



Course Of Study  
2019-2020

## TABLE OF CONTENTS

|                                    |                           |
|------------------------------------|---------------------------|
| <i>Goals &amp; Criteria</i>        | <a href="#"><u>3</u></a>  |
| <i>Academic Program Overview</i>   | <a href="#"><u>5</u></a>  |
| <i>Grading Information</i>         | <a href="#"><u>7</u></a>  |
| <i>English</i>                     | <a href="#"><u>9</u></a>  |
| <i>History and Social Science</i>  | <a href="#"><u>15</u></a> |
| <i>Mathematics</i>                 | <a href="#"><u>19</u></a> |
| <i>Computer Science and Coding</i> | <a href="#"><u>22</u></a> |
| <i>Physical Education</i>          | <a href="#"><u>23</u></a> |
| <i>Publications</i>                | <a href="#"><u>24</u></a> |
| <i>Science</i>                     | <a href="#"><u>25</u></a> |
| <i>Theology</i>                    | <a href="#"><u>30</u></a> |
| <i>Visual and Performing Arts</i>  | <a href="#"><u>33</u></a> |
| <i>World Languages</i>             | <a href="#"><u>38</u></a> |
| <i>Special Programs</i>            | <a href="#"><u>43</u></a> |
| <i>Special Services</i>            | <a href="#"><u>45</u></a> |
| <i>Four Year Planner</i>           | <a href="#"><u>49</u></a> |

## Goals & Criteria

**Goal I:** Schools of the Sacred Heart commit themselves to educate to a personal and active faith in God.

1. Rooted in the love of Jesus Christ, the school promotes a personal relationship with God and fosters the spiritual lives of its members.
2. The school seeks to form its students in the attitudes of the heart of Jesus expressed in respect, compassion, forgiveness and generosity.
3. The entire school program explores one's relationship to God, to self, to others, and to all creation.
4. Opening themselves to the transforming power of the Spirit of God, members of the school community engage in personal and communal prayer, reflection and action.
5. The entire school program affirms that there is meaning and value in life and fosters a sense of hope in the individual and in the school community.
6. The school fosters inter-religious acceptance and dialogue by educating to an understanding of and deep respect for the religions of the world.
7. The school presents itself to the wider community as a Christ-centered institution and as an expression of the mission of the Society of the Sacred Heart.

**Goal II:** Schools of the Sacred Heart commit themselves to educate to a deep respect for intellectual values.

1. The school develops and implements a curriculum based on the *Goals and Criteria*, educational research and ongoing evaluation.
2. The school provides a rigorous education that incorporates all forms of critical thinking and inspires a life-long love of learning.
3. The school program develops aesthetic values and the creative use of the imagination.
4. The faculty utilizes a variety of teaching and learning strategies that recognizes the individual needs of the students.
5. The school provides ongoing professional development for faculty and staff.
6. Members of the school community model and teach ethical and respectful use of technology.

**Goal III:** Schools of the Sacred Heart commit themselves to educate to a social awareness which impels to action.

1. The school educates to a critical consciousness that leads its total community to analyze and reflect on the values of society and to act for justice.
2. The school offers all its members opportunities for direct service and advocacy and instills a life-long commitment to service.
3. The school is linked in a reciprocal manner with ministries among people who are poor, marginalized and suffering from injustice.
4. In our multicultural world, the school prepares and inspires students to be active, informed, and responsible citizens locally, nationally, and globally.
5. The school teaches respect for creation and prepares students to be stewards of the earth's resources.

**Goal IV:** Schools of the Sacred Heart commit themselves to educate to the building of community as a Christian value.

1. The school implements an ongoing plan for educating both adults and students in the heritage and mission of Sacred Heart education.
2. The school promotes a safe and welcoming environment in which each person is valued, cared for and respected.
3. Adult members of the school model and teach skills needed to build community and practice clear, direct and open communication.
4. The school has programs that teach the principles of nonviolence, conflict resolution and peacemaking.
5. The school makes a deliberate effort to recruit students and employ faculty and staff of diverse races, ethnicities and backgrounds.
6. The financial aid program effectively supports socioeconomic diversity.
7. The school participates actively in the national and international networks of Sacred Heart schools.

**Goal V:** Schools of the Sacred Heart commit themselves to educate to personal growth in an atmosphere of wise freedom

1. All members of the school community show respect, acceptance and concern for themselves and for others.
2. School policies and practices promote self-discipline, responsible decision-making, and accountability.
3. Students grow in self-knowledge and develop self-confidence as they learn to deal realistically with their gifts and limitations.
4. School programs provide for recognizing, nurturing and exercising leadership in its many forms.
5. The school provides opportunities for all members of the community to share their knowledge and gifts with others.
6. All members of the school community take personal responsibility for balance in their lives and for their health and well-being.

## Academic Program Overview

### Graduation Requirements

To be awarded a Stone Ridge diploma, a student must complete the required program of study as outlined below, earning a minimum of 25 units. Of those units, 22 are earned in academic subjects, two are earned through satisfactorily participating in Social Action according to the criteria of this program, and one is earned for Physical Education.

### Yearly Requirements

A student must earn six units per year: five-and-one-half academic units and one-half unit in Social Action. It is a student's responsibility to confirm that her schedule includes this mandatory minimum of six units.

### Minimum Program of Study

|                            |         |
|----------------------------|---------|
| English                    | 4 units |
| History and Social Studies | 3 units |
| Mathematics                | 4 units |
| Physical Education         | 1 units |
| Science                    | 3 units |
| Social Action              | 2 unit  |
| Theology                   | 2 units |
| Visual and Performing Arts | 2 units |
| World Languages            | 3 units |
| Electives                  | 2 units |

One unit is defined as a course of study which provides 120 clock hours of instructional time. One-half unit is a course of study which provides 60 clock hours of instructional time or, in the case of social action, experiential learning time.

Unless otherwise specified, all credits earned must be completed on-campus. In the case of transfer students or independent study credits, credits will be accepted only after approval has been granted through the Asst. Head of Upper School and/or the appropriate Department Chair.

The preceding list constitutes a set of minimum requirements. The student's abilities and interests, as well as the admission requirements of colleges she is considering, guide her in planning a four-year program suiting her needs.

### Course Selection

With guidance from her advisor and teachers along with the Asst. Head of Upper School and the department chairs, a student chooses her courses. Students select courses during the second semester of each school year. Parents must sign the course registration.

In general, Stone Ridge advises each student to follow four-year sequences in two academic disciplines in addition to the required four-year programs in English and Theology. Once the school year has begun, students have an Add/Drop period to modify their schedules without it being noted on their records. After this time, any courses dropped will be designated with a W (Withdrawal) mark.

Under extraordinary circumstances, a requirement in one discipline may be substituted by a course in another discipline. This request must be made in writing. It requires the approval of the Head of the Upper School and

Asst. Head of Upper School in consultation with the pertinent academic department. Documentation supporting a request may be required.

### **Enrollment In Courses**

The school reserves the right to have prerequisites, including departmental approval, for enrollment in certain courses and this may result in denying a course request. Entering students are placed in classes on the basis of past achievement, standardized tests scores, interviews and placement tests.

### **Insufficient Enrollment**

The Head of the Upper School and the Asst. Head of Upper School are at liberty to cancel a course if an insufficient number of students are enrolled. Stone Ridge may not offer all of the courses listed in the Course of Study book. The school is also at liberty to move a student from one section to another section of the same course in order to balance enrollment.

### **Honors And Advanced Placement Course Placement Policy**

Each student is carefully reviewed before being placed in an AP or honors level class. Honors and AP course placement is based on a prerequisite course, class performance, student interest, faculty recommendations and departmental approval. Some AP courses are available only in alternate years. Course placement is done with attention to the student's best interests. For students to succeed at the AP or Honors level, she must meet certain requirements.

The requirements include the following:

1. The appropriate prerequisite course
2. An A-/B+ or above in her current course work (varies by department and course level)
3. Teacher recommendation/departmental approval
4. Enthusiasm for the subject
5. Writing samples (in certain disciplines)

All course placements are reviewed by the department in an effort to address the academic needs of the student. A final decision will be determined by the department. If a student earns a grade of C- or below in an AP level course, the Asst. Head of Upper School, course teacher and department chair will determine whether the student should remain in the course.

It is the school's belief that a student enroll in no more than 3 AP level and/or d honors level courses per year given the time and independent work expectations for these courses. Students may be required to do work over vacations and a significant amount of work per schedule cycle. AP level students are expected to take the Advanced Placement tests in May. A student wishing to take more than 3 AP level courses must receive approval by the Academic Council (comprised of the Department Chairs, College Guidance Counselors and the Asst. Head of Upper School).

### **Daily Homework Guidelines**

In a Sacred Heart school, homework is used to promote self-discipline, responsibility and decision-making, which are all important parts of Goal V. Homework reinforces the skills learned in the course and should advance the course content. Quality homework is an essential component of all Stone Ridge Upper School courses.

Education relies on frequent communication between teacher and student. Students are expected to communicate challenges they may face and further interests they may want to pursue. Students are expected to use good time management and study skills in balancing their schedules. Long-range assignments should be adequately spaced

over the assigned time frame to avoid last minute work. Even when working on group projects, students should do their *own* work. If you share another student's work, it nullifies the benefits of the assignment and both students will receive a *zero*.

The amount of time spent on homework will vary according to student ability and the complexity of the assignment. It is considered a fair amount to have 20-30 minutes in preparation for class. Due to the heavy reading, writing and application component of most Honors and AP Level courses, students are expected to have 45-60 minutes or more of homework in preparation for class. Independent learning and research are also required of students.

### **Exam Policy**

First, Second and Third Academic students will sit for final exams at the end of the academic year. The privilege that a Fourth Academic may be exempt from the final exam is at the discretion of the department and stated by the individual teacher. At the least, the exemptions are based on the student's academic record as well as attendance. It is the teacher's decision to determine whether a student is exempt.

The exam is one component of the total educational program. It is the teacher's intention that the exam be a positive learning experience. As a culminating project to the semester and the year, the exam gives a student the opportunity to demonstrate her knowledge acquired and further her own conclusions.

In some disciplines, it may be more appropriate to assess students through alternative methods such as portfolios, research papers, oral presentations, etc.

The final exam should count for no more than 15% of the final grade for the year. Teachers inform students of the percentage breakdown for each semester as well as the final year exam. Exams in Theology may count up to 20% of the final grade.

### **REPEATING A COURSE**

If a student needs to repeat a course due to a failing grade, she may enroll in a summer program. This must be done with prior approval of the Asst. Head of Upper School. In the case of courses needed to remediate work previously done at Stone Ridge, the official transcript retains the listing of the original course, with the original grade. The subsequent course, where it was taken, and the grade for work in that course will also be listed. The grade used for GPA purposes is the average of the grade earned in the summer school course and the final Stone Ridge course grade.

## **GRADING INFORMATION**

Letter grades are used to indicate levels of achievement.

**A for work of exceptional quality:** Exceptional mastery of the content of the course; depth of insight; creativity and originality of thought; individual initiative; excellence in testing.

**B for work of strong quality:** A thorough grasp of the material; above average mastery of the skills necessary in the course; responsible, regular, above average accomplishment of assignments; very good performance on course tests.

**C for work of satisfactory quality:** A solid grasp of the course content; a satisfactory mastery of skills; responsible and regular accomplishment of assignments; acceptable performance on course tests.

**D for work that meets the minimum requirements of the course:** A minimal grasp of the course content and weak skill development; a low passing grade, not considered a college recommending grade.

**F for work which is unsatisfactory and, therefore, does not meet the requirements of the course.**

In addition to the quality of the work, class participation, conscientiousness, effort and attendance are factors in determining the grade. At the end of each semester, a report of the student's grades for the term is sent home. Progress reports are sent after the first quarter of each term.

#### MARKING SYSTEM

|    |   |           |   |     |
|----|---|-----------|---|-----|
| A+ | = | 97 - 100% | = | 4.3 |
| A  | = | 93 - 96%  | = | 4.0 |
| A- | = | 90 - 92%  | = | 3.7 |
| B+ | = | 87 - 89%  | = | 3.3 |
| B  | = | 83 - 86%  | = | 3.0 |
| B- | = | 80 - 82%  | = | 2.7 |
| C+ | = | 77 - 79%  | = | 2.3 |
| C  | = | 73 - 76%  | = | 2.0 |
| C- | = | 70 - 72%  | = | 1.7 |
| D  | = | 65 - 69%  | = | 1.0 |
| F  | = | <65%      | = | 0   |

In computing the GPA, Honors and AP courses, with a grade of D or higher, are weighted .5.

#### HONORS DESIGNATION

Students are awarded Honors based on a 4.3 grade point average requirement:

- Honors: 3.3
- High Honors: 3.7
- Highest Honors: 4.0

At graduation, Fourth Academic students' academic distinctions are cumulative, based on a four-year grade point average.

