



# SACRED HEART GREENWICH

## Upper School Grades Nine–Twelve

*Grounded in  
tradition...*

*Building for  
the future...*



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### **DEAR PROSPECTIVE SACRED HEART GREENWICH FAMILY,**

The Upper School at Sacred Heart Greenwich prepares students to lead beyond the confines of our campus and to truly become global leaders. We seek multi-faceted students interested in taking control of their academic experiences and digging into our broad extra-curricular offerings to join our community.

As a faith-based school, our students are encouraged to consider the world around themselves and how they can impart change. At Sacred Heart, you'll find that the all-girls environment encourages our students to grow into themselves; to confidently share their abilities, speak up and out, try new things and support one another. Students graduate with a unique combination of academic fundamentals, resilience and an unparalleled moral compass to help them navigate the road ahead.

Academic offerings in the Upper School are designed to meet the needs of individual students through a wide variety of course levels and specialized electives. Our curriculum is constantly updated to meet student interest; this year a new course in anatomy and physiology was added and an anatomage table, also known as a digital cadaver, was purchased for students interested in pursuing coursework in medicine in college. Signature programs such as Senior Seminar in Literature and Thought, the multiple broadcast journalism offerings and our Science Research program elevate our college-preparatory curriculum.

Sacred Heart students gain unique global experience through our network exchange program, thanks to our connection to the international Network of Sacred Heart Schools, and through our Summer Shadow program, which connects students with parents and alumnae in their field of interest. Plus, our campus ministry and service programs offer a variety of travel-based, service learning experiences throughout all four years.

Last year, Upper School students presented their research to astronauts at Cape Canaveral, the field hockey team won the Fairchester Athletic League for the first time in decades, the drama program produced its biggest musical production to date, and students and faculty participated in a Camino de Santiago pilgrimage. Our School is full of risk-takers who succeed thanks to the strength and commitment of our community.

In the following pages you'll learn more about our specific academic offerings, and I'd be happy to personally answer any questions you have about these classes as well as about life in the Upper School at Sacred Heart Greenwich.

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**C**onvent of the Sacred Heart, Greenwich, founded in 1848, is an independent Catholic, college preparatory school for young women from kindergarten through grade 12, with a coed preschool and prekindergarten.

Sacred Heart, steeped in a solid academic tradition, educates women to have independence of judgment, personal freedom, and strength of character so that they can become leaders with broad intellectual and spiritual horizons.

The school welcomes students of all races, socioeconomic backgrounds, and religious beliefs. True to its international heritage, the school provides students with experiences of diversity.

Cultivating prophetic leaders is a compelling commitment of our education, and the entire school community, as a member of the Sacred Heart Network of Schools, is dedicated to the *Goals and Criteria*:

- ◆ A personal and active faith in God;
- ◆ A deep respect for intellectual values;
- ◆ A social awareness which impels to action;
- ◆ The building of community as a Christian value;
- ◆ Personal growth in an atmosphere of wise freedom.

*Approved by the Board of Trustees – September 29, 2014*

## *The Sacred Heart Educational Philosophy*

**T**he School's philosophy emanates from its secure spiritual and educational heritage and from its commitment to meet the challenges of a changing world. The educational goals of Sacred Heart Greenwich direct the student's potential in four areas of growth: religious, intellectual, social and moral. Each student, regardless of her religion, is encouraged to recognize the spiritual dimension of her personality and to grow in a faith that is relevant in today's world.

A challenging curriculum of college preparatory courses fosters broad-based experiences and abilities. Students not only acquire the basic skills to continue their education, but also gain a love of learning and the ability to apply their knowledge to moral, intellectual and social questions.

While focusing on the individual, the School endeavors to develop in each student a concern for others through the sharing of experiences by students and faculty from diverse cultural, ethnic, religious and socioeconomic backgrounds. This manifests itself in community service programs.

All aspects of school life foster intellectual, moral and personal maturation. Students are educated to make value judgments and informed choices in order to become adults who lead lives of personal integrity.

The Upper School program builds upon the solid skills developed in Middle School, while providing the challenges and experiences necessary for college. The program continues to emphasize the hallmarks of the Middle School experience: serious study, education for social responsibility and the development of a strong faith. Each student in the Upper School is expected to take responsibility for her learning, become actively involved in serving the community and develop the skills of independence and decision-making essential for responsible adulthood.

The Upper School program challenges students who possess a wide range of interests and skills. A Sacred Heart Greenwich education provides students with a strong, broad-based college preparatory curriculum, while also providing opportunities for the exploration of special talents and interests through advanced classes, special projects, study abroad, summer programs and independent study.

Emphasizing the connection among the disciplines is also critical to learning at Sacred Heart. Faculty collaboration helps students discover the relevance of all subject areas and the importance of our learning in relationship to society and our daily lives. Interdisciplinary study at Sacred Heart Greenwich is seldom limited to the classroom. Our students are invested in the learning process because they are a part of it: students read primary texts, listen to guest speakers, visit museums, explore nature, volunteer in the community and conduct research at nearby universities and medical institutions.

The Upper School curriculum is designed to help each young woman find her own voice. In doing so, she not only completes her college preparation, but also develops a fuller understanding of the *Goals and Criteria* of a Sacred Heart education, thereby preparing herself for a life of service to the greater community.

Each student plans her course of study for the academic year with the support of her grade-level academic dean, teachers and parents or guardians. The directors of College Guidance are also involved in planning courses of study for senior year. Course levels are chosen according to academic readiness, ability and talent in an academic area. Each student takes between five and eight credits per school year, a combination of required courses and electives. Students and their parents are asked to review the course load to ensure a balance of commitment to academics, extracurricular activities and reflection time. The faculty and administration feel very strongly that students should not create a frenetic pace for themselves by committing to an unrealistic and, possibly, unhealthy workload. College preparatory, honors and advanced placement courses are offered throughout the core curriculum, which is comprised of courses

in mathematics, science, English, history and social sciences, world languages, theology, computer science and the arts. In honors level courses, the core content of the college preparatory course is covered in greater depth and at a faster pace, study is more rigorous, and students are expected to cover additional material and complete special projects.

Advanced Placement courses give students of exceptional ability the opportunity to take college-level courses during their time in the Upper School. Advanced Placement courses follow a college syllabus and require extensive reading and major research expectations, proven ability in the subject, and high levels of discipline, motivation and responsibility. Recommendations for honors and Advanced Placement classes are made after discussions with faculty, careful consideration by each department and review by the grade-level academic dean. These recommendations are based on a number of criteria, which include:

- ◆ Strong grades in previous classes in the department  
(usually B+ or above coming from an honors class or  
A average coming from a college prep class)
- ◆ Strong grades in related disciplines
- ◆ Superior critical thinking and problem-solving skills
- ◆ Consistently strong engagement and work ethic  
(homework, preparation, participation)
- ◆ Criteria particular to the discipline, such as fluency  
in writing and speaking
- ◆ Consideration of overall course load
- ◆ Standardized test scores and percentile rankings where helpful
- ◆ Department chair approval.

