere will be the framework from which biochemistry, cell biology, cellular energies, genetics, heredity, natural selection and evolution. Exposure to historical and contemporary thought and events, which contribute to our current understanding of the living world, will be encouraged. Research and laboratory-based activities will enhance lecture and discussion of course material. Students through the lab portion of this course will gain experience in creating and following procedures independently, using basic laboratory techniques, including biotechnology. and communicating laboratory results through writing and presentation.

HUMAN GROWTH & DEVELOPMENT

ELECTIVE FOR 10-12; .5 CREDIT

This course provides an overview of the physical, cognitive, social, and emotional milestones of humans from conception through the entire lifespan. Greater understanding of issues and stages of the life cycle are the overall goals of this trimester class. Students study and discuss developmental principles and issues which impact growth over a lifetime. Can be used for either FCS or general Elective credit. This course may be considered for Science credit for the general graduation plan.

PHYSICS

OPTIONAL HONORS; ELECTIVE FOR 11-12; 1 CREDIT

Physics is designed to introduce a wide range of introductory physics topics to students who have completed math courses through at least trigonometry. Students learn to appreciate the role that physics plays in the world around them, and through reading, lecture, and laboratory they gain an understanding of the principles and concepts on which physics is based. The course covers classical Newtonian Physics (kinematics/dynamics), Conservation of Energy, Momentum, Rotational Mechanics, Gravitation, and Harmonic/Wave Motion. As time allows, other topics such as Sound, Light, Heat, Thermodynamics, Electricity, or Magnetism may be studied. Physics is treated both conceptually and mathematically, and problem solving as a process is emphasized. Laboratory exercises are incorporated to reinforce concepts and develop skills. Prerequisites: Pre-Calculus* and Chemistry. *Note: 12th grade students who have not completed Pre-Calculus may enroll with permission from the instructor and must fulfill additional course requirements.

ZOOLOGY

ELECTIVE FOR 10-12; .50 CREDIT

Zoology is a semester course introducing students to the diverse animal kingdom. Units of study will include Zoology in an evolutionary and ecological perspective, Animal Taxonomy, Fish, Birds and Mammals. Through experimentation, laboratory investigation and library research, students will make a detailed examination of selected animal phyla. In addition to classroom sessions we will have field experiences (ex. local farms, animal shelters, and vet clinics). The hope is to end the semester with a trip to the National Zoo in Washington D.C. Prerequisite: Passing grade in General Biology. This course is offered in alternating years and will not be offered in 2026-27.

Social Studies

The Social Studies program is designed to help students understand themselves in terms of their relationship to their country and the world. Course offerings follow the disciplines of social studies, and emphasize personal, social, and intellectual education. Personal education emphasizes self-understanding and identity; social education emphasizes the expectations of living in a local, national and global community, stressing group participation. Students will learn the facts, concepts, and generalizations of the social studies as well as systemic problem solving. Courses are taught in the context of the belief that God not only calls each person to a relationship with Jesus Christ, but also affirms that God is sovereign over history and social forces.

Goals for the department include:

- Helping students gain an understanding of the past in order to better understand the present.
- Giving instruction in globe and map skills and geographic concepts.
- Challenging students to transcend national and cultural boundaries and see themselves as a member of the worldwide community.
- Helping students understand economic principles and their impact on individuals, societies and the world.
- Presenting opportunities to appreciate and understand other cultures.

- Challenging students to become active participants in service to God and their local, national and global community.
- Utilizing class activities that develop skills of interaction and group decision-making.
- Learning the process of government and the importance of the individual in influencing that process.
- Presenting attitudes, beliefs and behaviors of responsible citizenship.
- Giving opportunity to integrate personal Christian faith in the social, economic, and the political spheres.
- Promoting critical thinking and decision-making from a Biblical perspective.
- Encouraging empathy and understanding of other cultures. (In order to most effectively promote empathy and understanding of cultures, EMS offers U. S. History in 9th grade and World History in 11th grade.)