#### ACADEMIC PROBATION POLICY

If a student's overall grade average falls below C- (1.7) and/or she receives two failing grades in core academic subjects, either at the end of the first semester marking period or at the end of the school year, she is placed on academic probation.

The conditions of academic probation are as follows:

1. The student will be informed by the Asst. Head of Upper School immediately.
2. The student and her parents will meet with the Asst. Head of Upper School and her academic advisor.
3. The specific conditions of the student's probation, regarding strategies to improve the student's academic standing, will be discussed during the meeting and finalized by the administration.



4. If the student's overall average remains below C- (1.7) and/or if she continues to have failing grades in two required courses at the end of the marking period following her placement on academic probation, she will not be allowed to continue her enrollment at Stone Ridge.

Students may not be on probation more than one time while enrolled at Stone Ridge.

## English

The English Department teaches both classic and contemporary literature, using creative and unconventional methods as well as more traditional ones. With the thoughtful integration of technology, of diverse pedagogical approaches, and of emphasis on individuality and creativity, our study of literature, of criticism, and of composition enables each student to develop and to refine her own voice and to explore her role in our global community.

Each student is required to take four units in English to graduate. Each student is required to take one of the course offerings listed with her grade-level.

### Required Courses

| First Academic                           | Second Academic  | Third Academic  | Fourth Academic  |
|--|--|---|--|
| Introduction to Literature & Composition | British Literature<br><i>or</i><br>Honors British Literature | American Literature<br><i>or</i><br>AP English Language and Composition:<br>American Literature | Senior Electives (one per semester)<br><i>or</i><br>AP English Literature and Composition:<br>World Literature |

|   |
|---|
| <p><b>Additional Electives* (descriptions found under “Publications”)</b></p> <ul style="list-style-type: none"> <li>● Journalism</li> <li>● Journalism II</li> </ul> |
|---|

## **First Academic Offerings**

### **Introduction to Literature & Composition**

**One unit**

This course familiarizes students with a variety of genres, including epic, sonnet, tragedy, and the coming-of age novel. Students are introduced to fundamental principles of critical reading and to effective writing and begin to explore the kinds of writing which will be practiced and sharpened over the next few years: personal narrative, creative writing, and literary analysis. Selected authors will include Homer, Shakespeare, Charlotte Brontë, J.D. Salinger, Lorraine Hansberry, and Sandra Cisneros.

## **Second Academic Offerings**

### **British Literature**

**One unit**

This survey of British literature addresses the essential question, “What is the nature of human nature? Are we inherently good, evil, or both?” The literature covered reflects a broad sweep of historical depth: from Anglo-Saxon epic to twentieth-century dystopian novel. Through analytical essays, creative writing, and innovative projects, students will develop critical thinking by exploring major themes, such as the tension between creature and creator, innocence and experience in the human imagination, the will to power and the duality of human nature, and the balance between propriety and (im)morality. Among others, selected authors may include Austen, Golding, Shakespeare, Milton, Shelley, Wilde, Orwell, Blake, and Donne.

### **Honors British Literature**

**Honors, One unit**

This survey of British literature addresses the essential question, “What is the nature of human nature? Are we inherently good, evil, or both?” The course involves an in-depth examination of the Metaphysical, Neoclassical, Romantic, Victorian and modern periods within the English literary tradition, from Anglo-Saxon epic to twentieth-century dystopian novel and beyond. Students will investigate major themes, such as the tension between creature and creator, innocence and experience in the human imagination, the will to power and the duality of human nature, and the balance between propriety and (im)morality. Honors-level expectations stress sensitivity to the literary experience and to the expansion of critical awareness. In addition, the development of precision in both written and oral expression and the acquisition of an enriched and effective working vocabulary is central. Among others, selected authors may include Austen, Golding, Shakespeare, Milton, Shelley, Wilde, Orwell, Blake, Donne, Byron, Arnold, Tennyson, Dickens, Carroll, and Greene.

Note: Placement is based on departmental approval.

## **Third Academic Offerings**

### **American Literature**

**One unit**

Using a variety of poems, stories, plays, and novels, this course will expose students to major traditions in American Literature. In addition to exploring the elusiveness, the disillusionment, and the dangers of the “American Dream,” students will investigate identity formation in American Literature through various thematic, historical, critical, cultural, and societal lenses. Creative and analytical writing assignments, personal narratives, projects, and class discussions will provide students with opportunities to demonstrate their growing mastery of written and oral communication in addition to their incisive literary analysis and critical thinking. Major texts include works by Fitzgerald, Hurston, Williams, Kingston, and O’Brien. Additional authors studied may include Poe, Chopin, Hemingway, Oates, Carver, Wharton, Walker, and Faulkner, as well as major American short story writers, poets, and essayists.

### **AP English Language and Composition: American Literature**

**AP, One unit**

This college-level course explores a wide variety of American literature, including novels by Fitzgerald, Faulkner, Ellison, Capote, and Morrison, as well as poems and essays from the colonial period to the present. We will discuss the evolution of the “American Dream,” what it means to be an American, and how the course of history has revolutionized how we think and write. We will study various rhetorical modes, including narrative, exposition, and argument, and we will practice analyzing rhetorical strategies in preparation for the AP English Language Examination. Taught in seminar format, this course expects students to read critically and independently in order to take an active role in class discussion. Analytical papers and creative projects will emphasize critical thinking and close reading skills. Finally, a major research project on an American author is required of each student.

Note: Placement is based on departmental approval.

### **Fourth Academic Offerings**

Fourth Academics are required to take two one-semester electives or the full year **AP English Literature: World Literature** course. When registering for electives, students must indicate and rank their top three choices.

#### **AP English Literature and Composition: World Literature**

**AP, One unit**

This college-level course presents the opportunity to study literature from a variety of cultures and time periods, with particular emphasis on modern and contemporary literature. Works will be grouped according to theme, transcending not only cultural and temporal boundaries but also those of genre and gender. Each student will continue the journey to discover her own voice through in-depth literary analysis, both written and oral. Because of the seminar format of this course, students are expected to take an active role in class discussions, and greater emphasis will be placed on expository writing and on rhetoric. Additionally, students will become increasingly familiar with literary criticism, and each student will prepare both a Public Poetry Project and an Annotated Bibliography in the second semester in order to stake her claim in the ongoing scholarly debate. Because this course is offered at the AP level, the pace and scope of assignments is intensive. Authors studied may include James, Alvarez, Sophocles, Shakespeare, Flaubert, Fugard, Ibsen, Achebe, Stoppard, Eliot, Dickens, Kafka, and Roy.

Note: Placement is based on departmental approval

### **Senior Literature Electives, 2017-2018 School Year**

#### **Creative Writing**

**One-half unit**

A rigorous study of the great art of writing, Creative Writing invites students to form a close-knit community of writers who focus on process. Daily writing exercises build on a multicultural approach that integrates diverse genres, for together we draw inspiration from the incredible richness of world literature—from Japanese haiku to Brazilian literatura de cordel, from Russian short stories to thirteenth-century mystic Persian poetry and beyond. In addition to reading and to analyzing works of fiction, to writing in numerous genres and styles (including memoir, short story, drama, and poetry), and to developing varied drafting and editing techniques, students read first-hand advice from experienced authors who attempt to illuminate the creative process. Both regular writing practice and exposure to a multiplicity of voices enable students to work further towards mastery of various prose and poetry forms and to develop an empathetic but brave critical sensibility. Among others, texts may include *Writing Down the Bones*, *Bird by Bird*, *Writers on Writing*, and an array of supplementary shorter works.

#### **Detective Elective**

**One-half unit**

What do Sherlock Holmes, Nancy Drew, and Johnny Depp have in common? To solve the mystery, take the Detective Elective! This class will focus primarily on the development of British and American detective fiction, from its classic origins with Edgar Allan Poe and Arthur Conan Doyle, through the golden age of Agatha Christie and Dorothy Sayers, into the gritty realism of hard-boiled Dashiell Hammett and Raymond Chandler, all the way up to the more postmodern permutations of David Lynch. Along the way, we will consider the many offshoots of the genre, such as African American, feminist, sci-fi, and young-adult detective fiction. Because we will extensively

supplement our readings of novels and of short stories with critical analysis of relevant movies and of television shows, the course will also include an introduction to the basic vocabulary of visual/film analysis. Short analytical writing assignments will be varied with creative writing, as students will have the opportunity to put theory into practice by writing their own detective stories, book proposals, TV pilots, and the like. Among others, authors may include: Poe, Conan Doyle, Chandler, Hammett, Christie, Sayers, Marsh, Asimov, King, James, McCall Smith, Cain, Keene, and Mosely.

### **Women’s Literature from Around the World**

**One-half unit**

Women’s Literature addresses several essential questions through study of essay, of fiction, and of nonfiction written by and about women, including: how does space--physical environment, freedom, restriction, cultural exploration--affect women? How do we define success, and why do women succeed or fail? What strategies and tools can women use to grow in character, in strength, in consequence, and in satisfaction? Students will also complete a capstone project in which each student interviews a personally influential woman based on questions gleaned from Anne-Marie Slaughter’s 2012 essay “Why Women Still Can’t Have It All,” which will promote the development of reporting skills as applied to long-form nonfiction writing. Authors may include Woolf, Walker, Perkins Gilman, Ngozi Adichie, Tan, and Slaughter.

### **Short Stories: Voices and Visions from Around the World**

**One-half unit**

“The fact is that anybody who has survived his childhood has enough information about life to last him the rest of his days. If you can’t make something out of a little experience, you probably won’t be able to make it out of a lot.”  
--Flannery O’Connor

Writers of a well-crafted short story are experts at “making something out of a little experience.” When closely examined, the perfect short story delivers the same emotional catharsis as a well-written novel. Students will explore the short story form, traversing both the globe and societal customs in the process. Although the stories change each semester based on student/instructor selection, students will become familiar with the historical and cultural circumstances surrounding the production of each given text and will explore the development and expression of some fundamental ideas, assumptions, myths, and beliefs that still influence literature and society today.

### **Literature of the African Diaspora**

**One-half unit**

This class will examine the rich literary traditions of the African diaspora--the dispersion of people of African descent away from their ancestral homeland and throughout the world. Our study will explore the scattering of people from the continent and the consciousness of shared origin and struggle. As we delve into literature from Africa, Europe, the Caribbean, the Americas, and beyond, we will be guided by the following questions: What are the literary impulses of the African diaspora? How have global forces impacted people of African descent around the world? What are the ways Africans and their descendants resist, rebel, and revolt against forces of oppression, and how is this evident in the literature? What are the remaining linkages of the African continent seen in the New World and beyond? A major focus of this class is on analysis: we will read texts and come to wildly speculative and intensely specific conclusions about them. Core texts--*So Long a Letter* by Mariama Ba (Senegal, West Africa); *We Need New Names* by NoViolet Bulawayo (Zimbabwe & America); *Krik? Krak!* By Edwidge Danticat (Haiti); *Homegoing* by Yaa Gyasi (Ghana & America)--will be supplemented with shorter readings, including poetry, short stories and essays.

## **Past/Future Senior Literature Electives** **(Not Offered in 2017-2018)**

### **African Literature**

**One-half unit**

Beginning with an overview of African studies, this course will examine African oral and literary traditions through pre-, post-, colonial, and modern times. We will study works of literature from North, East, West, and Southern regions of the continent. Knowledge and appreciation of this literature will be enhanced through oral and written activities ranging from the analytical to the creative. Students should be prepared read up to forty pages outside of class per night, to be interested in the literature, to participate enthusiastically in discussion and activities, and to write in various forms over the course of the year. Mirroring the importance of African oral traditions and of the acknowledgment of the power of the spoken word, students will also be required to present one story-telling oral presentation. While students do not always have to understand a text, they are expected to work diligently and eagerly to try to make sense of what the text seeks to communicate. Texts may include: *July's People*, by Nadine Gordimer; *Master Harold and the Boys*, Athol Fugard; *Nervous Conditions*, by Tsitsi Dangarembga; *Woman at Point Zero*, by Nawal El Saadawi; *The Dark Child*, by Camara Laye. In addition to these works, handouts of poetry, short stories, and other miscellaneous readings will supplement the course. The focus is on analysis: reading texts and coming to informed conclusions about them.

### **African-American Literature**

### **One-half unit**

This course takes an historical approach to the study of African-American Literature in its various genres from the beginnings of the Black experience to current perceptions of identity. Such an approach opens questions such as: Why are certain genres or certain forms within a genre so prevalent? How does the literature reflect or respond to the social, political, philosophical, religious, aesthetic, or economic conditions of the period? What definition of literature and what aesthetic objectives directed this writer? At the end of each unit, the student completes a unit paper, oral presentation and/or test to analyze, assess, and enhance her understanding of the literature. Emphasis is placed on written skills, oral presentations, and research and writing processes. Texts may include: *Norton Anthology of African American Literature* and *The Bluest Eye*, by Toni Morrison, to be supplemented by additional readings throughout the semester.