In the interest of balance it is recommended that students take no more than three Advanced Placement courses in a given year, however, juniors and seniors may enroll in additional Advanced Placement courses in certain instances with the permission of their academic dean.



## ACADEMIC REQUIREMENTS

To receive a diploma from Sacred Heart, students must complete a minimum of 25 credits.

The suggested timetable is outlined below:

Grade 9	Seven credits
Grade 10	Seven credits
Grade 11	Minimum of six credits
Grade 12	Minimum of five credits

The course of study must include the following 21 credits:

English/Theology	Grade 12, Seminar in Literature and Thought (Required senior course providing one combined English/Theology credit)
English	Grades 9 –11, Three credits
Theology	Grades 9 –11, Three credits
History	Three credits (including one credit in U.S. history)
Mathematics	Three credits
World Languages	Three credits (consecutive years of the same language in the Upper School)
Science	Three credits (including one credit in Biology)
Electives	Two credits from any STEAM (Science, Technology, Engineering, Arts, Mathematics) electives

The remaining four credits must be satisfied with additional electives and/or courses in any discipline.

While completion of these 25 credits is adequate for graduation, course work beyond these requirements is highly recommended. With this in mind, each student's schedule is planned very carefully in conjunction with her grade-level academic dean, and the directors of College Guidance.

## PHYSICAL EDUCATION/HEALTH REQUIREMENTS

Students must complete two years of physical education and two years of health as outlined below:

Grade 9	Physical education
Grade 10	Health
Grade 11	Physical education
Grade 12	Health

## COMMUNITY SERVICE REQUIREMENT

Students must complete 100 hours in community service divided into yearly requirements of 25 hours.



## THE ARTS

Through the arts curriculum, Upper School students learn valuable work habits and life skills necessary for the 21st-century workforce. They learn to communicate visually and express themselves creatively through drawing and painting, mixed media, photography, theater, and music. On a regular basis, students utilize critical thinking skills and collaboration. Whether they are critiquing a painting or working together to play a Bach chorale, they are able to describe, analyze, interpret, and make informed judgments in order to solve problems individually and as a group. Each student has unique gifts and talents and through the arts they are given a creative voice.

### **Foundations of Art**

*Year course: 1 credit*

This, or previous art study at the high school level, is a prerequisite for all other studio art courses. This course explores the elements of art and the principles of design and relates them to respective disciplines using a variety of media. Students learn basic skills in drawing, painting, printmaking, and sculpture. They work towards visual literacy as they discover areas of personal strength, enjoyment and satisfaction. Projects focus on process, problem solving skills, and collaboration. The course includes historical and cultural information as it pertains to each discipline. Students learn to use the language of art in class critiques, as they explore the many ways images create meaning. Their artwork will be exhibited throughout the school year.

### **Ceramics**

*Semester course (Fall): ½ credit*

Ceramics provides an introduction to ceramic forming techniques and three-dimensional design. Students will learn about clay properties and ways it can be formed, fired and glazed into functional and sculptural works of art. Emphasis will be placed on basic hand-building and wheel throwing skills including, coil building, slip and scoring, slab construction, pinch construction, trimming, glazing and firing. Instruction will include demonstrations of technique and assignments that invite creative

expression and have technical learning objections. Periodically, students will view slides informing about the cultural and historical roots of ceramics, as well as contemporary ceramic practices.

### **Printmaking**

*Semester course (spring) ½ credit*

This course will introduce each of the major printmaking processes, including relief and intaglio. Students will develop an understanding of printmaking concepts such as positive and negative space, mirror transfers, registration, and working with various inks and papers. Students will explore a variety of ways to make prints both by hand and using the printing press. Emphasis will be placed on experimentation, problem solving, and creative expression. Periodically throughout the semester, slides will be viewed, teaching about historical and contemporary printmaking artists.

### **Drawing and Painting I, II**

*Year courses: 1 credit*

*Prerequisites: Foundations of Art, Drawing and Painting I*

Students will study a variety of materials focusing on accuracy and realism in drawing with a natural progression to color and painting. Through various projects, they will become proficient in the use of line, values and color while developing personal expression. Experiences will include drawing and painting landscapes, self-portraits and still-life arrangements from direct observation. Students will also explore printmaking, mixed media and painting abstractions with an emphasis on composition and color use. Students will study contemporary art, as well as historic styles of painting. In order to build artistic language and problem solving skills, students will participate in class critiques and analyses of famous paintings. There will be many opportunities for exhibiting artwork throughout the year.

### **Design I, II (Grades 10, 11, 12)**

*Year courses: 1 credit*

In this course, students will explore a variety of media through specific projects, while focusing on design principles of balance, unity, contrast, emphasis, pattern, and movement. Students will work with clay,

paint, paper, textiles, and digital media to create three-dimensional, as well as two-dimensional pieces. They will explore typography in creating logo designs and posters for visual communication. Surface designs and patterns will be studied as well. Students will investigate design in formal works of art, architecture, fashion design, and cultural symbols as well as study the history of design and contemporary designers. Through a variety of projects students will learn the skills of critical thinking, creativity, collaboration, and communication.

### **Advanced Portfolio I**

*Year course: 1 credit*

*Prerequisite: Drawing and Painting*

Students will build on the skills learned in Drawing and Painting, while creating works based on individual style and personal expression. The focus will be on developing meaning in their work, while maintaining accuracy. Students will explore and research various styles of paintings, subjects and materials. They will be encouraged to achieve their own personal style of painting by looking at the world as an artist, making new discoveries, problem solving, and taking risks in art making. Students will work at individual levels of skill, while developing a portfolio for college admission and/or preparing for the Advanced Placement Art and Design portfolio to be submitted to the Advanced Placement College Board at the end of senior year.

### **Advanced Portfolio II**

*Year course: 1 credit*

*Prerequisite: Advanced Portfolio I*

This course is for students who do not want to submit a portfolio for Advanced Placement Art and Design, but would like to continue to study art in senior year. Students will build on what they have learned in Advanced Portfolio I and continue to develop a personal style, participate in group critiques, and study historical and contemporary artists. They will have guided instruction, as well as work independently, to explore topics and media that are of particular interest to them. Students will have an opportunity to develop a portfolio for college admission.

### **Advanced Placement Art and Design – Drawing or 2-D Design**

*Year course: 1 credit*

*Prerequisites: Advanced Portfolio I and permission of the Arts Department through a portfolio review*

This class is for serious art students who would like an opportunity to develop mastery in the skills and concepts of an introductory college art course. Students will learn that creating art is an ongoing process, as they explore and develop interests, investigate ideas, and create their portfolios. They will learn to take risks, problem solve and make informed decisions in developing a concentration of work. Students will conduct an in-depth, sustained investigation of materials, processes, and ideas as well as articulate, in writing, information about their work. Students can choose to submit a portfolio in Drawing or 2-D Design in a variety of media including photography. The course will conclude with the submission of a portfolio to the Advanced Placement College Board in May. Acceptance into this course is dependent upon a portfolio review by the department, as well as submission of a summer assignment.