Middle School Courses

U. S. HISTORY 6

REQUIRED FOR 6

Students will explore American history from 1865 to the present, examining the changes and challenges the United States encountered. Some of the key topics include: Reconstruction, the world wars, the Great Depression, and the Civil Rights Movement.

LIFE SKILLS

REQUIRED FOR 6

Students will learn skills and have experiences that extend beyond the classroom. The course covers a range of topics that students will be able to use during their time in secondary school and throughout life including critical and creative thinking, considering how their actions impact the world around them, presenting to peers, leadership skills, problem solving, conflict resolution, and correspondence and social etiquette.

CIVICS

REQUIRED FOR 7

Social Studies 7 is a year-long course in Civics. A study of Civics helps students understand the basics of the U.S. government including the 3 branches and elections, and the importance of citizenship. The student will contemplate how everyday actions impact society, and how to positively impact the world around them.

GEOGRAPHY & GLOBAL STUDIES

REQUIRED FOR 8

Geography & Global Studies is a course that allows students to practice skills of inquiry and research while learning more about their world. A focus will be on comparative government, economics, and world religions with geography skills and knowledge woven throughout the course. Additional topics and learning will be student-driven.

High School Required Courses

U. S. GOVERNMENT

REQUIRED FOR 12; 1.0 CREDIT

U. S. Government deals with the workings of the American Government at the national, state and local levels. Special attention is given to current economic and political events. (9th or 10th grade Government or Civics will not satisfy the EMS U. S. Government requirement.)

U. S. HISTORY

OPTIONAL HONORS; REQUIRED FOR 9; 1.0 CREDIT

U. S. History surveys the historical, social, cultural and religious past of the American people.

AP and STANDARD WORLD HISTORY: MODERN

REQUIRED FOR 11; 1.0 CREDIT

This course will trace global history from 1200 to the current time. In it, students will achieve a basic grasp of large scale trends in world history. Particular emphasis will be given to engaging creatively and analytically with primary texts from various periods and all parts of the globe. Through the coursework and a final research project, students will be able to articulate connections between current issues in global politics, culture, religion, and economics with their historical roots. Students can either take this course as World History or AP World History. If they are enrolled in AP World History, they will be required to complete significantly more reading, note-taking, and writing projects outside of class. This work will be integrated into the class and will prepare students to succeed on the AP World History Modern test in May. Prerequisite: 3.5 cumulative GPA, or permission of instructor. Students enrolled in the AP course must complete summer work before the beginning of the class.

High School Electives

Students pursuing a selective or highly selective graduation plan must take an additional 1.0 credit (two .50 courses) to fulfill the requirement.

AP HUMAN GEOGRAPHY

HONORS ELECTIVE FOR 10-12; 1.0 CREDIT

This course explores how humans have understood, used, and changed the surface of Earth. Students will use the tools and thinking processes of geographers to examine patterns of human population, migration, and land use, answering the question of “why does this thing happen here?” Units of study will include Thinking Geographically, Population and Migration Patterns and Processes, Cultural Patterns and Processes, Political Patterns and Processes, Agriculture and Rural Land-Use Patterns and Processes, Cities and Urban Land-Use Patterns and Processes, and Industrial and Economic Development Patterns and Processes. The goal for the course is for students to become more geoliterate, more engaged with contemporary global issues, and more informed about multicultural viewpoints. This course requires summer work and will prepare students to take the AP Human Geography exam in May.

CASE STUDIES METHOD

ELECTIVE FOR 10-12; .50 CREDIT

This class will solely use the Harvard Case Study Method (created by Harvard Business School but adapted by History professors to apply to American History) to study select episodes/decision making points in US History. The class will select one Case Study per week (8 in total out of 21 options) about a theme in American History. For part of the week we will read the case study (written at an 11th-12th grade level), annotate the Case, fill in a Case journal, and then for part of the week we will discuss the case as a whole class, determining what actions we would individually and collectively have taken. This course requires significant reading, annotation, and discussion. This course will not be offered in 2026-27.