### **Dystopian Literature**

### **One-half unit**

We will explore several different kinds of dystopias and utopias brought to life by 20th-century authors. Together, we will search for meaning and motives behind each author's idealized vision or cautionary critique. Through our work, we will strive to understand what these visions can reveal to us about our own dreams of a so-called perfect world. Ultimately, we will consider these essential questions: Can a perfect society ever be achieved? Why do we crave perfection in society, and what can we learn from our failures (real or imagined) to achieve it? Among others, authors may include Lowry, Huxley, Zamyatin, Eggers, Atwood, Collins, and Takami. In addition, we will explore our own society through magazines, commercials, and short stories, and we will examine other dystopian and utopian visions in film, television, and poetry.

### **Everyone but Shakespeare**

### **One-half unit**

A pulsating bloody heart paraded at a formal dinner, a horrific wax display that makes Madame Tussaud's look like Disney World, and a woman so conniving and unapologetic she makes Lady Macbeth look like an amateur...just a few elements not found in a Shakespearean play. The most prolific and influential dramatists of early modern England were not named William. Embarking on a study of the development of English drama before the closing of the theatres, this course will explore the works of Shakespeare's rival (and more popular during their day) playwrights. A cultural approach using primary sources in addition to a sampling of contemporaneous plays will allow us to investigate whether Shakespeare really deserves his posthumous accolades. Time-honored notions of Shakespeare's universal genius will be reopened for debate. Bardophiles beware! Authors and texts studied may include: Dekker, Thomas, and Middleton, *Thomas The Roaring Girl*; Ford, *'Tis Pity She's a...*; Kyd, *The Spanish Tragedy*; Middleton, *Women Beware Women*; Webster, *The Duchess of Malfi*.

## **Modern World Drama**

**One-half unit**

Love, murder, oppression, power, control, the paranormal – no topic is left unturned in an examination of self and of the other in a global context. In addition to reading the plays, we will also discuss their produced counterparts, thus examining the process of bringing these works from the page to the stage (or to the big screen). Most artists – in their quest for representational “truths” – revise some traditional conventions and reject others, creating excitement in their respective fields. Beginning with Henrik Ibsen, the “godfather of Modern drama,” we will explore the transformation of drama through both text and film – traversing both the globe and societal customs in the process. Texts studied may include: Brecht, *The Good Person of Szechwan* (German); Frayn, *Copenhagen* (England); Fugard, *Master Harold...and the Boys* (South Africa); Genet, *The Maids* (France); Ibsen, *Hedda Gabler* (Norway); García Lorca, *The House of Bernarda Alba* (Spain); Mamet, *Glengarry Glen Ross* (USA); Pirandello, *Six Characters in Search of an Author* (Italy); Strindberg, *The Ghost Sonata* (Sweden) Soyinka, *Death and the King's Horseman* (Nigeria).

## History and Social Sciences

The History Department strives to instill enthusiasm for sophisticated consideration of the past and social sciences with a curriculum that proceeds in early years, grades 9 and 10, from broad world historical topics to narrower consideration of America’s story in grade 11. This trend towards the particular culminates with senior electives including European History, Government, genocide studies, and psychology. In addition to introducing students to narrative and information, the department promotes and sharpens analytical reading, writing, and seminar discussion through a variety of strategies and projects including interactive notebooks for 9<sup>th</sup> and 10<sup>th</sup> grades students and the year-long oral history project for on-level US History students. Graduates of the history curriculum advance to college with sturdy foundations in analytical engagement with primary texts and research writing.

Three units in history are required. Students are required to take two consecutive years of World History and one year of United States History.

### Course Offerings by Grade Level

| <b>First Academic</b> | <b>Second Academic</b> | <b>Third Academic</b> | <b>Third and Fourth Academic Electives</b> |
|-----------------------|------------------------|-----------------------|--|
| World History I       | World History II       | U.S. History          | Economics                                  |
|                       |                        | AP U.S. History       | Genocide Studies                           |
|                       |                        |                       | U.S. Government and Law                    |
|                       |                        |                       | AP European History                        |
|                       |                        |                       | AP U.S. Gov./<br>AP Comp. Gov.             |
|                       |                        |                       | AP Psychology                              |
|                       |                        |                       | AP Art History                             |
|                       |                        |                       |  |

## First Academic

### **World History I**

**One unit**

This course includes narrative, cultural, and geographical consideration of Africa, Asia, Europe, and the Middle East. Chronologically it proceeds from prehistory to the beginning of the modern era in 1450 C.E. while introducing students to assembling effective notebooks, analytical thought and writing, basic research, and the complexities of analyzing and evaluating sources in order to form a narrative or establish a conclusion.

## Second Academic

### **World History II**

**One unit**

A chronological continuation of World History I, the course begins with the European Age of Absolutism and concludes with detailed consideration of the historical context of contemporary geo-politics including areas such as the Middle East and Asia. Careful study of the impact of the world wars establishes context for understanding of the ongoing relevance to contemporary events. Students build on analytical and writing foundations from World History I to continue use of thoughtfully compiled notebooks and to learn the complexities of advanced research writing and seminar discussion.

**Prerequisite: World History I**

## Third Academic

### **United States History**

**One unit**

This course offers a basic and comprehensive study of American history, focusing on political, economic and social developments from the age of European discovery to the end of the Cold War. In addition to mastering narrative, concepts, and themes of United States History, students engage in reasoning, critical reading of historiography, analytical and research-based writing, and compile an advanced oral history project.

**Prerequisite: World History II**

### **AP U.S. History**

**AP, One unit**

This course introduces the student to the scope of ideas and events in U.S. history and to the range of materials for understanding them in a chronological survey approach on an honors level. It is a reading course designed to encourage discussions and formation of individual opinion. The honors approach covers content from the Colonial period to the end of the twentieth century, stressing themes such as American exceptionalism, the development of democratic institutions, and the effect of many rivalries (capital versus labor, immigrant versus native, local versus central government). Students will develop their essay writing in tests, critical book analyses, independent research projects and document based question analyses. Students will also work from primary and secondary documents while preparing to take the national AP United States History Exam.

**Prerequisite: World History II and departmental approval**



## Electives

### **Genocide Studies**

**One unit**

This course will begin with an in-depth study of the Holocaust, placing it into historical context and focusing on the experiences and roles of the groups involved (victims, perpetrators, bystanders, and upstander). Through this study students will analyze the philosophical, ethical, political, and cultural issues surrounding genocide. These issues will be examined in further detail during the second part of the course within the context of contemporary examples including those in Cambodia, Iraq, Bosnia, and Rwanda. The course will end with a focus on the situation in Darfur emphasizing the role of student activism.

**Co- or Prerequisite: Two years of History/Social Science courses. Priority will be given to Fourth Academics.**

### **U.S. Government and Law**

**One unit**

Government and Law is a year-long course focusing on American Government during first semester and Constitutional Law second semester. In learning about American Government, we will study the American political system and structure of our government, focusing most on the twin themes of federalism and separation of powers. In learning about Constitutional Law, we will take a hands-on approach of reading and deciding Supreme Court cases involving individual rights and liberties – First Amendment right to free speech; Second Amendment right to bear arms; Fourth Amendment right against unreasonable searches and seizures; Fourteenth Amendment rights to Due Process and Equal Protection. Relevant current events will be at the forefront of this highly engaging class.

**Co- or Prerequisite: Two years of History/Social Science courses. Priority will be given to Fourth Academics**

### **Economics**

**One Unit**

The Economics Class at Stone Ridge follows the same progression as an introductory first-year college economics survey. The class begins with an introduction to economic thought and method. The first semester then covers macroeconomic topics, such as growth, unemployment, inflation, and the government's involvement in the economy. Students spend most of the end of fall semester learning about the financial system in the United States and complete an in-depth case study of the 2008 Financial Crisis. The second semester is devoted to microeconomic theory, international macro- and microeconomics, as well as special topics of the students' choosing (recent topics have included the economics of public health and health care, the economics of education, agricultural economics, and the economics of sports). Throughout the year, students work on independent projects (country websites as well as news analyses) that require them to apply the theoretical material covered in class to current U.S. and international contexts. This class requires no advanced math. Open to junior

### **AP European History**

**AP, One unit**

The AP European History course provides both breadth and depth in consideration of European political, social and economic history from the Renaissance and Reformation to the Twentieth century. Successful students are prepared to take the Advanced Placement European History Examination. Themes such as Europe in the World, the Individual and Society, Poverty and Prosperity, and National vs. European Identity will be discussed. Assessment will mirror those used in other AP History courses (notably AP United States History) in terms of their format and skills. Students build their ability to read both for fact and for analysis and their ability to write cogent analytical essays.

**Prerequisite:** Three years of History/Social Science courses and departmental approval.

### **AP U.S. Government**

**AP, One unit**

The course is a year long course which will examine American government from several perspectives. The first is the way checks and balances work through the separation of legislative, executive, and judicial power at the federal level. It will also examine how these branches, and the duties of their office holders--President, House Speaker, Chief Justice, etc.--have changed over the last several decades. The second half of the course will be student driven as groups of students select a unit-sized topic on which to become experts, and then research that topic to share their expertise with the class. Through it all, the course will be guided forward by discussion of current events (especially elections) that will give greater meaning to the areas the class will be analyzing at a given time, adding additional excitement to a class that will be driven largely by student interest and input. In addition, students will be able to cover relevant areas of United States history which may not have been covered sufficiently due to time constraints in junior year.

**Prerequisite: Three years of History/Social Science courses and departmental approval**

### **AP Art History**

**AP, One unit**

AP Art History is a college-level introductory art history survey in which students learn to identify, examine, and critically analyze major forms of art from prehistory to the present, including both European and non-European cultures. While the curriculum, requirements, and standards are extremely demanding and rigorous, the rewards are extraordinary. Students will significantly improve critical thinking and writing skills and expand visual literacy, and they will develop an understanding of the diverse cultural and historical contexts of painting, sculpture, architecture, and other media. Perhaps most importantly, students will confront the whole range of human experience, stretch their minds and imaginations to embrace new ideas and places, and develop a deeper understanding of what drives us as a species—our fears, our loves, and our beliefs.

**Note: Placement will be made in consultation with the English, History and Art departments. Students must appeal for this course.**

*\*This course is cross-listed with Visual and Performing Arts*

### **AP Psychology**

**AP, One unit**

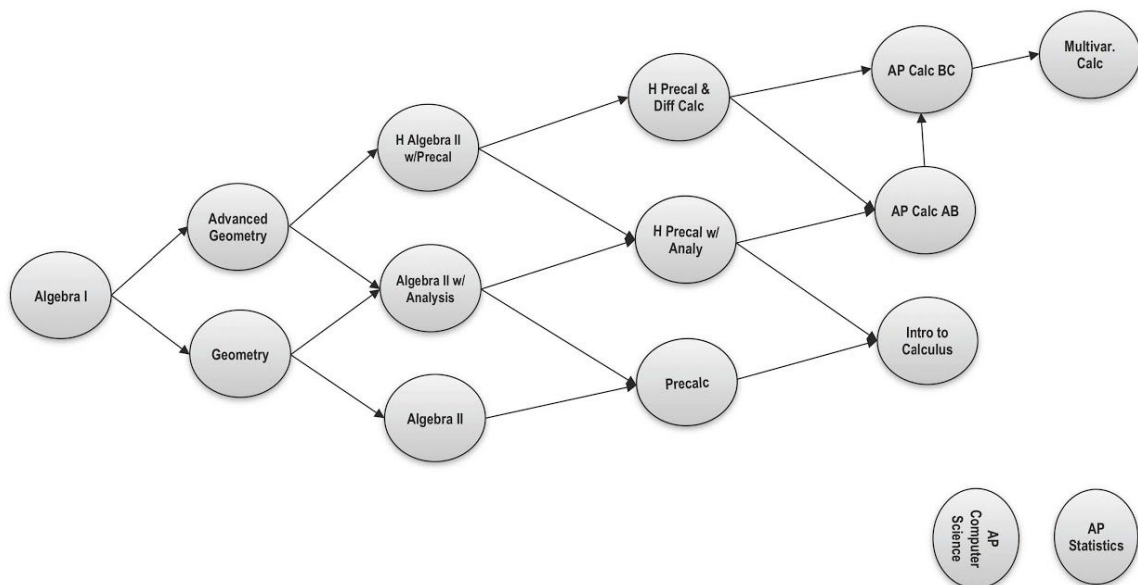
The AP Psychology curriculum represents a wonderful opportunity for students to be challenged by the rigor of a college-level course while learning life-relevant, mind-expanding concepts from the humanly significant discipline of psychology. The purpose of this course is to introduce students to the scientific study of behavior and mental processes of human beings and other animals. Students engage with facts, principles, terms, leading scientists, and phenomena associated with each of the major subfields within psychology. Participants will also learn about methods and approaches psychologists use in their science and practice. The syllabus prepares students for the AP Exam; engagement with the material includes reading the textbook, lecture, powerpoint presentations, class discussions, audio and video clips, guest lecturers, demonstrations and student projects. The workload is substantial and the pace rapid as required for the AP designation.