### **Photography I**

*Year course: 1 credit*

Students learn to use their 35mm camera, develop negatives, enlarge and mount prints for presentation. Emphasis is on making strong pictures and the ability to engage in positive critique. Design principles are applied to photography. Various themes and concepts are studied. Students learn the technical aspects of photography, including computer applications and the fundamentals of Photoshop software. Historically important photographers are studied, and students are encouraged to visit museums and exhibits.

### **Photography II and III**

*Year course: 1 credit*

*Prerequisites: Photography I and/or II*

In addition to improving traditional photographic techniques, students learn advanced technical data, including the use of digital cameras and scanners, Photoshop and InDesign software for computer applications. Further development of a keen aesthetic eye

and use of strong and original composition, along with continued exposure to important photographers, combine to aid the students in achieving a personal vision and style. Students assemble a final portfolio, visual narratives or handmade books of presentation-quality prints. These are suitable for college interviews and fulfill portfolio requirements.

### **Advanced Portfolio – Photography**

*Year course: 1 credit*

*Prerequisites: Photography I and II*

This course enables students to develop mastery in concept, composition and execution of a portfolio in photography. This year of study primarily involves the development of the breadth section of the Advanced Placement Studio Art 2-D portfolio in photography. During this year, students will be referencing principles and elements of design, when assessing each assignment. The students will learn the following elements of design: line, shape, direction, size, texture, and color and value, in addition to the principles of design: balance, gradation, repetition, contrast, harmony, dominance, and unity. Study will include a variety of printing formats, as well as the exploration of contemporary photographers, photographic themes in history, photographic composition, and artist statements. The focus of this course will be developing work for the Advanced Placement Art and Design portfolio for submission to the Advanced Placement College Board at the end of senior year.

### **Advanced Placement Art and Design – 2-D Design, Photography**

*Year course: 1 credit*

*Prerequisites: Advanced Portfolio – Photography and permission of the Arts Department through a portfolio review*

This course is designed for students who have a serious interest in photography. It is a challenging, college level course that requires dedication to completing a portfolio of work. Students will work in the traditional methods of photography, as well as explore mixed media materials, printmaking, and computer-generated images, while focusing on developing a theme for a

concentration or body of related works. The students will work independently to conduct an in-depth, sustained investigation of materials, processes, and ideas as well as articulate, in writing, information about their work. The course will conclude with the submission of a portfolio to the AP College Board in May.

### **Advanced Placement Art History (Grade 12)**

*Year course: 1 credit*

*Prerequisite: Fulfillment of Advanced Placement policy*

This course will present an intensive survey of the history of art (both Western and nonWestern) from prehistory to the present day. Emphasis will be placed on discussing works in their social and historical contexts. Various theoretical approaches to art (i.e. formalist, Marxist, feminist) will also be engaged.

Students will learn how to discuss, analyze and write extensively about works of art, in preparation for the Advanced Placement exam. Field trips to major museums, art galleries and private collections in Manhattan will also be offered. No prior knowledge of art history is required.

### **Advanced Placement Music Theory**

*Year course: 1 credit*

*Prerequisite: Fulfillment of Advanced Placement policy*

The AP Music Theory class is designed to prepare students in the areas of music theory, analysis and ear training. The course is ideal for the serious music student who plans to further their musical studies at the postsecondary level or perhaps pursue a career in music, but it is open to any experienced musician who desires to know more about how music is put together. It is the goal for the AP Music Theory student to recognize, understand and describe the basic processes of music that are heard or presented in a score. It is assumed that the student entering in this course has some previous musical training and can perform at an intermediate or advanced level, and is fluent in reading musical notation. At the end of the course, students will be prepared to sit for the Advanced Placement Music Theory exam in May. This course is offered through SophieConnect in 2019 -2020.

## **Theatre I**

*Year course: 1 credit*

This year-long exploration of theatre focuses on three main areas of study: acting, playwriting, and theatrical production. The Theatre I course is designed to familiarize students with the basic elements of drama by taking a hands-on approach and encouraging students to think creatively and work collaboratively. Projects include preparing monologues for performance, blocking and rehearsing Shakespeare scenes, and writing individual one-act plays. In addition to the main units of study, throughout the year, this course incorporates the study of theatre history, theatre theory, world theatre, performance analysis, and production roles. The aim of Theatre I is to help students build a strong foundation for future work in the performing arts while also serving as a vehicle for increasing confidence and thoughtful artistic expression.

## **Theatre II**

*Year course: 1 credit*

*Prerequisite: Theatre I*

Theatre II is an advanced-level course which will allow students to continue to build upon the foundational theatre skills developed in Theatre I. Students will have the opportunity to explore new aspects of theatre, including classical acting, directing, and dramaturgy, as well as to guide their own projects based on areas of interest within the discipline. Projects include blocking and staging scenes, composing and workshopping theatrical adaptations, cutting and glossing scripts, and conducting dramaturgical research to share in a rehearsal room. This course encourages students to gain a more mature understanding of theatre through hands-on work and foster personal growth through self-directed study. In addition to the main units of study, throughout the year, this course will incorporate the study of theatre history, theatre theory, world theatre, performance analysis, and production roles. Theatre II is designed to encourage collaboration among peers across course levels, mirroring a real-world theatrical environment. The goal of Theatre II is to help students become more experienced and confident theatre practitioners.

## **Theatre III Honors**

*Year course: 1 credit*

*Prerequisite: Theatre II*

Theatre III is a course designed for advanced students who wish to focus their study on specific areas of theatrical production. Students, who have gained foundational understanding of many elements of theatre in their Theatre I and II courses, will choose to focus on particular areas of interest and create in-depth, high level work. Advanced projects may include, for example, writing and editing a full-length play, blocking and staging theatre pieces for performance, creating tangible design work, concentrated character development and audition preparation, or cutting and dramaturging a complete work. Regardless of their concentration, Theatre III students are also asked to practice concept-driven directing, reading and annotating a script, conceiving of a vision for an original production, and communicating this vision to a full production team. In this course, students develop an understanding of theatre criticism and a strong performance analysis vocabulary. Options for areas of concentration include acting, directing, dramaturgy, stage management, scenic painting, playwriting, choreography, theatre history, producing, as well as set, lighting, and costume design. Students will have the opportunity to gain experience within multiple chosen fields of study and to work collaboratively with their peers.

## **Theatre IV Honors**

*Year course: 1 credit*

*Prerequisite: Theatre III*

This senior-level course is the most advanced elective offered in the Upper School Theatre program. Theatre IV students are given the freedom and space to continue growing in their particular areas of concentration within the world of theatre. They are asked to take responsibility not only for their own ongoing high-level projects but also to begin to collaborate with other advanced students and share their developing expertise. For example, students in this course are asked to prepare a lesson for the class from their area of concentration as a means of sharing their knowledge and mastery. This lesson may take the form of, for

example, a practical tutorial in old-age makeup for the stage, a demonstration of how to create an effective stage management prompt book, a dramaturgical or playwriting exercise aimed at conveying some important skill, or a presentation on a specific element of theatre history. Theatre IV students, who have explored many elements of theatre in their Theatre I, Theatre II, and Theatre III courses, will have the chance to create sophisticated work and to find opportunities to share this work in a meaningful way. Drama IV students are asked to take on leadership roles in mounting productions, workshops, and exercises to share with the larger school community. Options for areas of concentration include acting, directing, dramaturgy, stage management, scenic painting, playwriting, choreography, theatre history, producing, as well as set, lighting, and costume design.