CONSTITUTIONAL LAW

ELECTIVE FOR 10-12; .50 CREDIT

This course will focus on an in depth look at our Constitutional Rights as U.S. Citizens. We will learn how the Supreme Court works and look at legal opinions that have been handed down by SCOTUS which have created legal precedent that is used today. Throughout the course students will get a chance to moot Supreme Court cases and we will follow current cases and questions of precedent which are being heard in the current Supreme Court term. This course is offered alternating years and will be offered in 2026-27.

FILM STUDIES

ELECTIVE FOR 10-12; .50 CREDIT

This course will introduce students to the critical viewing of film. We will view, discuss, and write about film as a visual art form and as products of their social and historical contexts. In developing their critical lenses to view film, students will learn film terminology and techniques, watch a variety of genres, read film criticism, and become attuned to how film communicates its message on multiple levels. This course will be a writing intensive course, with students writing reviews of each film viewed. Students will also study a film director in depth and present their research to the class. Note: Rated “R” films will be viewed in this course, with a list of movies communicated before the class begins.

MODEL UN I, II, III

OPTIONAL HONORS; ELECTIVE FOR 9-12; .50 CREDIT

In this class students will learn the function and history of the United Nations, understand how the Security Council, General Assembly and other bodies function and debate issues, research contemporary global topics, and simulate the debate, negotiation, and voting that takes place in UN organizations. The class will be heavily student-driven and discussion-based, while also requiring significant research and writing. Students who have taken Model UN previously may take the course again for additional credit as Model UN II or III. These students will mentor new students, do one additional presentation on a MUN topic during the class, and help chair one simulation. Can be used for Social Studies credit.

PERSONAL FINANCE

REQUIRED FOR 12; .50 CREDIT

Students will learn how to navigate the financial decisions they must face as they reach adulthood. They will explore how to make informed decisions related to career exploration, budgeting, banking, credit, insurance, spending, taxes, saving, investing, buying/leasing a vehicle, living independently, and inheritance. Development of financial literacy skills and an understanding of economic principles will provide the basis for responsible citizenship and career success.

WOMEN IN U. S. HISTORY

OPTIONAL HONORS; ELECTIVE FOR 10-12; .50 CREDIT

The course will be a survey of women's role and impact throughout U.S. history and in our government. There are four main periods we will concentrate on: 1) Revolution and the formation of the U.S. Government 2) The Seneca Falls Era 3) The 19th Amendment–Women and Voting 4) The ERA and the modern women's rights movement. Each student will read one historical nonfiction book on the impact of women and each student will complete projects on multiple women who have impacted U. S. history.

Electives

The following courses are not counted toward a specific department but are counted as elective credit. Each graduation plan has a set number of minimum elective credits needed to complete the plan.

ACADEMIC LAB

ELECTIVE FOR 7-12; .50 CREDIT FOR 9-12 ONLY

Academic Lab offers a structured environment designed to support students with their coursework while working towards the goal of academic autonomy. Support will vary depending on student need, but may include grade monitoring, help with assignment completion, long-term project planning, organizational skills, task prioritization, or study skills. This course may be repeated each year as necessary. Students must be approved by EMS Learning Support in order to enroll in this course.

INTRO TO (COMPUTER) PROGRAMMING

ELECTIVE FOR GRADE 8; .50 CREDIT

This course will introduce students to the language and structure of computer programs, learning to write code and problem solve at the same time. Students will work on projects on 3 different platforms, starting with Scratch, then being introduced to Javascript in CodeHS, and finally working through Khan Academy's Programming materials. A final project will allow students to showcase what they have learned in the course, with the understanding that everybody has a different degree of fluency and experience with programming. No previous programming experience is necessary.