**Note: This course is open to qualified Third and Fourth Academics only, with priority given to Fourth Academics. Students must appeal for this course; a teacher recommendation is required.**

## Mathematics

The Mathematics program in the upper school is designed to provide students the opportunity to develop skills in mathematical deduction, analytical thinking and problem solving. In an effort to ensure students' success in the Mathematics Curriculum, the school offers a wide variety of courses ranging from Algebra 1 to Honors Multivariable Calculus. While three years are required in mathematics, all students are strongly encouraged to take a course each of their four years.

# Mathematics Flow Chart



## Sequence of Math Courses

### Algebra I

**One unit**

This course provides the algebraic foundations necessary for the understanding of all higher math. Students are expected to enter the course with solid pre-algebra skills, thorough review will be provided as we work through each topic. Students will learn the fundamental principles behind algebraic expressions and equations and apply them to work with inequalities, systems of equations, linear graphing, operations on polynomials, and problem solving. Emphasis will be placed on justifying processes through mathematical rigor, a cornerstone of all mathematical endeavors. Students will gain confidence that using a methodical and clearly articulated approach will lead to consistently reliable results.

### Geometry

**One unit**

Topics in Geometry include angle relationships, perpendicular and parallel lines and planes, polygons, congruency, similarity, circles, special quadrilaterals, area of two-dimensional figures, coordinate geometry, the Pythagorean Theorem, special right triangles, and surface area and volume of three dimensional figures. Proofs and constructions related to the topics are included. Students work collaboratively as well as independently to master the material.

**Prerequisite: Algebra I and /or departmental approval/placement test**

### Geometry with Analysis

**One unit**

This course parallels the standard geometry course, but is more demanding and extends the study to include understanding relationships in space, the Law of Sines, the Law of Cosines, transformational geometry and constructions. More formal proofs are included. This course is for the serious mathematics student who wants a challenge or to step up to mathematics at the honors level. Algebra I topics are infused in the curriculum both as review and as an integrated part of the course.

**Prerequisite: Algebra I and/or departmental approval/placement test**

### Algebra II

**One unit**

Algebra II gives students a solid foundation in the study of the real number system, linear, quadratic and polynomial relations and functions, exponential, logarithmic, radical and rational functions and complex numbers. It includes the study of transformations of functions and the techniques to find the best-fit model. Emphasis is placed on the topics from Algebra II that have been added to the new SAT.

**Prerequisite: Geometry and departmental approval**

### Algebra II with Analysis

**One unit**

This course gives students a solid foundation of the real number system; linear and quadratic relations and functions; complex number systems; polynomial operations and functions; rational expressions and functions; exponential functions and logarithmic functions. It includes the study of transformations of functions. The emphasis in this course is on an increased depth in analyzing and describing relationships. Where possible, topics are explored graphically, algebraically, and numerically.

**Prerequisite: Geometry or Geometry with Analysis and departmental approval.**

### Honors Algebra II with Pre-calculus

**Honors, One unit**

This course is more demanding than Algebra II with Analysis. It is for the serious student who has a firm grasp of Algebra I and is ready for a challenging course. All standard Algebra II topics are covered, but approached from a higher order thinking level equivalent to that expected of the pre-calculus student. The intent is to prepare the

student with the analytical experience necessary for the study of BC Calculus. The course focuses on polynomial, exponential, logarithmic and trigonometric functions from algebraic and geometric perspectives.

**Prerequisite: Geometry with Analysis and departmental approval.**

### **Pre-calculus**

**One unit**

This course completes the formal study of functions begun in previous algebra courses and introduces the student to the mathematics necessary for the future study of calculus. It focuses on the study of exponential, logarithmic, polynomial and trigonometric functions from both algebraic and geometric perspectives. The use of technology is emphasized throughout the course.

**Prerequisite: Algebra II or Algebra II with Analysis and departmental approval.**

### **Honors Pre-calculus with Analysis**

**Honors, One unit**

This course, more demanding than Pre-calculus, is for math students who want a challenge. Its intent is to provide students with problem solving skills that are necessary for AP Calculus AB. Students explore the concepts in depth and use various perspectives including algebraic, numerical, graphical, and analytical thought processes. They apply their skills to the study of trigonometric and circular functions, identities and inverses, vectors, polar coordinates, and parametric equations. The graphing calculator is used extensively as a learning tool. Preparation for the SAT IIC is included.

**Prerequisite: Algebra II with Analysis or Honors Algebra II with Pre-calculus and departmental approval.**

### **Honors Pre-calculus with Differential Calculus**

**Honors, One unit**

This honors level course is the first year in a two-year calculus sequence. Students enrolling in this course must be able to work independently and have a strong foundation in algebra at a level that suggests exceptional mastery of content, originality of thought and individual initiative. The topics include trigonometry (circular functions, graphs, inverse trig functions, solving right triangles, proving identities, sum & difference identities, multiple angle identities, the Law of Sines, the Law of Cosines), analytical geometry, vectors, De Moivre's Theorem, polar coordinates and polar graphing, partial fractions, the binomial theorem, proof by induction, series and sequences, and parametric equations. The last quarter begins the study of calculus. Calculus topics covered include limits, continuity and differentiation.

**Prerequisite: Completion of and Success in Honors Algebra II with Pre-calculus and departmental approval**

### **Introduction to Calculus**

**One unit**

The topics presented include limits and continuity of functions, derivatives of functions, and their applications to problems. Students find derivatives numerically, represent derivatives graphically, and interpret the meaning of a derivative in real-world applications. Models of previously studied functions are analyzed using calculus concepts. Experiments using the graphing calculator and computer software enhance learning and give students a depth of understanding that serves them well in future courses. The course prepares the student to successfully complete a calculus course in their first semester of college.

**Prerequisite: Pre-calculus or Honors Pre-calculus with Analysis and departmental approval.**

### **AP Statistics**

**AP, One unit**

This college level statistics course completes the curriculum of the AP Statistics Exam. The topics for the course are divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. Exploratory analysis of data makes use of graphical and numerical techniques to study patterns and departures from patterns. Students collect data according to a well-developed plan to obtain valid information about a conjecture. Probability is studied as a tool for anticipating what the distribution of data should look like under a given model. Statistical inference, which is the core of the course, employs methods for drawing conclusions about the

population from a sample. Students are expected to take the AP Statistics Exam. Expertise with the calculator is expected.

**Co- or Prerequisite: Honors Pre-calculus with Analysis and departmental approval\***

**\*Students must complete an appeal form to be considered for this course**

### **AP Calculus AB**

**AP, One unit**

This course covers the curriculum of the first semester of college calculus. Students take an in-depth look at the concepts and applications of differentiation and integration from a symbolic, graphical and numerical point of view. Each student is expected to take the Advanced Placement Calculus AB Examination.

**Prerequisite: Pre-calculus with Analysis or Honors Advanced Pre-calculus with Differential Calculus and departmental approval**

### **AP Calculus BC**

**AP, One unit**

This college-level calculus course follows Honors Advanced Pre- and Differential Calculus and completes the curriculum for the Advanced Placement Calculus BC Exam. Topics include differential calculus, integral calculus, sequences, series and applications of the definite integral. Students electing this course should have a strong interest and ability in mathematics. Each student is expected to take the Advanced Placement Calculus BC Exam.

**Prerequisite: Completion of Honors Advanced Pre-calculus and Differential Calculus and departmental approval**

### **Honors Multivariable Calculus**

**Honors, One unit**

This college level course introduces the concept of a function of several variables and extends the ideas of calculus of a single variable to calculus of several variables. The topics covered include double and triple integrals over regions in space, vector analysis and techniques for solving differential equations (as time permits).

**Prerequisite: AP Calculus BC and departmental approval.**

**Note: Stone Ridge offers this course on campus when there is sufficient interest, and it is also offered online through *One Schoolhouse*.**

## Computer Science and Coding

### AP Computer Science Principles

**AP, One unit**

AP Computer Science Principles (AP CSP) introduces students to the foundations of computer science with a focus on how computing powers the world. Along with the fundamentals of computing, you will learn to analyze data, create technology that has a practical impact, and gain a broader understanding of how computer science impacts people and society. The AP CSP course is organized around seven big ideas, which are essential to studying computer science, these ideas include Data and Information, Algorithms, the Internet, and Global Impact. The course will culminate with activities in which students write programs using the Javascript programming language. The AP Computer Science Principles Assessment consists of two components: a through-course assessment and the end-of-course AP Exam.

**Pre- and co-requisite: Honors Pre-calculus with Analysis and Departmental Approval\***

**\*Students must complete an appeal form to be considered for this course**

### Coding

*This is a new course and a description of this class will be added soon. If you are interested in taking this course, please register for it, and the school will determine if there are enough registrants to run this course.*

## Physical Education

Students can fulfill this requirement with a combination of activities listed below. Physical Education courses do not compute into the GPA.

### **Athletic Sports**

**One-half unit per season**

The athletic department offers 10 varsity teams, 9 junior varsity teams, and two ninth grade teams, one in soccer and one in basketball. Interscholastic sports include the following: cross-country, field hockey, soccer, tennis, volleyball, basketball, swimming and diving, lacrosse, softball and track.

### **Lifetime Fitness Classes**

**One-quarter unit per semester**

Lifetime fitness classes are offered to students outside the academic class schedule. The elective offerings may include Zumba, strength training, karate, and yoga. These fitness classes meet twice a week throughout the school year. Certified instructors teach these classes.

### **Independent Study in Physical Education**

**One unit**

Designed for students who are involved in an organized activity outside of Stone Ridge, this course enables those who participate in an activity to qualify for credit following 120 clock hours of practice and competition, not including travel time. The activity must be instructional in nature and one that is not offered by Stone Ridge on the level the student is performing. Practice sessions must be supervised and occur during the academic year. Students applying for this credit must submit practice schedules and competition information/results prior to receiving credit.

**Prerequisite:** Special prior arrangement with approval from the Athletic Director and the Asst. Head of Upper School.

The following are the marking symbols for Physical Education:

**Pass:** The student has made satisfactory progress in activity skills, content, knowledge, participation and attendance.

**Fail:** The student has not reached an acceptable standard in skill development, content knowledge, participation and attendance.



## Publications

### **Journalism**

**One unit**

This course offers students the opportunity to hone journalistic skills as writers and editors. Students learn how to write news and feature stories, to determine appropriate editorial topics, to edit stories others have written, to write headlines, and to design newspaper pages for inclusion in the school paper. The course focuses on developing clear, concise and accurate writing skills. This course does not meet the English core requirement.

**Note: Open to Third and Fourth Academic students. Interested Second Academic students must apply to the instructor for admittance. Course may be repeated for credit.**

### **Journalism II**

**One unit**

This course is designed for students who have completed Journalism. Journalism II students assume an editor's position. The main goal of this course is the publication of the school paper. Students use Adobe InDesign, Microsoft Word, and other appropriate software as they help to produce the paper. There may be guest speakers from the fields of journalism and publication who supplement the coursework. This course does not meet the English core requirement. **Prerequisite: Journalism**

**Note: Course may be repeated for Credit**

### **Yearbook**

**One unit**

This course is designed for students who are interested in working on the school's yearbook staff and who may be aspiring to careers in the field of Advertising Design or Communication Arts. While enrollment is limited, the course is open to Second, Third and Fourth Academic students. Computer literacy is an essential requirement because Adobe InDesign CS3 is used extensively! Students have numerous opportunities to enhance their technical and creative skills by designing appropriate layouts, writing interesting stories and captions, and taking eye-catching photographs. The staff works as a team in all endeavors, affording the more dedicated students to advance themselves to higher levels of responsibility.

## Science

Mission: To guide each Stone Ridge student as a global citizen on a journey of scientific inquiry and exploration that inspires a sense of natural curiosity, supports intellectual risk-taking and encourages the use of scientific knowledge to serve the greater good.

The Science Department strives to produce young women who are confident in their ability to actively engage in the sciences. Challenged to push their limits and encouraged to embrace their mistakes, our students develop critical thinking skills to analyze and act responsibly in the world around them. With a foundation built on the Goals of the Sacred Heart and exposure to a rich curriculum in the natural, life, and physical sciences that allows the freedom to innovate, explore, and inquire without risk of “failure,” a Stone Ridge graduate is empowered to boldly become a responsible, curious member of society.