### **Upper School Chorus**

*Year course: ½ credit*

The Upper School Chorus class is designed to train students in the art of vocal and choral singing. Students will sing various styles of music such as classical, jazz, spirituals, Broadway, and pop. In this class the girls will be learning music for performances as well as learning sight-singing techniques, ear training, proper vowel production, breath support, diction, cantoring techniques, and the fundamentals of reading choral music. This class is a prerequisite for those interested in joining the Madrigals.

### **Madrigals**

*Year course: 1 credit*

*Prerequisites: Chorus experience and audition*

In the spring and fall, auditions will be scheduled for students interested in this elite singing group. The Madrigals maintain a full schedule of performances at School functions and off-campus events. The group performs at the Christmas Concert, Mother-Daughter Liturgy, Graduation, Spring Concert, and at various community service events, in addition to campus

liturgies. Beginning in 2009, the spring vacation has provided the Madrigals the opportunity to visit Network schools and perform in Austria, France, England, and Germany. This has continued every other year. A highlight was performing for the Religious of the Society of the Sacred Heart at St. Nicholas Church at Digby Stuart College, in Cottesmore, England. The Madrigals have performed with singing groups from other schools, including Trinity Pawling, Brunswick School and Xavier High School. A primary objective of the Madrigals is to achieve the highest artistic goals possible. Members explore a variety of songs from different musical styles and sing music ranging from unison to five parts. They train in vocal and choral technique at an intermediate to advanced level. There are four rehearsals per cycle with additional rehearsals as needed.

### **Orchestra**

*Year course: ½ credit*

Orchestra is for students interested in enriched instrumental performance opportunities that feature music ranging from liturgical and classical to contemporary. This class also enhances the student's ability to read music, play major and minor scales and interpret key signatures, time signatures, rhythms, intervals, and phrasing. Each student will be expected to care for and maintain her own instrument. The ensemble will perform at School liturgies, chapels and events, with major performances scheduled in winter and spring.

### **Upper School Handbell Choir**

*Non-credit activity*

The handbell choir is open to all Upper School students, and no experience is necessary. The choir rehearses once weekly before school and performs at the annual Christmas Concert, the Celebration of the Arts and liturgies throughout the year. Students will learn proper bell-ringing technique, note reading, rhythm, and ensemble performance.



## ENGLISH

The English curriculum engages classic and contemporary texts from the literary traditions of America, Great Britain, and a wide range of cultures from around the globe. Its goal is to develop and refine skills in reading, writing, speaking, listening and critical thinking.

### Foundations of Literature and Composition (Grade 9)

*Year course: 1 credit*

This course explores a selection of novels, myths, plays, films, and poems, united by the theme of the heroic journey. The year begins with Charlotte Brontë's *Jane Eyre*, Anzia Yezierska's *Bread Givers* and Jhumpa Lahiri's *Interpreter of Maladies*. In the second semester, students read *Sir Gawain and the Green Knight*, portions of Homer's *Odyssey*, Salman Rushdie's *Haroun and the Sea of Stories*, and Shakespeare's *Romeo and Juliet*. The year concludes with a robust unit on lyric poetry. Dramatic enactments, collaborative presentations, and creative projects complement the reading. Students focus on skills of close reading in writing creative, reflective and analytical essays. Assignments emphasize the writing process, from brainstorming to drafting to revising. The course also teaches grammar through the Grammar and Writing eForum, a flipped-classroom approach that combines e-learning and in-class instruction, reinforcement, and application of skills. Students build vocabulary through their own exploration of words in the context of literary works. In Foundations of Literature and Composition, students will find their voices as resourceful critical readers and thinkers and deepen their skills as writers.

### English Literature and Composition (Grade 10)

*Year course: 1 credit*

This course will examine a variety of genres from British and world literature. The year begins with an interdisciplinary unit involving art, literature and European history, focused on Susan Vreeland's study of Vermeer's painting, "Girl in Hyacinth Blue." Students then explore themes relating to the tragic hero,

Romanticism, social and cultural conflict and the place of women in various time periods, as seen in the likely following texts: Sophocles' *Oedipus Rex* or *Antigone*, Shakespeare's *Macbeth*, Mary Shelley's *Frankenstein*, Achebe's *Things Fall Apart*, Adichie's *Purple Hibiscus*, and selected short stories and poetry by writers from various world cultures. Students will study the elements of fiction, drama, poetry, and nonfiction. Academic essay writing (analytical/argumentative), creative writing, reading responses, journaling, blog writing, grammar, language conventions, and vocabulary study will be addressed throughout the year.

### English Literature and Composition Honors (Grade 10)

*Year course: 1 credit*

*Prerequisite: Fulfillment of Honors placement policy*  
English Literature and Composition Honors is similar to the college preparatory course, but expectations are more demanding. The department recommends students who have demonstrated high proficiency and competence in abstract reasoning, critical reading, and academic writing in the ninth-grade English course. Students will investigate scholarly readings; historical contexts; literary theory and movements; literary criticism; and authors' intent, style, and technique. Whenever possible, additional resources enable cross-disciplinary connections with the tenth-grade World History, Theology, and other courses. Texts offer a broader range, and students engage in close-reading techniques, in-depth literary analysis and interpretation, and student-centered Harkness style discussion. Readings may include Sophocles' *Oedipus Rex* and *Antigone*, Shakespeare's *Macbeth*, Shelley's *Frankenstein*, Coleridge's *The Rime of the Ancient Mariner*, Austen's *Pride and Prejudice*, Ibsen's *A Doll's House*, Achebe's *Things Fall Apart*, and Adichie's *Purple Hibiscus*.

### American Literature (Grade 11)

*Year course: 1 credit*

American Literature is a year-long course devoted to a focused, thematic study of essential selected writers, diverse voices, and genres. Main texts may

include Nathaniel Hawthorne's *The Blithedale Romance*, Kate Chopin's *The Awakening*, F. Scott Fitzgerald's *The Great Gatsby*, Lorraine Hansberry's *A Raisin in the Sun*, and a selection of shorter, complementary works. The course empowers students to deepen close-reading skills, critical thinking, collaborative inquiry, academic discourse, and evidence-based argumentation. Students will read deeply, analyze a text carefully, look for and summarize ideological differences, locate points of controversy and causal relationships, form an opinion, develop a thesis, find supporting evidence, systematically construct an argument, and draw conclusions. Frequent writing workshops provide practice in the writing process, from brainstorming and drafting through revision and peer-editing. The course also includes an ongoing study of vocabulary, grammar, and academic language, as well as creative writing and creative projects. Whenever possible, additional scholarly resources enable cross-disciplinary connections to other courses such as U. S. History, Ethics, Science, and Broadcast. The course concludes with a capstone formal Research Paper in literary analysis -- a culmination of students' close-reading, original inquiry, argumentation, and synthesis skills.