COMPUTER PROGRAMMING WITH PYTHON I

ELECTIVE FOR 9-12; .50 CREDIT

This course will introduce students to the structure of computer programs, learning to write code in the Python language. Students will work at their own pace to write programs of increasing difficulty, finishing up the trimester with a series of projects, and finally design their own program to demonstrate what they have learned. No previous programming experience is necessary, grades are based on progress rather than absolute mastery.

COMPUTER PROGRAMMING WITH PYTHON II

ELECTIVE FOR 9-12; .50 CREDIT

Students will continue in their development of programming techniques using the Python language by starting off with a series of projects. For the second half of the course students will be given the option of switching to a different programming language or continuing with Python and going more in depth. A Final Project designed by each student will be the culminating activity. Prerequisite: Computer Programming with Python I or equivalent experience

COMPUTER PROGRAMMING WITH PYTHON III

ELECTIVE FOR 9-12; .50 CREDIT

In this third course in Programming students will develop their own direction and projects based on their particular interests. In conversation with their teacher, students will pursue a language of their choice, identify appropriate resources, and report to their teacher as they progress through their selected projects and objectives. Prerequisite: Computer Programming II or equivalent experience

COMPUTER PROGRAMMING (Independent Study)

ELECTIVE FOR 9-12; .50 CREDIT

Students that are not able to fit Programming II or III into their schedule can elect to take it for IS. They will need to coordinate with the teacher to make sure they understand the requirements, and check in regularly to ensure adequate progress and support. Prerequisite: Computer Programming I or II, or equivalent experience. Teacher authorization required before registration.

INTRO TO DIGITAL MEDIA

ELECTIVE FOR 8

Middle School Intro to Digital Media is a 12-week introductory course intended to engage student learning in 6 digital media skill areas with hands-on projects and "real world" activities. We will cover computer literacy, graphic design, photography, audio production, video production, and digital journalism. Students can expect to work through a series of projects focused around these skill areas, on a more foundational level than the high-school class. Students should choose to take MS Digital Media if they have an interest in cameras, computers, creative software, digital artwork, video production, or journalism.

DIGITAL MEDIA I & II

ELECTIVE FOR 10-12; .50 CREDIT

Digital Media I and II are 12 week courses intended to engage student learning in 6 digital media skill areas with hands-on projects and "real world" activities. We will cover computer literacy, graphic design, photography and studio photography, audio production, video production, and digital journalism. Students can expect to work through a series of projects focused around these skill areas. To achieve a high grade, students will need to have or develop personal interest or initiative in cameras, creative software, digital artwork, video production, or journalism, and use the class as a fast track to increase their

creative abilities. Students who are successful in Digital Media 1 are welcome to follow with Digital Media 2, where they will focus in on an area of interest to them.

INDEPENDENT STUDIES

ELECTIVE FOR 11-12; CREDIT VARIES

In some instances, students may need to take an EMS course as an independent study to complete a graduation requirement. Teachers will monitor the work and assign the final grade.

Occasionally students do participate in research projects under the supervision of a faculty member. These opportunities allow students to extend their learning in positive ways; however, these special projects require significant initiative and self-direction. Therefore, the teacher and counseling staff must believe the project will serve the academic needs of the students and the schedule of the teacher.

INTERNSHIP

ELECTIVE FOR 11-12; CREDIT VARIES

EMS offers a wonderful opportunity for students who are dedicated to their career planning and education. The internship program is designed for juniors and seniors who are interested in experiencing "first hand" a particular career or career field. Students who participate in the internship program work with a professional in the community to gain experience and insight into a specific field. See the internship menu and talk with the internship coordinator about the many possibilities offered. Students choosing to participate in the program would receive a high school credit, in lieu of payment from the intern sponsor.

Participation in this program requires the student to work at the internship site. The student will be required to provide their own transportation to and from the internship site. The interns will meet regularly with the program coordinator to discuss relevant topics relating to employment, as well as issues and concerns relating to their specific internship placement.