Students are required to take three years of science for graduation. These three courses must include Physics, Chemistry, and Biology. Though only three years of science are required, the science department strongly encourages students to take four years of science and offers a wide range of course selections from which students may choose.

| 1 <sup>st</sup> Academic | 2 <sup>nd</sup> Academic | 3 <sup>rd</sup> Academic            | Elective Science Courses<br>(4 <sup>th</sup> Academics) |
|--------------------------|--------------------------|-------------------------------------|---|
| Physics                  | Chemistry                | Biology                             | Honors Molecular Biology & Biotechnology Lab            |
|                          | Honors Chemistry         | Honors Biology & Biological Inquiry | AP Environmental Science                                |

| Elective Science Courses<br>(3 <sup>rd</sup> or 4 <sup>th</sup> Academics) |
|--|
| AP Chemistry   |
| AP Physics   |
| Anatomy & Physiology   |
| Explorations in Engineering (semester)                                     |
| Introduction to Biotechnology and Bioorganic Chemistry<br>(semester)       |

### Summer Electives (Rising 2<sup>nd</sup> - 4<sup>th</sup> Academics)

|                  |                             |                        |
|------------------|-----------------------------|------------------------|
| Summer Chemistry | Environmental Field Studies | Maker-Space Internship |
|------------------|-----------------------------|------------------------|

## First Academic Offering

### Physics I

**One unit**

Physics I exposes students to the basic principles and concepts which describe the physical world. This survey course covers mechanics, electricity, magnetism, waves and energy and features many hands-on lab and class activities. This course is designed to help students appreciate the workings of the physical world and will be of a conceptual nature. Students will be introduced to a basic scientific problem solving approach familiar to all sciences.

## Second Academic Offerings

### Chemistry

**One unit**

This course provides students with a solid introduction to chemistry, its vocabulary and its application to natural events. Major topics covered are atomic structure, chemical bonding and molecular structures, stoichiometry, thermochemistry, physical behavior of gases, liquids and solids, gas laws, solutions, equilibrium and acids and bases. Emphasis is on measurement, problem-solving and the practical application of chemical ideas. Special topics in basic organic chemistry as well as quarterly inquiry activities are incorporated into the curriculum to get students thinking like scientists.

**Prerequisite: Physics**

**Co-requisite: Geometry or higher**

### Honors Chemistry

**Honors, One unit**

The goal of Honors Chemistry is to inspire a curiosity about matter and its interactions; to continue the practice of using an organized, evidence based approach to solving problems; to recognize chemistry's central significance to the understanding of all other sciences, and to understand how chemistry relates to our everyday lives and real world situations. Mathematics will be used to model the interactions of matter, as students explore atomic structure, periodic properties, chemical formulas and reactions, stoichiometry, bonding and intermolecular forces, thermochemistry and gas laws. Honors Chemistry is designed for students with a strong interest in science and math. Students will be expected to work individually and in small lab groups, and to participate in small group and whole class discussion.

**Prerequisite: Physics, Geometry and approval from the Science and Math Departments**

**Co-requisite: Algebra II or higher**

### Summer Chemistry

**One unit**

This course provides students with an accelerated introduction to chemistry in a 6-week course held during the summer. This course offering provides flexibility in a student's schedule in their sophomore year to gain an additional unscheduled period or to add courses in another subject area (such as taking an additional foreign language or art class). Students attend classes for 3 hours each day for six weeks and will take a final exam at the completion of the course.

**Prerequisite: Physics**

**Note: Students who take this course may not take biology in their sophomore year and due to the accelerated nature of Summer Chemistry, students will not be eligible to take Honors Bio in their junior year.**

## Third Academic Course Offerings

### **Biology**

**One unit**

Biology is a survey course, which includes the study of all aspects of life. Students cover a wide variety of units including the cell, genetics, evolution, DNA, the human body systems, and ecology. The goal of the class is to get students excited about the science of life and give them an opportunity to learn about their bodies, the environment, and organisms big and small. Students will learn both molecular as well as organismal biology, which gives students a background to move on to various fields of study. Students will carry out laboratory work and other activities to both excite and inform their learning.

**Prerequisites: Physics and Chemistry**

### **Honors Biology & Biological Inquiry**

**Honors, One unit**

Honors Biological Inquiry is an advanced course in biology for the dedicated science student. Students will study a variety of topics across the scales of biology, from the structure and function of biological molecules to ecosystem structure and processes. Units of study will include biochemistry, cell biology, respiration and photosynthesis, genetics, evolution and ecology. The course emphasizes inquiry-based learning, requiring students to apply biological concepts learned in class to practical investigation, and culminating in the planning, execution and reporting of a student-designed inquiry project.

**Prerequisites: Physics and Chemistry (excluding Summer Chemistry)**

## Electives

**Note: Elective courses are open to Third and Fourth Academic students but priority will be given to Fourth Academics**

### **Explorations in Engineering**

**One-half unit**

Students will be introduced to the broad field of engineering principles and concepts through hands-on applications. Class members will use their creativity, innovation and problem-solving skills to plan, design, construct and improve a variety of engineering challenges in small, collaborative groups. The goal of the class is to experience the fun of the design process through the lens of various grand engineering challenges of the 21st century.

**Prerequisites: Algebra, Geometry and Physics and Chemistry**

**Co-requisite: Algebra II**

### **Introduction to Bioorganic Chemistry**

**One-half unit**

Students will explore the fundamental principles and basic techniques used in the biotech sciences, basic organic chemistry, and pharmacology - including the process of drug discovery and natural products isolation. Students will use real-world scenarios and simulations to learn about basic techniques in biotechnology (e.g. gel electrophoresis, DNA analysis, etc). They will interact with “experts” from various fields such as molecular biologists, biochemists, and scientists engaged in natural product isolation. The class offers a balanced curriculum including lecture, wet and dry laboratory activities, and research projects. Students with interests in the health and/or life sciences and, particularly those with an interest in the chemical sciences, are encouraged to apply.

**Pre- or Co-Requisites: Physics, Chemistry and Biology.**

**Note: This course replaces Forensics and Biochemistry and will expand on the lab analysis techniques of the previous class.**

**Human Anatomy and Physiology****One unit**

This course covers the basics of human anatomy and physiology including anatomical terminology, basic biochemistry, cells and tissues, and the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary, and reproductive systems. Laboratory work is a significant component of the class and includes anatomical studies using microscopy, animal organ dissection and a cat dissection.

**Pre- or Co-requisites: Physics, Chemistry and Biology****Honors Molecular Biology and Biotechnology****Honors, One unit**

H-Molec is a hands-on, college-level course for serious science students who wish to delve deeper into gene and protein function. The course will include examination of genetic disorders, infectious diseases, genetic engineering, and associated bioethical considerations. Lab work will focus on understanding modern molecular biology techniques such as PCR, gel electrophoresis, molecular cloning, and genomic analysis. Current scientific articles will be used for background reading and student presentations in this exciting, rapidly changing field.

**Prerequisites: Physics, Chemistry and Biology and departmental approval****AP Chemistry****AP, One unit**

AP Chemistry is a college level class providing the basic body of chemical information and laboratory experience typically covered in a two-semester introductory sequence in chemistry. The curriculum for AP Chemistry addresses all topics required for Advanced Placement Chemistry by the College Board. Students will explore topics such as atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics and equilibrium. A student who works to complete this course will acquire exposure to laboratory methods and procedures, practice in problem solving and analytical skills, and a working familiarity with chemical concepts and many of their real world applications. A lunchtime lab period each cycle is required.

**Prerequisites: Physics, Honors Chemistry and departmental approval****Co-requisites: Biology or Honors Biology and Honors Precalculus****AP Physics C Mechanics****AP, One unit**

AP Physics C Mechanics is equivalent to a one-semester, calculus-based, college-level physics course. The course delves into the main principles of classical mechanics introduced previously in Physics I and covers new topics including rotational motion, astrophysics and selected topics in modern physics or thermodynamics based on class interest. It is taught in an interactive student-centered format, which emphasizes collaborative problem solving, hands-on experimentation, and data analysis. Student teams are also given the opportunity to apply physics to a design-build project of their choosing. A lunchtime lab period each cycle is required.

**Prerequisites: Physics, Chemistry and departmental approval****Co-requisites: Biology and Honors Precalculus with Differential Calculus or higher math level****AP Environmental Science****AP, One unit**

Advanced Placement Environmental Science is a college-level course in environmental science, which prepares students to take the AP Environmental Science Exam. Topics covered include ecology, earth's systems, energy, biodiversity, population biology, natural resource use, pollution, climate change, and human impacts on the environment. It will include discussions about the politics and economics of environmental issues and will emphasize potential solutions to environmental problems. In addition, the course requires extensive fieldwork and laboratory investigations so students should be prepared to go outside in various weather conditions and should not be afraid to get dirty! A lunchtime lab period each cycle is required.

**Prerequisites: Physics, Chemistry, Biology, and departmental approval**

### **Independent Laboratory Research**

**One-half unit**

This course is designed to give academic credit to selected honors students who have done scientific research in professional research labs or at Stone Ridge. Arrangements may be made to undertake this research either during the academic year or during the summer. Students will learn how to write a professional scientific paper and to prepare an oral defense of the paper, both of which are required. In addition, students are expected to present their research in a venue off campus such as at an academic symposium or a science fair.

**Prerequisite: Special prior arrangement must be made with the Science department and the Head of Upper School**

**Note: This course is open to Third and Fourth Academic students. This course may not be used to fulfill the three unit science requirement for graduation.**

## **Summer Electives**

### **SR Woman and the Maker Movement: Design, Create and Prototype**

**One unit**

This course is an exciting opportunity for students to become makers and innovators! Students will learn the principles of design and engineering through the creative process. Students will spend their time in the newly built Nova Labs in Reston, VA working with their instructors to learn to safely use machinery such as 3D laser cutters, 3D printers, bandsaws, circuitry and more. In small groups, students will: 1) define a problem, 2) do background research, 3) brainstorm solutions, 4) design a solution, 5) create a budget, 6) develop and prototype the solution, 7) test the solution, and 8) communicate the results. Groups will use the machinery in the workshop. Students will be required to keep a daily online engineering log as well as produce a final presentation describing their process and product.

**Prerequisite: Physics and Chemistry**

**Note: This course fulfills 1 unit in art or 1 unit as a science elective.**

### **Environmental Field Studies**

**One-half unit**

In this lab and field studies based course, students will conduct hands-on activities to mimic and sometimes inform the real-life work of environmental scientists. By conducting studies to look at species populations, stream water quality, soil analysis, and more, students will learn how humans interact with their environment both positively and negatively. Sample activities include banding baby ospreys, doing wetland restoration, creating track plates, and more. No previous biology or environmental science experience required: Just an enthusiasm for life, a flexible start time, and an appreciation of the natural world.

**Prerequisite: Physics**

## Theology

Through the study of Sacred Scripture and the living tradition of the Catholic faith, we invite students to develop a personal and active faith through contemplative inquiry into the Mystery of God, as expressed through the Sacred Heart of Jesus. We aim to form the hearts and minds of students to realize their personal call to holiness and become agents of social change, leading the world with mercy, humility and compassion.

Students are required to take four consecutive years of theology. The curriculum for the first three years forms the basis for the Catholic study of theology. In their fourth year, students choose one from four options.

| <b>First Academic</b>                        | <b>Second Academic</b>                 | <b>Third Academic</b> | <b>Fourth Academic Electives</b>          |
|--|--|-----------------------|---|
| Scripture: An Introduction to the Holy Bible | History of Theology and the Sacraments | Christian Morality    | Faith and the Artistic Imagination        |
|  |  |                       | Comparative Study of Religion             |
|  |  |                       | Social Justice & Catholic Social Teaching |
|  |  |                       | Bioethics                                 |

## First Academic Course

### **Scripture: An Introduction to the Holy Bible**

**One-half unit**

This course centers on a study of the Bible as the sacred writings of salvation history. Students trace the development of God's relationship with humanity and the human response to this caring love. The formation, development and understanding of scriptural texts are accomplished using critical methods of study. Mastery of pertinent theological terms supports this study. Texts from both the Old and New Testaments are examined and students gain a familiarity with the nature, structure and message of sacred scripture.

## Second Academic Course

### **History of Theology and the Sacraments**

**One-half unit**

The aim of this course is to examine and understand the process by which the Gospel message is communicated through the outward signs and proclaimed Word in the lived experience of the Church at prayer. The subject matter for this course is divided into two areas of study: We explore the theology, history, and liturgies of the Sacraments in the Roman Catholic tradition and, for a larger portion of the year, survey the development of Christian theology from its origins to the modern era. Our aim is to study theology in light of the relationship between faith and reason, cognizant that our understanding of the faith has developed and grown deeper over the centuries.