### **American Literature Honors (Grade 11)**

*Year course: 1 credit*

*Prerequisite: Fulfillment of Honors placement policy*

American Literature Honors is a year-long course devoted to a chronological and thematic study of essential, selected works from the 17th through the 21st centuries. Texts may include Puritan poetry and memoir, Federalist sermons, Transcendentalist essays, Nathaniel Hawthorne's *The Scarlet Letter*, Mark Twain's *Adventures of Huckleberry Finn*, Kate Chopin's *The Awakening*, F. Scott Fitzgerald's *The Great Gatsby*, Tennessee Williams' *The Glass Menagerie*, and Tim O'Brien's *The Things They Carried*. Selections of complementary shorter works may include those by authors such as Walt Whitman, Emily Dickinson, T. S. Eliot, Langston Hughes, Zora Neale Hurston, Carson McCullers, and Ernest Hemingway. From time to time, Honors students will analyze nonfiction and/or

contemporary writers to further engage in rhetorical analysis and argumentation. Whenever possible, multimedia (websites, music, film) resources will be used to make cross-disciplinary connections. Part of the course involves allowing students to be better consumers of their world, what they read, and what they experience. All students conclude the course with a capstone project, an original Research Paper. Students are held to high standards for close-reading, claim-crafting, synthesis, and analytical writing.

On the advice of the instructor, students who demonstrate such skills will be offered the opportunity to take the Advanced Placement Language and Composition Exam in May.

### **Seminar in Literature and Thought Honors (Grade 12)**

*Year course: 1 credit*

*Required of all seniors*

This capstone course culminates a student's experience at Sacred Heart Greenwich and is cross-listed with Theology. In this discussion-based seminar focusing on texts from many fields, students explore profound questions about life emerging from three major topic areas: Faith and Reason; Human Nature and Identity; and Justice, Service, and Global Awareness. They read extensively in literature from Shakespeare to Flannery O'Connor, in philosophy from Plato to Sartre, in texts related to social justice from Thoreau to Martin Luther King, Jr. and in a broad range of theological texts. While the course is widely interdisciplinary in content, the animating questions of the seminar are richly theological and philosophical in nature. The course will proceed along two trajectories: an engagement with an increasingly interconnected world in the 21st century, and an examination of important texts and issues from Western culture, ranging from classical philosophy to contemporary theology to recent memoir. Classes are small and revolve around Harkness-style discussion. Each student's experience culminates in a major paper grounded in service-learning and is both academic and reflective in nature. This project finishes with a presentation to upper school students and faculty.



## **AP English Literature and Advanced Studies in Literature (Grade 12)**

*Year course: 1 credit*

*Prerequisites: Fulfillment of Honors and AP placement policy*

The AP English and Advanced Studies in Literature course emphasizes critical thinking, close reading, and rhetorical strategies for effective writing for different audiences. Analytical, argumentative, and creative writing, reading responses, film study, and student-centered inquiry form the foundation of this inherently cross-disciplinary course, which relies upon Harkness style seminar discussions. Students will investigate scholarly readings; historical contexts; literary theory and movements; literary criticism; and authors' intent, style, and technique. Frequent practice in crafting energetic, detailed, timed writing to prompts will prepare students for fluent college writing. Topic offerings vary from year to year at the choice and discretion of the teacher, and may include:

- ◆ Identity and Difference, Culture and Power
- ◆ Heaven's Gaits: Voices of the Wanderer and the Seeker
- ◆ Home and Away: The Immigration Experience
- ◆ Espionage and Terrorism in Literature and Film
- ◆ Ways of Seeing: the Concept of Beauty Through Many Lenses
- ◆ American Dreams and Nightmares
- ◆ The Peripatetic, the Itinerant, Solitude, and the Pastoral
- ◆ Contemporary World Literature
- ◆ Individual Decade/Era Studies

## **ELECTIVES (NOT FOR ENGLISH CREDIT)**

### **Journalism**

*Year course: 1 elective credit*

Students who are interested in writing and have a strong work ethic are encouraged to enroll. In Journalism, students learn the basic concepts of journalistic writing and ethics by publishing the online student newspaper, *The King Street Chronicle*. Over the course of the year, students learn to write concise news and features stories with strong leads

and an objective point of view. Students write an editorial each semester on a topic of their choice. Strong, relevant editorials are selected for publication. They explore the nuances of writing for both print and digital media. They are required to write at least two articles each semester, a process that entails interviewing sources, conducting outside research into their topic, writing several drafts, and revising for grammar, style, and content. In order to engage in the real-life experience of a 21st century journalist, students also learn to produce videos, podcasts, photographs, and multimedia graphics to complement their online articles. Students manage and participate in the KSC Live Stream program of school events. Students also have the opportunity to apply for editorial positions. The student editorial staff serves as the management team for the publication.

### **Introduction to Filmmaking**

*Year course: 1 elective credit*

Introduction to Filmmaking is an elective course that teaches students the skills needed to write, shoot, produce, and edit their own videos. They create Public Service Announcements, news pieces, documentaries, creative projects, and free-choice projects. Students learn how to operate all of the studio equipment in the David J. Bloom Broadcast Suite. The course teaches students media literacy and how to be critical thinkers when analyzing the media messages that surround them. Students develop their public speaking, writing, and interviewing skills through participation in the program. This course provides students with an introduction to all aspects of production so that they can decide whether they choose to pursue Broadcast Journalism, Creative Filmmaking, or Real World Filmmaking in the future.

### **Broadcast Journalism**

*Year course: 1 elective credit*

*Prerequisite: Intro to Filmmaking*

Advanced Broadcast Journalism is an elective course that teaches students the skills needed to write,

shoot, produce, and edit their own news show, “Today from the Heart.” Students collaborate in a real world, team-based atmosphere to produce broadcasts from the studio. The course provides an in-depth exploration of media literacy. Students continue their study of how to operate equipment, including learning advanced Final Cut Pro editing skills. Students develop their public speaking, writing, and interviewing skills through participation in the program.

### **Advanced Broadcast Journalism Honors**

*Year course: 1 elective credit*

*Prerequisite: Broadcast Journalism*

Advanced Broadcast Journalism is an elective course that teaches students the skills needed to write, shoot, produce, and edit their own news show, “Today from the Heart.” Students play a leadership role in the production of our news show. They learn to collaborate in a real world, team-based atmosphere to produce broadcasts from the studio. The course provides an in-depth exploration of media literacy. Students continue their study of how to operate equipment, including learning advanced Final Cut Pro editing skills. Students develop their public speaking, writing, and interviewing skills through participation in the program.

### **Creative Filmmaking**

*Year Course: 1 elective credit*

*Prerequisite: Intro to Filmmaking*

The Creative Filmmaking courses provide students who want to make short films, music videos, animation, and other creative work with an opportunity to develop these skills. Students in this course are responsible for planning and organizing the Sacred Heart Film Festival as well as submitting their films to outside film festivals. Students also learn critical viewing skills by analyzing the genre, theme, tone, mise-en-scene, cinematography, editing, and acting in films. They created video essays to share what they had learned with the class and gave a presentation to their peers. Students work collaboratively on class projects as well as individual projects.