The student must be dependable, responsible, punctual, and have a desire to intern within a professional environment. Success in the program will depend upon parent/guardian support and the student's commitment. The program coordinator and teachers will provide ongoing direction and support to help ensure the process. Conversations about an internship placement should happen in the spring before the student's junior or senior year.

LIBRARY ASSISTANT

ELECTIVE FOR 9-12; .50 CREDIT

Students may choose to assist in the Library one period each day of the week. Library skills/training will be offered, after which the assistant will have an opportunity to participate in a variety of jobs with books and periodicals. A pass/fail grade will be assigned. Students must receive approval from the Librarian prior to registration. With the approval of the Librarian, interested students may be allowed to repeat this elective in the same school year or subsequent years.

MENNONITE DISASTER SERVICE (MDS)

ELECTIVE FOR 9-12; .50 CREDIT

MDS Construction is a partnership between EMS and Mennonite Disaster Service with the goal to inspire young people toward a life of compassionate service and integrity through active participation in disaster relief. Course design may allow students to: pass construction safety standards and become proficient with basic construction tools; plan, estimate, and price materials for projects; create personal projects; become familiar with the variety of disaster relief efforts of MDS; read and follow simple blueprint designs; learn framing design and quality control requirements for wall/building construction; build wall sections for MDS-designed home builds with a goal of one house unit per course.

ONLINE COURSES

As described earlier in this handbook, students may need to take coursework through an online provider. If a student would like to take a course through another provider, then the family will cover the costs. See the School Counselor for more details.

PUBLICATION DESIGN

ELECTIVE FOR 9-12; .50 CREDIT

Students will develop an understanding of preparing a print publication. Course instruction includes an introduction to graphic design. The primary focus of the course will be production of *Ember*, the school yearbook. A pass/fail grade will be assigned.

STUDIES ABROAD (or in other locations)

Studies abroad or in other locations can dramatically increase understanding of other cultures, world issues, languages and enable students to develop useful cross-cultural skills. Talk with the School Counselor for details if you would wish to study abroad.

TEACHER ASSISTANT

ELECTIVE FOR 10-12; .50 CREDIT

A limited number of students may elect to become a Teacher or Instructional Assistant. As an assistant, you will be expected to work one period each day of the week for a minimum of one trimester with a particular teacher. Sometimes that work will happen during a particular class period, so the student will assist other students. A teacher assistant may also assist the teacher with a variety of clerical tasks and background preparation for lessons. Teachers are especially interested in assistants who desire to explore the teaching profession. Teachers may also be willing to serve as a research mentor. A pass/fail grade will be assigned. This elective may be repeated if an assignment can be found. If students wish to serve as a teacher assistant in an EMES classroom, they should talk with the Elementary Principal first to obtain approval.

Theater Courses

ACTING I

ELECTIVE FOR 9-12; .50 CREDIT

In this course, students will explore the basic principles of performance. Using scenes of two or more actors, we will explore the nuances of tone, movement, and objective as they pertain to creating believable, honest performances. Students will be asked to collaborate with others on their scenes and also in the processes of skill development and exploration.

ACTING II

ELECTIVE FOR 9-12; .50 CREDIT

In this course, building on skills developed in Acting I, is intended to further explore character development, analysis, and technique with a focus on preparing students to perform in assigned scenes and monologues. The course will also address the "complete actor" - one who is skilled in the nuances of the physical, emotional, and academic tools necessary to effectively bring characters to life onstage.

Acting 1 is not required to take this course. Interested students who have not taken Acting 1 should talk to the instructor if they have questions.

THEATER 7

ELECTIVE FOR 7

Theater 7 introduces the introductory elements of theatre and applies them to the practice of solo performance and group scene work. Students will use monologues, write their own scenes, and engage in conversations to aid with character development and blocking from rehearsal through performance. Music and movement will be used to enhance performances and deepen the connections to tone and theme.



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