## Third Academic Course

### **Christian Morality**

**One-half unit**

This course invites the students to reflect upon the moral implications of Christian discipleship in our rapidly changing world. Beginning with the understanding of the human person as created in the image of God and made for relationship, the course will explore foundational themes within the the Roman Catholic moral tradition such as character, sin and conscience, and conversion. Additionally, units on human sexuality and the environment will serve to underscore this same theme of relatedness and enable students to make wise, informed choices in light of the Gospel message.



## Fourth Academic Offerings

### **Faith and the Artistic Imagination**

**One-half unit**

This course intends to present a distinctively different approach to the study of Theology. While much of Christian Theology is based on reasoned discourse, this course proposes to examine the religious truths as expressed in artistic endeavors and will explore the use of visual, architectural and literary arts to communicate the truths of Christianity in diverse historical epochs. Beginning with the earliest articulations of religious faith in Roman catacomb art, the course will visit various artistic periods in order to ascertain the ongoing need of Christians to creatively express their relationship with the divine.

### **Social Justice and Catholic Teaching**

**One-half unit**

This course explores the theological and textual roots of the “7 Principles” of Catholic Social Teaching. Further, it explores the meaning of the term “Social Justice”. Social Justice and Catholic Teaching seeks to present a workable definition of justice in light of current world events. It also studies the origins and context of Catholic Social Teaching, often described as Catholicism’s “best kept secret.”

### **Comparative Study of Religion**

**One-half unit**

Inspired by the spirit of The Second Vatican Council’s *Declaration on the Church's Relationship to Non-Christian Religions* this course serves as an introduction to the academic study of comparative religions in general and to the major traditions of Hinduism, Buddhism, Judaism, and Islam in particular. Through a variety of activities that includes independent projects, critical reflection and analysis of texts and film, and guest speakers whenever possible, students will become conversant with the ways in which each of the traditions studied seeks to address questions of meaning, belief, and practice.

### **Bioethics**

**One-half unit**

This survey course builds upon certain foundational principles from the Third Academic Christian Morality class and examines their application to some of the most challenging issues in the field of contemporary bioethics. Situating itself firmly within the Catholic Church’s teaching on the consistent ethic of life, the course will explore topics ranging from reproductive technology and cloning to organ transplants and end-of-life issues.

## Visual and Performing Arts

Grounded in the school’s mission, the arts are an essential component for the development of the whole person: intellectually, spiritually and emotionally. A truly educated person is one who has knowledge of and experience in the arts. Both the visual and performing arts reflect culture and transport us toward the “fullness of our humanity.” Artistic experiences enable one to transcend the boundaries of time, place and language. Ultimately, they empower.

Students are required to take two units in the Fine Arts to graduate. The first course must be at the introductory level in the arts, as indicated by asterisks.

|  |
|--|
| <b>Visual Arts</b>   |
| <ul style="list-style-type: none"> <li>● Foundations of Studio Art</li> <li>● Ceramics I-II</li> <li>● Studio Art II</li> <li>● Studio Art III: Advanced Portfolio Enhancement</li> <li>● Media Arts I-II</li> <li>● Photography I-II</li> <li>● AP Studio Art: Drawing</li> <li>● AP 2D Art: Studio Art</li> <li>● AP 2D Art: Photography</li> <li>● AP 3D Art: Ceramics</li> </ul> |
| <b>Dramatic Arts</b>   |
| <ul style="list-style-type: none"> <li>● *Drama I -III</li> <li>● Dance</li> </ul>   |
| <b>Musical Arts</b>  |
| <ul style="list-style-type: none"> <li>● *Chorus</li> <li>● *Handbells</li> <li>● Band/Orchestra</li> </ul>  |

### The Visual Arts

#### **Foundations of Studio Art**

**One unit**

This course is designed to introduce various art mediums, techniques and styles. Students will learn the basic elements and principles of art and design, and use these elements and principles to guide and assess our work. Units of study may include drawing, painting, printmaking, sculpture, design, and collage. Students will also develop their critical thinking skills through the creative problem-solving process, as they learn to assess the quality of their own artwork as well as those of other artists.

#### **Ceramics I**

**One unit**

Ceramics I students explore hand building, wheel throwing, glazes and firings, while developing familiarity and confidence with tools and materials. Health and safety practices including proper clay recycling are emphasized, as is the necessity to work cooperatively in a studio environment. Students learn to support and encourage each other in their artistic progress during class critiques, held several times each year. Sketchbooks record ideas and plans for forms and surfaces.

**Prerequisite: Foundations of Studio Art**

#### **AP 3D Art: Ceramics A and B**

**AP, One unit**

Designed for highly motivated students capable of producing ceramic work of quality, breadth and focus, this course is an in depth study of the principles of 3-D design in the ceramic arts. A digital portfolio will document students’ understanding of design along with a sustained investigation into a particular visual idea or theme.

Students will demonstrate an engagement with three-dimensional space, a facility with ceramic materials and personal growth. **Prerequisite: Ceramics I Permission from Instructor; Note: AP 3D Art: Ceramics A is the equivalent of Ceramics II**

### **Studio Art II**

**One unit**

This course is designed for students who enjoy drawing and painting and want to do more. They will explore a wider range of expressive & appropriate methods and media. Both process and product are emphasized. Students are encouraged to develop the technical and conceptual skills necessary for aesthetically satisfying art production. Multiple dry and wet media will be used in more inventive ways on a variety of complementary surfaces. The basic elements of art and principles of design are emphasized in every unit. Further development of critical thinking skills is enhanced through class critiques and project assessments. Students are expected to maintain comprehensive Art Journals and Presentation Portfolios throughout the year. This course is required for students who eventually wants to pursue either AP Studio Art or Studio Art IV.

**Prerequisite: Foundations of Studio Art**

### **Media Arts I**

**One unit**

This course is an introductory course applying broader basic design concepts and principles to graphic design as a communications tool. Media Arts is approached in the context of the constantly changing digital world which affects it. Graphic design permeates life and society in a way that renders it a compellingly concrete and relevant course of study, including situations such as: apps on mobile devices; social networks; print and electronic advertising; signage; and product design. Students will learn: graphic design basics; typography; color strategies; video and still imaging.

**Prerequisite: Any introductory Fine Arts course or department approval**

**Note: Priority will be given to Fourth Academic students.**

### **Media Arts II**

**One unit**

This course is designed for students who wish to broaden their design experience and delve further into the social impact that design has on the world around us. They will be expected to create multi-dimensional projects, which consist of various artistic components reflecting a common theme. Special emphasis will be given to the critical analysis of each step in producing graphic design work. Various situations provide the opportunity to work both independently, and also collaboratively.

**Prerequisite: Media Arts I and/or department approval**

### **Photography I**

**One unit**

This course introduces students to basic photographic techniques, in support of the broader Fine Arts objective of developing fundamental visual skills. These techniques will include making exposures with a 35mm camera, processing film, and making prints in the darkroom. Shooting assignments will expand students' understanding of the possibilities of photography (both technical and aesthetic). The class will consider and discuss the work of historical and contemporary photographers. The objective is that by the end of the course, each student will have developed a portfolio of prints, and an artist's statement. A 35mm camera with manual controls is recommended. Students supply their own film and printing paper. (Approximate cost: \$200.00)

**Prerequisite: Any introductory Fine Arts course and/or department approval**

**Note: Priority will be given to Fourth Academics and students who have completed a Visual Arts course.**

### **AP 2D Art: Photography A and B**

**AP, One unit**

This course is a 2-D Design Portfolio class in which the students create a portfolio of college-level work which is by the end of the school year suitable for submission for evaluation to the College Board. A qualifying portfolio score earns for the student college credit and/or advanced placement. AP Photography students submit a 2-D portfolio. The AP Portfolio includes three sections as described below.

- **SECTION 1. Quality: (Actual Works)**

Five Matted Pieces, up to 18x24 inches or less (including the dimensions of the mat). These 5 photographs should be a variety of color (digital) and black and white (darkroom) prints, varying in sizes, depths of fields and subject. These prints should demonstrate each student's ability to make use of the diverse media explored over the course of their study of Photography including (but certainly not limited to) silver gelatin prints, color photographs, alternative process chemicals, and composites.

- **SECTION 2. Concentration: (Sustained Investigation)**

This section of the portfolio includes 12 images that focus on an investigation of one specific idea. Brainstorming about these ideas begins over the summer, and the concentration will be declared before Winter Break.

- **SECTION 3. Breadth: (Range of Approaches)**

These 12 images demonstrate how the student exercises the principles of design including unity, variety, balance, emphasis, contrast, rhythm, repetition, proportion, scale, and figure/ground relationship. These images should also show experimentation with techniques that are strictly related to photography.

**Prerequisite: Photography I and permission from instructor; Note: AP 2D Art: Photography A is the equivalent to Photography II**

**AP Studio Art: Drawing A and B**

**AP, One unit**

Enabling highly motivated students to perform at the college level, this course requires intensive dedication and commitment. In conjunction with and as an extension of the Studio Art 2 course, its primary focus is the development of a comprehensive portfolio. Particular emphasis is placed on design elements and principles in conjunction with the mastery of conceptualizing, composing and transforming creative ideas into reality through representationalism, stylization and abstraction. Students are encouraged to integrate personal research with daily journaling and experimentation relevant to the students' individual aesthetic interests and technical skills. A variety of resources, media and equipment is available for this purpose. The creative process is also enhanced by the development of critical thinking skills. Consistent documentation of independent visits to local art museums and galleries, as a vital source of inspiration, is a critical component of this course. The Final Exam is comprised of the Digital Drawing Portfolio Assessment in lieu of a written exam. The Advanced Placement Drawing Portfolio should be regarded as the culminating documentation of the serious art student's secondary Visual Arts training.

**Prerequisite: Studio Art II and permission from Instructor: Note: AP Studio Art A is the equivalent of Studio Art III**

**AP Art History**

**AP, One unit**

AP Art History is a college-level introductory art history survey in which students learn to identify, examine, and critically analyze major forms of art from prehistory to the present, including both European and non-European cultures. While the curriculum, requirements, and standards are extremely demanding and rigorous, the rewards are extraordinary. Students will significantly improve critical thinking and writing skills and expand visual literacy, and they will develop an understanding of the diverse cultural and historical contexts of painting, sculpture, architecture, and other media. Perhaps most importantly, students will confront the whole range of human experience, stretch their minds and imaginations to embrace new ideas and places, and develop a deeper understanding of what drives us as a species—our fears, our loves, and our beliefs.

**Note: Placement will be made in consultation with the English, History and Art departments.**

***\*This course is cross-listed with History and Social Studies***

## The Performing Arts

### Dance

**One Unit**

Upper School Dance is designed to allow students who have limited experience in dance, along with those who might be at an intermediate level, a greater understanding of how to express themselves through movement and motion. For advanced students, the course will allow them to serve as mentors to others and also provide the opportunity to choreograph and develop dances of their own. We will focus on multiple styles of dance and also study varied choreographers throughout the year. Elements of body awareness and care, health and wellness, flexibility, and strength and conditioning as it applies to dance will be covered. Students will need to provide dance shoes for the course.

### Drama I

**One unit**

Drama I is designed to allow students to explore the world of the theater and all its components. The preparation and performance of dramatic scenes and monologues, play writing exercises and theatre attendance help students to identify and develop internal and external personal resources, to participate in artistic collaboration, to relate theatre to its social context and to form aesthetic judgments.

### Drama II

**One unit**

Drama II is designed to provide an opportunity for participants to sharpen their acting skills, with a focus on classical acting. They develop a deeper understanding of preparing, creating, and performing theatrical pieces. Students explore selected occupations in the theatre in depth and are given the opportunity to choose to work in a collaborative effort as playwright, director or performer. In addition, each student reads and critically analyzes modern texts and sees at least one play during the year.

**Prerequisite: Drama I or by audition**

### Drama III

**One unit**

Drama III allows students to apply two years of acquired skills by producing a play for public performance. All aspects of production are managed by members of the class, including dramaturgy, directing, acting, design, technical theatre, publicity. Each student will also write a critical analysis of an assigned text and see at least one professionally produced play during the year.

**Prerequisite: Drama II and/or by audition only**

### Chorus

**One unit**

This course is open to all Upper School students who are interested in developing their vocal skills, abilities and musicianship through the study of choral literature from all major periods in music history. Concepts of proper vocal care and technique, sight reading, vocal development and the building of confidence in the voice will be a focus of the course. An emphasis on developing both the student's individual sound and the groups ensemble sound will be emphasized throughout the year as we prepare for concerts, festivals and liturgies. Pianists may audition for this class as an accompanist.

**Prerequisite: Permission of the instructor is required to enroll in this course.**

**Note: Students are required to participate in concerts to earn credit for this course. Concerts are credited as final exams in this course. This course can be repeated for credit.**

### Handbells

**One unit**

This course is open to all Upper School students who are interested in learning about the art of Handbell playing. Previous experience in playing an instrument or the ability to read music is a benefit, but not a requirement. Students will be exposed to music from various genres and periods in music history. The skills and concepts of

playing handbells will be the central focus of the course with an emphasis on developing a sense of ensemble and group musicianship through the preparation of literature for concerts, festivals and liturgies.