### **Advanced Creative Filmmaking Honors**

*Year course: 1 elective credit*

*Prerequisite: Creative Filmmaking*

Creative Filmmaking provides students who want to make short films, music videos, experimental videos, animation, and other creative work with an opportunity to develop these skills. Students in this course are the leaders for the Sacred Heart Film Festival as well as submitting their films to outside film festivals. Students work collaboratively on class projects as well as individual projects. Students learn screenwriting and write their own screenplay.

### **Real World Filmmaking**

*Year course: 1 elective credit*

*Prerequisite: Intro to Filmmaking*

Real World Filmmaking provides students with the opportunity to create documentaries, Public Service Announcements, and other non-fiction films. This course allows students to make movies to make a difference. Students are paired up with local non-profit organizations so that they can share their work with a wider audience. They are responsible for planning and organizing the Sacred Heart Film Festival as well as submitting their films to outside film festivals. Students continue to develop their filmmaking skills using DSLR cameras and editing skills using Final Cut Pro software.

### **Advanced Real World Filmmaking Honors**

*Year course: 1 elective credit*

*Prerequisite: Real World Filmmaking*

Advanced Real World Filmmaking provides students with the opportunity to create documentaries, Public Service Announcements (PSA), and other non-fiction films. This course allows students to make movies to make a difference. Students in Advanced Real World Filmmaking are leaders in the course and play a leadership role in the Sacred Heart Film Festival as well as submitting their films to outside film festivals. They are paired up with local non-profit organizations so that they can share their work with a wider audience. Students continue to develop their filmmaking skills using DSLR cameras and editing skills using Final Cut Pro software.

## **HISTORY AND SOCIAL SCIENCES**

The History and Social Sciences Department seeks to foster an understanding of, and appreciation for, the achievements, challenges, and diversity of the world community. A primary aim is to demonstrate the relevance of the subject matter to today's world. In that regard, the department offers courses that examine and analyze historical trends, and integrate the political, economic, social, and intellectual developments of the United States, Latin America, Europe, Africa, the Middle East, and Asia. The incorporation of a wide array of primary and secondary source materials, library/media center subscription offerings, and the use of technology are stressed to provide student-centered opportunities to explore content, to make connections, and to create habits of lifelong learning and engagement. Students are encouraged to develop intellectual curiosity, critical thinking skills, and a passion for historical inquiry. Advanced Placement options enable qualified students to seek challenge and, possibly, achieve college credit.

### **World History I and II**

This two-year course sequence pursues the themes of human-environmental interaction, the development and interaction of cultures, state building, expansion and conflict, the creation, expansion and interaction of economic systems, and the development and transformation of social structures. The themes are applied to the study of preindustrial society, including Medieval and Renaissance Europe and, thereafter, to the transformations undergone in subsequent centuries by European society and the world beyond. The sequence strives to provide students with a foundation for understanding the diverse yet interconnected world in which they live, while continuing to enhance their abilities to reason, analyze, research, and communicate informatively and persuasively as historians, and to take the action required of them as responsible citizens.

### **World History I (Grade 9)**

*Year course: 1 credit*

The course will begin with an examination of the themes and developments that shaped the world's earliest human communities. From there, students will pursue areas of study devoted to the emergence of complex societies, the impact of the Neolithic Revolution, the settlement of early river civilizations, the paths of migrations, the roots of language families, the spread of major religions, the foundations of non-Western cultures, and the rise of classical civilizations including Greece and Rome. Students will be encouraged to think critically, write with clarity and depth, and analyze both primary and secondary historical sources. Essential skills required for learning in future social studies courses will be taught.

### **World History I Honors (Grade 9)**

*Year course: 1 credit*

*Prerequisite: Fulfillment of Honors placement policy*

The course offers a more intensive analysis of the material covered in World History I, with an increased emphasis on the critical analysis of primary and secondary materials. The Honors level course moves at a more rapid pace and requires more in-depth knowledge and a broader understanding of historical concepts. Students will engage in a considerable amount of well-informed classroom discussion and will be required to achieve analysis over basic description when studying events, people, and complex societies. The ability to work and learn independently is required. Department recommendation based on demonstrated aptitude and high proficiency in eighth-grade history is necessary for placement in this course.

### **World History II (Grade 10)**

*Year course: 1 credit*

This course will begin with the study of the emergence of a complex global economy in the 15th century that shaped today's modern world. It will explore major political, economic, social, and cultural developments in Europe, Asia, the Middle East, Latin America, and Africa. The course will emphasize the ever-increasing interrelatedness of the world's peoples and the enduring impact of exploration, imperialism, nationalism, industrialization, war, and globalization.

### **World History II Honors (Grade 10)**

*Year course: 1 credit*

*Prerequisite: Fulfillment of Honors placement policy*

This course offers a more intensive analysis of the material covered in World History II, with an increased emphasis on the critical analysis of primary and secondary historical materials. Department recommendation based on demonstrated high proficiency in ninth-grade World History I is necessary for placement in this course.

### **Advanced Placement World History (Grade 10)**

*Year course: 1 credit*

*Prerequisite: Fulfillment of Advanced Placement policy*

Department recommendation, based on demonstrated high proficiency in ninth-grade World History I, is necessary for placement in this college-level course. The syllabus is determined by the College Board. Course content is structured around the investigation of designated themes and key concepts in three different chronological periods, from approximately 1200 to the present. The periods are titled as follows:

1. Global Interactions;
2. Industrialization and Global Integration; and,
3. Accelerating Global Change and Realignment.

Coursework includes, both in traditional print and electronic forms, comprehensive readings in political history, economic history, cultural and intellectual history, and social history. Superior critical thinking skills are required for the extensive written analyses of primary and secondary sources, which are often addressed with the laptop using library media resources. Use of Internet research expands classroom discussions, as students prepare for the Advanced Placement exam in May.

### **United States History (Grade 11)**

*Year course: 1 credit*

This course offers students the opportunity to study the complexities of the political, economic, social, and intellectual forces that have shaped United

States history from the colonial period through the Cold War. Emphasis is placed on the refinement of critical thinking skills in essay writing, seminar discussions and debates. Research projects and presentations, both through print and electronic resources, are a critical element of the course. The traditional classroom experiences are expanded by use of the laptop and Internet research.

### **United States History Honors (Grade 11)**

*Year course: 1 credit*

*Prerequisite: Fulfillment of Honors placement policy*

This course offers a more intensive analysis of the material covered in United States History, with an increased emphasis on the critical analysis of primary and secondary historical materials. The ability to read critically and extensively is required for success in this course. The traditional classroom experiences are expanded by use of the laptop and Internet research. The course is also geared toward the preparation of students for the SAT II in United States history. Department recommendation, based on demonstrated high proficiency in World History II is necessary for placement in this course.