**Prerequisite: Permission of the instructor is required to enroll in this course.**

**Note: Students are required to participate in concerts to earn credit for this course. Concerts are credited as final exams in this course. This course can be repeated for credit.**

### **Band**

**One unit**

This course is open to all Upper School students who play a band instrument. Students will work together on a variety of concert band repertoire while studying music appreciation, history and theory. Special attention will be paid to developing musicianship, as well as technical and listening skills that are needed to play together as an ensemble. Pianists may work as part of the ensemble when appropriate, developing their ensemble and accompanying skills. Students will participate in concerts and school liturgies throughout the year.

**Prerequisite: Permission of the instructor is required to enroll in this course.**

**Note: Students are required to participate in concerts to earn credit for this course. Concerts are credited as final exams in this course. This course can be repeated for credit.**

### **Strings**

**One unit**

This course is open to all Upper School students who play a violin, viola or cello. Strings will work in a variety of styles (classical, fiddling, looping techniques), along with music appreciation, history and theory. Special attention will be paid to developing musicianship, as well as technical and listening skills that are needed to play together as an ensemble. Students will participate in concerts and school liturgies throughout the year.

**Prerequisite: Permission of the instructor is required to enroll in this course.**

**Note: Students are required to participate in concerts to earn credit for this course. Concerts are credited as final exams in this course. This course can be repeated for credit.**

### **AP Music Theory**

**One unit**

Advanced Placement Music Theory is open to 3rd and 4th academics interested in a rigorous course of music and musicianship. The course covers the rudiments of western tonal theory that governs music between about 1650 and 1900. The course will develop students' aural musicianship skills including melodic, rhythmic and harmonic dictation, ear training, and sight singing, as well as written skills such as formal score analysis, harmonic analysis, figured bass realization and part writing. The course will successfully prepare students for the Advanced Placement Music Theory test in May.

**Prerequisite: Basic knowledge of note reading, completion of short diagnostic quiz and permission of instructor. *This course is offered online through One Schoolhouse.***

## World Languages

Language study at Stone Ridge ignites commitment in each student to bring change to the world with confidence, respect, and cultural understanding.

In the classroom, we immerse the students in another culture and language every day. Beginning with the basic vocabulary and grammar and proceeding to more sophisticated structures, we base our instruction on the five goals of language acquisition: communication, culture, connection, comparison, and community. The department incorporates technology through the extensive use of the internet as well as online text.

The minimum requirement for graduation is **three consecutive years** of one foreign language. Students who have successfully completed the first year level in middle school and who continue and successfully complete the next two levels of the same language finish their foreign language requirement at the end of their Second Academic year. However, because many colleges expect four consecutive years of foreign language study at the Upper School level, students are strongly encouraged to continue their foreign language for four years.

### Course Offerings by Language

| French                            |                                     | Spanish   |                          |                           |                            | Latin          |                |
|-----------------------------------|-------------------------------------|---|--------------------------|---------------------------|----------------------------|----------------|----------------|
| French I<br>↓                     |                                     | Spanish I<br>↓                                  |                          |                           |                            | Latin I<br>↓   |                |
| French II<br>↓                    |                                     | Spanish II<br>↓                                 |                          |                           |                            | Latin II<br>↓  |                |
| French III<br>↙↘                  |                                     | Spanish for Heritage Speakers/Spanish III<br>↙↘ |                          |                           |                            | Latin III<br>↓ |                |
| French IV<br>↓                    | AP French Language and Culture<br>↓ | Spanish IV<br>↙↘                                |                          | AP Spanish Language<br>↙↘ |                            | Latin IV<br>↓  | AP Latin<br>↓  |
| AP French Language and Culture or | Honors French Seminar               | Honors Spanish V                                | AP Spanish Language<br>↓ | Honors Spanish V          | AP Spanish Literature<br>↓ | AP Latin<br>↓  | Latin IV<br>↓  |
| Honors French V                   |                                     |   | AP Spanish Literature    |                           | Honors Spanish Seminar     | Honors Latin V | Honors Latin V |

## **French**

### **French I**

**One unit**

This course develops the use of fundamental language skills used in listening, speaking, reading and writing. Students learn to express ideas in the present, the past and the near future using basic structures and vocabulary related to daily-life topics. Extensive communicative practice is provided through varied oral and written exercises in meaningful situations and personalized contexts. Students build cultural awareness of the French-speaking world through videos, music, presentations, readings and discussions. The class is conducted in French.

### **French II**

**One unit**

This course completes the study of fundamental grammar structures and vocabulary begun in French I. Students learn to express ideas, actions and thoughts in the present, past, and future. Students also learn to express opinions, recommendations, doubts and preferences in the subjunctive mood. Students continue to learn about Francophone culture, civilization, geography and traditions. Communication, both written and spoken, is practiced using authentic materials that provide cultural information and insights. The class is conducted in French.

**Prerequisite: French I or by department approval**

### **French III**

**One unit**

In this course, students reinforce and solidify basic structures and vocabulary seen in levels 1 and 2, as well as explore more complex and sophisticated forms of expression in French. Students are introduced to works by authors and filmmakers throughout the Francophone world, to help them appreciate and understand the world's cultural richness while increasing their level of linguistic proficiency. The course is conducted in French.

**Prerequisite: French II and departmental approval**

### **French IV**

**One unit**

This upper level course allows students to solidify syntactic structures and broaden vocabulary through the reading, analysis and interpretation of short stories, poetry, music, films, interviews and articles. Students polish their speaking, listening, reading and writing skills and continue to grow their awareness of Francophone cultures. Students generate a portfolio of creative formative and summative assessments throughout the academic year. The course is conducted in French.

**Prerequisite: French III and departmental approval**

### **Honors French V**

**✓One unit**

This upper level course inspires students to continue to explore the thoughts, writings and artistic productions of the great minds and associated cultures of the Francophone world. The goal of this course is to increase linguistic proficiency and to deepen appreciation for cultural nuances inherent in the works examined. Students generate a portfolio of creative formative and summative assessments throughout the academic year. The course is conducted in French.

**Prerequisite: French IV and departmental approval**

### **AP French Language and Culture**

**AP, One unit**

The Advanced Placement French Language and Culture course prepares students for the AP French Language and Culture Exam. This course promotes proficiency in French and enables students to explore culture in contemporary and historical contexts. Some topics included are family and modern life, current global themes, and cultural practices and perspectives.

**Prerequisite: French III or French IV and departmental approval**

### **Honors French Seminar**

**Honors, One unit**

This course will allow the student to delve deeply into French and Francophone cultures through many lenses:



literature, art and architecture, classical and modern music, etc. Teacher will take into account the interests of the students in creating the list of works under consideration.

**Prerequisite: AP French Language and a score of 3 or higher on the AP French Language Exam.**

## **Spanish**

### **Spanish I**

**One unit**

This course develops the use of fundamental language skills used in listening, speaking, reading and writing. Students learn to express ideas in the present, the past and the near future using basic structures and vocabulary related to daily-life topics. Extensive communicative practice is provided through varied oral and written exercises in meaningful situations and personalized contexts. Students build cultural awareness of the Spanish-speaking world through videos, presentations, readings and discussions. The class is conducted in Spanish.

### **Spanish II**

**One unit**

This course completes the study of fundamental grammar structures and vocabulary begun in Spanish I. Students learn to express ideas, actions and thoughts in the present, past, and future. Students also learn to express opinions, recommendations, doubts and preferences in the subjunctive mood. Students continue to learn about Spanish-speaking culture, civilization, geography and traditions. Communication, both written and spoken, is practiced using authentic materials that provide cultural information and insights. The class is conducted in Spanish.

**Prerequisite: Spanish I or by departmental approval**

### **Spanish for Heritage Speakers**

**One unit**

This class is designed for students who have experience with the Spanish language in an informal setting. The purpose of this course is to provide students with formal study of the syntax, spelling, accentuation and written conventions of the Spanish language. In addition to developing a solid grammatical foundation, students will learn the essential concepts of critical reading and effective writing by examining essays, poems, stories, and short films from a variety of Hispanic authors and thinkers. The level of the course will be tailored to meet the needs of the students. This course is taught in Spanish. **Prerequisite: Placement test and departmental approval**

### **Spanish III**

**One unit**

In this course, students reinforce and solidify basic structures and vocabulary seen in levels 1 and 2, as well as explore more complex and sophisticated forms of expression in Spanish. Students are introduced to works by authors and filmmakers throughout the Spanish-speaking world, to help them appreciate and understand the world's cultural richness while increasing their level of linguistic proficiency. The course is conducted in Spanish.

**Prerequisite: Spanish II and departmental approval**

### **Spanish IV**

**One unit**

This upper level course allows students to solidify syntactic structures and broaden vocabulary through the reading, analysis and interpretation of short stories, poetry, music, films, interviews and articles. Students polish their speaking, listening, reading and writing skills and continue to grow their awareness of Spanish-speaking cultures. Students generate a portfolio of creative formative and summative assessments throughout the academic year. The course is conducted in Spanish.

**Prerequisite: Spanish III and departmental approval**

### **Honors Spanish V**

**One unit**

This upper level course inspires students to continue to explore the thoughts, writings and artistic productions of the great minds and associated cultures of the Spanish speaking world. The goal of this course is to increase linguistic proficiency and to deepen appreciation for cultural nuances inherent in the works examined. Students generate a portfolio of creative formative and summative assessments throughout the academic year. The course is conducted in Spanish.

**Prerequisite: Spanish IV and departmental approval**

**AP Spanish Language and Culture**

**AP, One unit**

The Advanced Placement Spanish Language and Culture course prepares students for the AP Spanish Language and Culture Exam. This course promotes proficiency in Spanish and enables students to explore culture in contemporary and historical contexts. Some topics included are family and modern life, current global themes, and cultural practices and perspectives.

**Prerequisite: Spanish for Heritage Speakers, Spanish III or IV and departmental approval**

**AP Spanish Literature and Culture**

**AP, One unit**

This course prepares students to complete the AP Spanish Literature and Culture Examination. Students explore masterpieces of all literary genres by Spanish and Latin American authors from the Middle Ages to the present day. Students encounter diverse ways of experiencing life through the lens of writers from around the Spanish-speaking world.

**Prerequisite: AP Spanish Language and a score of 3 or higher on the AP Spanish Language Exam**

**Honors Spanish Seminar**

**One unit**

This course is offered to students who have completed the AP Spanish Literature course. The main prerequisite is love of language and the desire to study works of the most engaging writers, artists and thinkers of Spain and Latin America. This course may not be offered every year.

**Prerequisite: AP Spanish Literature and a score of 3 or higher on the AP Spanish Literature Exam**

## Latin

### Latin I

One unit

This course is an introduction to Latin syntax, grammar, and vocabulary. In addition to their language study, students investigate various aspects of Roman culture, mythology, and literature. Particular emphasis is given to Latin's role as a root language for English and other Romance languages. During this course students will read units I and II of the Cambridge Latin series as well as several supplementary primary and secondary sources. The goal of Latin I is to provide a solid foundation for further Latin study and to foster an appreciation of Latin's influence on the English language and world civilization.

### Latin II

One unit

This is the second year of the Latin curriculum. In the first year, students established the basic Latin verb and noun forms and their functions. In this course, students build on that foundation and learn the grammatical concepts that are the basis for complex sentences and eventually start to read authentic and original Latin sources. In addition to their language study, students will investigate a wide variety of cultural topics such as Roman comedy, the Roman military, and the art and architecture of Rome itself. Our readings will be conducted primarily in Unit III of the Cambridge Latin course with several additional primary sources.

**Prerequisite: Latin I or by departmental approval**

### Latin III

One unit

In this course, students leave behind their textbooks and venture into the world of original Latin sources. The first semester is an introduction to Latin prose writing. For this semester, students read adapted selections from a variety of prose authors and a section of Caesar's *De Bello Gallico*, a chronicle of Caesar's campaigns against the Gauls in the 1<sup>st</sup> century B.C. Students focus on obtaining proficiency in reading Latin prose, as well as using the primary material, along with other sources in translation, to discuss and analyze this crucial historical period. In the second semester, students are introduced to Latin poetry through the works of Ovid and Catullus. In Ovid's *Metamorphoses* students read the story of Daphne and Apollo, and for Catullus students read a selection of the author's love poetry. Once again, the focus of the semester is on developing translation skills. Secondary topics include discussions on Latin love poetry as a genre, the role of the poet in Roman society, and the role of Latin poetry in the western literary tradition.

**Prerequisite: Latin II and departmental approval.**

### Latin IV

One Unit

This course is an advanced exploration of Latin prose and poetry. Students read several Latin authors, including but not limited to Horace, Ovid, and Cicero. Through project based inquiry students investigate these seminal authors. Particular emphasis is placed on the analysis of secondary sources and developing a comprehensive appreciation of the scope and impact of Latin literature on subsequent generations. Students are expected to read our primary sources at a pace similar to the AP curriculum, but without the pressure of the test prep unique to the AP course.

**Prerequisite: Latin III and departmental approval or AP Latin.**

### AP Latin

AP, One unit

The AP Latin course is a deep dive into two of the seminal works of Western Literature: Vergil's *Aeneid* and Caesar's *De Bello Gallico*. In this course students read the AP syllabus selections from both authors in Latin and in English. The goal of our course is to achieve fluency in the language and style of these classical authors and then use that ability to analyze and discuss the texts in all their glory. This provides an unparalleled window into Roman political and social culture at the end of the 1<sup>st</sup> century BC.

**Prerequisite: Latin III or Latin IV and departmental approval**

## Special Programs

### Social Action Program

Rooted in Goal Three of Sacred Heart Education, the Social Action program is a comprehensive service learning program that is central to the Upper School experience. Through preparation, action, and reflection, Social Action cultivates critical consciousness of issues of justice, inculcates a life-long commitment to service, and develops students' potential for leadership in building and maintaining just partnerships.

The program takes place every other Wednesday for the full day as delineated on the school calendar. Each student must participate in all three components of Social Action—namely learning, experience and reflection. The learning and reflection periods provide opportunities to prepare for and evaluate the Social Action experience in light of the Christian faith.

#### First Academic: Orientation to Social Action

- Students learn about the six major Areas of Social Action – Care and Concern for the Elderly, Understanding Disabilities, Stewardship of the Environment, Human Rights, Childcare & Education, and Poverty & Homelessness. Guided by 4<sup>th</sup> Ac Social Action Leaders, students get a mix of on-campus learning and off-campus experience.

#### Second Academic: Introduction to Partnerships

- Students visit a different site each Social Action Day to develop an understanding of the variety of direct service and advocacy opportunities.

#### Third Academic: Partnerships I

- Students express a preference for working in a particular Area of Social Action and return to a single site throughout the year. Traveling by car, Metro, or bus in groups of 2 to 12, students are not only able to develop the habit of direct service but also to build relationships with the staff and clients at each organization.

#### Fourth Academic: Partnerships II

- Students express a preference for working at a particular site and return to it throughout the year. In addition to this, 4<sup>th</sup> Ac students may apply to serve as a Social Action Leader.

Transportation is provided by teachers, charter busses, and public transportation. Two graduation credits are earned through satisfactorily participating in Social Action according to the criteria of this program.

## Exchange Program

Students have the opportunity to participate in an exchange program with other Sacred Heart schools in the United States and abroad. Exchange is facilitated by the common goals shared by Network schools and by personal bonds among the faculty members and students.

The exchange program offers students an opportunity to broaden their horizons by sharing in the life of another Sacred Heart school and experiencing the cultures of other parts of their own country and of the wider world. The program aspires to prepare students for living in the “global village” which is already their de facto milieu. Exchange students follow courses chosen to approximate what they would be taking at home, but they frequently find a course or program of interest which is not available here. They may live as resident students when attending boarding schools or with host families in order to attend day schools.

A student wishing to go on exchange should speak with the Network Exchange Coordinator in the second semester of their First Academic Year. The student must be in good academic standing with an average of B+ or higher in all of her courses, and be known to be cooperative and able to be a good representative of Stone Ridge.

## Fourth Academic Internships

In the spring semester, Fourth Academic students participate in the Alumnae-Fourth Academic Internship Program. The alumnae of the Washington, DC, metropolitan area offer the opportunity for the Fourth Academic students to experience a job setting and meet professionals in a particular field. The Internship is a graduation requirement.

The Alumnae Office is responsible for planning and implementing this program. The office assists each Fourth Academic student with an assessment of her interests and abilities, contacts the supervisors from the designated list, and places the student appropriately. The internship is a full-time commitment for a minimum of two weeks, or a normal 40-hour workweek. The student is responsible for transportation to her site and appropriate dress for a work situation. Upon completion of her internship, each student will give a presentation on campus highlighting her experience.

## Special Services

### Campus Ministry

The Upper School includes an extensive and popular Campus Ministry program. Students assist in planning, writing and sharing in faith-filled activities. The entire program includes four programs: worship, social action, reflection, speakers on peace and justice issues and retreats.

The **worship** life of the school is reflected in school and class liturgies, opportunities for the Sacrament of Reconciliation and Morning Prayer in assembly. Students and the Campus Minister plan the theme, content and music of the liturgies. Priests from nearby parishes and schools are invited to preside at the liturgies.

The **Social Action Program** (described under Special Programs) enables students and faculty members to become involved in service to those in need in the community beyond Stone Ridge. In addition to the weekly program, the Campus Ministry provides additional regular and seasonal opportunities for service. “Fruit and juice” for breakfasts and “snack packs” for dinners, are collected and served once a month at So Others Might Eat soup kitchen (SOME) and projects to serve the hungry, homeless and needy in the area and the world are sponsored, particularly during Lent and Advent.

The **reflection periods** complement the theology program by giving students and faculty a variety of opportunities to experience and express their faith. In addition to liturgies, this time includes prayer, social action reflection, films and speakers relating to peace and justice issues of local, national, or global concern to Christians as well as exploration of other religious traditions.

An annual day of **retreat** for all classes and faculty members, and a two-day retreat at an area retreat house for Fourth Academic students, provide time for each student to deepen her knowledge and love of God. The retreats are directed by the campus ministry team who collaborate in planning with faculty members. Typical activities include talks, small group discussions, films and an opportunity for the Sacrament of Reconciliation.

### Student Support

While supporting all Sacred Heart Goals, the Student Support Team, which comprises itself of two Upper School Counselors and a Learning Specialist, focuses on personal growth in an atmosphere of wise freedom (Goal V).

The Upper School Counselors’ primary focus is to provide direct short-term counseling assistance to students experiencing academic or emotional challenges. Counselors also facilitate seminar classes, which are offered to all students as a platform for stimulating personal growth and development through educational facts and discussions on topics that are developmentally relevant to adolescent life. In addition, counselors consult with teachers and parents, provide referrals, and consult with the Upper School Support team in creating strategies for any student in need.

The Learning Specialist supports students in developing strategies for academic success. This includes the facilitation of a Study Skills class for all 1st Academic students. The Learning Specialist serves as a liaison between students, parents, and teachers for those students who have diagnosed learning differences. For these students, additional support is available for developing learning and study strategies. When a student is struggling, the Learning Specialist works with the Upper School Support Team to create a plan for improvement.

## **SEMINAR CLASSES:**

### **First Academic Seminar**

Students will begin to explore the connection between cognition and emotion, communication skills, assertiveness and stress management. These discussions build the foundation for further exploration into life-long decision-making. The second semester addresses topics such as alcohol use, personal safety, human sexuality, eating disorders and cultural identity. One of the underlying themes of the course is that personal growth in self-confidence and self-advocacy is rooted in self-awareness. Various instruments, as well as discussion, will be used to encourage the student to become more self-aware. Additionally, the seminar enables the opportunity to develop a relationship with the School Counselor in a less formal setting. The seminar offers the students an opportunity to form stronger relationships with each other and to discuss pertinent issues.

**Note: This seminar is required for all First Academic students. This seminar meets twice every cycle. Attendance is required. No grade and credit is given.**

### **Second Academic Seminar**

Students will continue to explore social- emotional issues that impact their emotional, intellectual, and spiritual growth, as well as their relation to larger contemporary society. Topics include girls and media images, societal pressures, academic challenges, study strategies, stress management, relational aggression, depression, creativity, and cross- cultural issues. Students will utilize in- class readings and other media on the topics. Seminar style discussion and group projects will be used to deepen self-awareness. Additionally, the seminar enables the opportunity to develop a relationship with the School Counselor in a less formal setting. The seminar offers the students an opportunity to form stronger relationships with each other and to discuss pertinent issues.

**Note: This seminar is required for all Second Academic students. This seminar meets once every cycle. Attendance is required. No grade and credit is given.**

### **Third Academic Seminar**

The focus of the Third Academic Seminar is on stress reduction and management. What is stress? How is the stress response triggered? What are short term and long-term effect of stress? How does stress negatively impact the body? Various relaxation strategies will be taught including progressive relaxation, meditation, visualization, refuting irrational beliefs and time management. Examination of how culture and the media define femininity, masculinity and body image will be examined through video media. Decision-making about risk behaviors, effective coping skills and conflict-resolution will also be presented. This course is the first half of the Third Academic Seminar series.

**Note: This seminar is required for all Third Academic students. This seminar meets once every cycle. Attendance is required. No grade and credit is given.**

### **College Transition Seminar**

The focus of College Transition Seminar is preparation for life beyond high school and entrance to college. Topics include: maintaining focus during the final high school semester, college socialization, personal safety, budgeting, communication with parents, managing current and new friendships, managing college coursework and familiarizing yourself with learning support, health and career resources on campus. The class will utilize individual as well as group exercises, handouts and video media and computer research. This course is the second-half of the Fourth Academic Seminar series.

**Note: This seminar is required for all Fourth Academic students. This seminar meets once every cycle. Attendance is required. No grade and credit is given.**

## Skills Seminars for First Academics

### **Study Skills**

The First Academic Study Skills program focuses on familiarizing students with efficient and effective study skills and time management to help students stay organized. Topics include: note-taking, listening skills, time management, reading for comprehension, test-taking, and memory and concentration. Skills will focus on both computer and non-computer based tools that students can use to become effective life-long learners.

**Note: This seminar is required for all First Academic students. This seminar meets once every cycle. Attendance is required. No grade and credit is given.**

### **Digital Media in the Classroom**

This seminar offers an overall introduction to digital media in the classroom. Starting with a basic introduction to Stone Ridge digital communications systems, students move from the essentials to more advanced uses of digital media at Stone Ridge. Topics include: introduction to electronic communication at Stone Ridge, major operating systems, productivity software, file management, podcasting, working with digital images and video, music creation, and the collaborative nature of Web 2.0 technology. This seminar is intended to provide a level of critical thinking and media literacy to the subject, spark an interest in digital media creation and present students with skills necessary to succeed in today's digital classroom. Students will gain a thorough understanding of the interactive nature of today's technology and how to use the laptop as a tool for learning and expression of ideas.

**Note: This seminar is required for all First Academic students. This seminar meets once every cycle. Attendance is required. No grade and credit is given.**

## College Counseling

The College Counseling program provides individual and group counseling to both students and their parents. The goal of the program is to help each student identify her personal gifts and strengths in order to select a college that serves her needs, enhances her growth and prepares her for the future.

College seminars are offered in the spring of the Third Academic year and the fall of the Fourth Academic year to facilitate the college process. The college counselors will assist and help prepare students in organizing the college search and learning about admissions procedures, college visits and interview techniques. Students will also write the college essay and resume, research colleges online, and analyze data to create an informed and appropriate college list. The College Office also helps identify scholarship opportunities, summer programs, and career goals for interested students.

The College Counseling Office houses resources for students to gather information independently about colleges. Students also have the opportunity to meet with over 120 college representatives who visit Stone Ridge each year. Students are encouraged to gain greater access to college information through the Internet.

### **College Seminar I**

The spring College Seminar for Third Academic students is an introduction to the college process. Topics include discussions and information on standardized testing, essay writing, the resume, research and selection of colleges, college visits, and managing the deadlines and the paperwork of college applications.

**Note: Attendance is required; no grade or credit is given. This course meets once every cycle.**

### **College Seminar II**

This fall follow-up College Seminar is designed for Fourth Academic students to refine and finalize college choices and to prepare applications for college admissions. This seminar runs one period every other week, and it focuses on topics including the college essay, resume, standardized testing, interviewing, managing deadlines and following application procedures.

**Note: Attendance is required, no grade or credit is given. This course meets once every cycle.**





## Four Year Academic Planner

| Department                        | First Academic | Second Academic                          | Third Academic     | Fourth Academic |
|-----------------------------------|----------------|--|--------------------|-----------------|
| English (4)                       |                |  |                    |                 |
| Visual/<br>Performing<br>Arts (2) |                |  |                    |                 |
| World<br>Language (3)             |                |  |                    |                 |
| History (3)                       |                |  |                    |                 |
| Math (4)                          |                |  |                    |                 |
| Science (3)                       |                |  |                    |                 |
| Theology (2)                      | Scripture      | History of<br>Theology and<br>Sacraments | Christian Morality |                 |
| Electives (2)                     |                |  |                    |                 |
| PE (1)                            |                |  |                    |                 |

Total: 22 credits in academic courses, 1 in PE and 2 in Social Action.