### **Advanced Placement United States History (Grade 11)**

*Year course: 1 credit*

*Prerequisite: Fulfillment of Advanced Placement policy*

This course is a college-level survey course in United States history from the colonial period through the new millennium. The syllabus is determined by the College Board and includes, both in print and electronic forms, comprehensive readings in political, economic, cultural, intellectual, and social history. Superior critical thinking and reading skills are required for the extensive written analyses of primary and secondary sources, which are often addressed with the laptop using library media resources. Use of Internet research expands classroom discussions. Students develop thematic and conceptual proficiency with respect to course content as they prepare for the Advanced Placement exam in May.

### **Art History**

*Year course: 1 credit*

This course will present a survey of the history of art (both Western and non-Western) from prehistory to the present day. Our approach is discussion based. Emphasis will be placed both on visual analysis of works of art, and on placing these works within their larger social and historical contexts. Various methodological approaches, such as formalism, feminism, reception theory, and semiotics, will also be employed. Field trips to museums, galleries, and private collections in Manhattan will also be offered. No prior knowledge of art history required.

### **Art History Honors**

*Year course: 1 credit*

*Prerequisite: Fulfillment of Honors placement policy*

This course will present a survey of the history of art (both Western and non-Western) from prehistory to the present day. Our approach is discussion based, with opportunities to delve deeply into major topics. Emphasis will be placed both on visual analysis of works of art, and on placing these works within their larger social and historical contexts. Various methodological approaches, such as formalism, feminism, reception theory, and semiotics, will also be employed. Field trips to museums, galleries, and private collections in Manhattan will also be offered. No prior knowledge of art history required.

### **Advanced Placement Art History (Grade 12)**

*Year course: 1 credit*

*Prerequisite: Fulfillment of Advanced Placement policy*

This course will present an intensive survey of the history of art (both Western and non-Western) from prehistory to the present day. Emphasis will be placed both on visual analysis of works of art, and on placing these works within their larger social and historical contexts. Various methodological approaches, such as formalism, feminism, reception theory, and semiotics, will also be employed. Students will learn to discuss, analyze, and write extensively about works of art, in preparation for the Advanced Placement exam. Field trips to museums, galleries, and private collections in Manhattan will also be offered. No prior knowledge of art history required.

### **Contemporary Issues in the Modern World (Grade 12)**

*Year course: 1 credit*

This course will examine major contemporary issues and trends, which have ongoing and enduring relevance in the rapidly changing modern world. Among the umbrella issues studied will be international security, the increasing prevalence of terrorism, world business and trade, globalization, the struggle for universal human rights, and the turbulent world order. The objective will be to achieve a more in-depth historical understanding and global perspective of the struggles, which daily dominate the world in which we live, including their political, economic, religious, social, ethnic, geographic, legal, and intellectual roots. Emphasis will be placed on research and readings in scholarly publications, group discussions, and the preparation and presentation of research projects.

### **Contemporary Issues in the Modern World Honors (Grade 12)**

*Year course: 1 credit*

*Prerequisite: Fulfillment of Honors placement policy*

Working with and meeting the requirements of the instructor, this course offers recommended students the opportunity to engage in more intensive inquiry into and analysis of the material covered in Contemporary Issues in the Modern World, with an increased emphasis on the critical analysis of primary and secondary historical materials. Department recommendation based on demonstrated high proficiency in eleventh-grade United States History is necessary for placement in this course.

### **Psychology (Grade 12)**

*Year course: 1 credit*

This course serves as a basic survey course of historical and contemporary theories of psychology. Emphasis is placed on approaches to the gathering and evaluation of evidence relating to human behavior, neuroscience, social psychology, personality, and the understanding and evaluating of psychological theories with regard to causation and treatment of disorders. This course is a gateway to the study of psychology and offers students a broad understanding of the major subfields of the discipline.



### **Constitutional Law Honors (Grade 12)**

*Year course: 1 credit*

*Prerequisite: Fulfillment of Honors placement policy*

This course focuses on the meaning and evolution of the U.S. Constitution, as interpreted by the Supreme Court. Primary focus will be placed on issues pertaining to the Bill of Rights, including the First Amendment issues of freedom of speech, assembly, the press, and religion, the Fourth Amendment protection against unreasonable search and seizure, and its implied right to privacy, and the procedural and public trial rights guaranteed under the Fifth and Sixth Amendments. In addition, other major areas examined will include due process of law, equal protection under the law and the separation of powers. The course entails reading Supreme Court decisions, tracking the differing stances of the court with regard to particular issues as they change over time, the meaning of and debate over strict and loose constitutional interpretation, and understanding how the Constitution ensures the rights we have come to consider inalienable and part of our heritage.

### **Advanced Placement Psychology (Grade 12)**

*Year course: 1 credit*

*Prerequisite: Fulfillment of Advanced Placement policy*

This is a college-level course survey course with a curriculum determined by the College Board. The course of study includes the major subfields of psychology: the gathering and evaluation of evidence relating to human behavior, neuroscience, human development, sensation and perception, states of consciousness, learning and memory, intelligence, motivation, emotion, social psychology, personality, and the understanding and evaluation of theories with regard to the causation and treatment of disorders. Students will be prepared to take the Advanced Placement Psychology exam in May. This course is offered through SophieConnect in 2019–2020.

### **Advanced Placement Comparative Government/Honors (Grade 12)**

*Year course: 1 credit*

*Prerequisites: Fulfillment of Advanced Placement and Honors policies*

The first semester focuses on an introduction to the

basic concepts and methodology of political science and international relations. Topics for research and discussion include an in-depth study of global issues of the Cold War and post-Cold War periods, including the fall of communism in Eastern Europe and the Soviet Union, rise of terrorism in the 1990s and post 9/11, and globalization and democratization in the 21st century. The second semester will follow the Advanced Placement Comparative Government syllabus that includes the study of the political and economic systems of Great Britain, U.S.S.R./modern Russia, Mexico, Nigeria and Iran, in addition to current political, economic and social issues in these countries. Superior critical thinking, reading and writing skills are necessary for success in this course. Students will take the AP exam at the end of the course.

### **Advanced Placement Human Geography (Grade 12)**

*Year course: 1 credit*

AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Special topics with which students engage include the following: problems of economic development and cultural change, consequences of population growth, changing fertility rates, international migration, impacts of technological innovation on transportation, communication, industrialization, and other aspects of human life, struggles over political power and control of territory, conflicts over the demands of ethnic minorities, the role of women in society, the inequalities between developed and developing economies, explanations of why location matters to agricultural land use, industrial development, urban problems, and the role of climate change and environmental abuses in shaping the human landscapes on Earth. Students will be prepared to take the Advanced Placement Human Geography Exam in May. This course is offered through SophieConnect in 2019–2020.

### **Advanced Placement Microeconomics (Grade 12)**

*Year course: 1 credit*

*Prerequisite: Fulfillment of Advanced Placement policy*

Advanced Placement Microeconomics will introduce students to the basic concepts of economics as they pertain to households and businesses. The course will discuss how product markets (markets where goods and services are bought and sold) interact with factor markets (markets where labor, land and resources are bought and sold). Students will engage in thoughtful conversation about how government intervention, limitations on movement within the market, and lack of full information impact our decisions and choices. Students will be challenged to evaluate supply and demand in perfect and imperfect market conditions and will be required to analyze issues in economics such as taxation, created demand, and unionization and how they affect our decision-making. At the end of the course, students will be prepared to sit for the AP Microeconomics exam. This course is offered through SophieConnect in 2019-2020.

### **Advanced Placement Macroeconomics (Grade 12)**

*Year course: 1 credit*

*Prerequisite: Fulfillment of Advanced Placement policy*

Advanced Placement Macroeconomics examines how human beings make decisions about the allocation of scarce resources among alternative uses. The three major components of study are economic fundamentals, including supply and demand, margin decision-making, and economic efficiency; microeconomics, which focuses on how consumers and producers make economic decisions; and macroeconomics, which explores concepts such as unemployment, inflation, and the role of money in the economy. This course will prepare students for the AP Macroeconomics exam. This course will be offered through SophieConnect in 2019-2020.

### **Speech and Debate**

*Non-credit activity*

Sacred Heart Forensics is our School's speech and debate team. The program continues the proud and longstanding tradition of Sacred Heart Schools. The program includes membership in the National Catholic Forensic League and the New York State Forensic

League. Competitions extend over a five-month season. The interpretation and speech categories include Original Oratory, Oral and Dramatic Interpretation and Extemporaneous, while the debate categories include Student Congress and Parliamentary. For several years, the team has sent many students to state and national championships.

### **Model United Nations**

*Non-credit activity*

This seminar experience is designed to provide an orientation to the activities of the United Nations, as well as provide insight into the intricacies of international diplomacy. Students become familiar with current events, major international issues, aspects of international law, and the protocols of parliamentary procedure. The Model United Nations (MUN) participants meet at least once during the eight-day cycle and as needed in preparation for conferences held at participating academic institutions. In this way, students are prepared for the role of individual delegate, representing one of the 191 member nations of the UN. Previously, our conferences have included trips to Princeton, Harvard, Columbia, and Georgetown Universities. MUN students have also hosted several conferences at Sacred Heart for high schools in the tristate area.

### **Mock Trial**

*Non-credit activity*

Mock Trial is designed as an educational experience, with the purpose of teaching basic trial skills to high school students. Students who take part in this program will learn the elements of the trial process, among them, how to conduct direct and cross-examinations, how to present opening and closing statements, how to think quickly on their feet, how to ask relevant questions, and the dynamics of a courtroom. The girls will also learn how to analyze real-life legal issues and apply the law to cases. In addition, and perhaps most importantly, they learn ethics and professionalism, while building confidence in their public speaking abilities. Their knowledge and skills will be used to compete in a statewide competition against other schools in Connecticut hosted by Civics First CT.



## MATHEMATICS AND COMPUTER SCIENCE

The mathematics and computer science curriculum seek to foster student curiosity and appreciation for the discipline through the development of problem-solving and critical-thinking skills. Technologies, incorporated at all levels, are used to enhance the understanding of logic-based problem solving in the real world. Class and group activities provide opportunities for hands-on investigation and cooperative learning among peers. Students are encouraged to become independent thinkers and to take greater responsibility for the precision and clarity of process in their work. The TI-84 Plus CE graphing calculator is recommended for all math classes.

### Algebra I

*Year course: 1 credit*

*Prerequisite: Pre-Algebra*

This course provides the foundation of algebraic reasoning and problem solving. Functions, equations and graphs are used to model realistic situations. Graphing calculators enrich this experience. Topics of study include solving linear equations and inequalities, writing and graphing linear equations, systems of linear equations and inequalities, exponents and exponential functions, radicals, quadratics, and solving rational and radical equations.

### Geometry

*Year course: 1 credit*

*Prerequisite: Algebra I*

Concepts developed in Algebra I are used here to support visualization and analysis of geometric relationships in two and three dimensions. Inductive and deductive reasoning skills are enhanced by the use of interactive geometry computer programs and graphing calculator technology. Topics of study include lines, angles and planes; polygon properties; coordinate geometry; parallel line theorems; congruence and similarity; area and volume; triangle trigonometry; and circles.

### Geometry Honors

*Year course: 1 credit*

*Prerequisites: Exceptional work in Algebra I and fulfillment of Honors placement policy*

This course provides a more rigorous treatment of the material in Geometry, with greater emphasis placed on geometric proof. Students take added responsibility for developing their own conjectures and supporting them deductively. Interactive geometry programs and graphing calculator technology play vital roles in this process.

### Algebra II with Trigonometry

*Year course: 1 credit*

*Prerequisites: Algebra I and Geometry*

Functions and their real-world applications are the focus of this broad-based program that expands significantly upon the concepts developed in Algebra I and Geometry. Graphing calculators are utilized extensively to explore additional methods for solving problems and for analyzing data. Topics of study include linear functions and relations, systems of equations in two variables, polynomial functions, complex numbers, rational expressions and equations, as well as exponential, logarithmic, and trigonometric functions.

### Algebra II with Trigonometry Honors

*Year course: 1 credit*

*Prerequisites: Exceptional work in Algebra I and Geometry and fulfillment of Honors placement policy*

This course provides a more rigorous treatment of the material in Algebra II with Trigonometry. Greater emphasis is placed on the solving of real-world problems. Graphing calculators are essential to this process. Topics of study include transformations of functions, quadratic functions, rational and radical functions, exponential and logarithmic functions, polynomial functions, probability and statistics, sequences and series, and trigonometric functions.

## **Precalculus**

*Year course: 1 credit*

*Prerequisite: Algebra II*

This course will provide a more in-depth study of the concepts developed in Algebra II with an emphasis on real-world problems, and expands upon trigonometry. Graphing calculators will be utilized extensively to explore additional methods for solving problems and for analyzing data. Additional topics include sequences and series and an introduction to limits.

## **Precalculus Honors**

*Year course: 1 credit*

*Prerequisites: Exceptional work in Algebra II and fulfillment of Honors placement policy*

In addition to covering all of the topics in Precalculus with greater rigor and depth, this course will also expose students to parametric equations, polar coordinates and graphing, introductory calculus, including the topics of limits, and the definition and uses of the derivative. Graphing calculators have an essential role in the enhancement of the curriculum.

## **Probability and Statistics**

*Year course: 1 credit*

*Prerequisite: Algebra II*

This course introduces topics normally taught in a first-year probability and statistics course. Topics of study include methods of sampling, types of data, descriptive statistics, probability, discrete versus continuous random variables, distributions of data, the Central Limit Theorem, confidence intervals, hypothesis testing with one or two samples, and linear regression.

## **Calculus**

*Year course: 1 credit*

*Prerequisite: Precalculus*

This course covers the topics usually treated in a first course in calculus: differentiation and integration of algebraic, exponential, logarithmic, and trigonometric functions. The course emphasizes the practical theoretical aspects of calculus, focusing on real-life applications and data, across many fields and disciplines.

## **Advanced Placement Calculus AB**

*Year course: 1 credit*

*Prerequisites: Exceptional work in Precalculus Honors and fulfillment of Advanced Placement policy*

The course syllabus is comparable to the first semester of college calculus and includes limits, continuity, computation of derivatives, applications of differential calculus to graphing, maximum-minimum and related rates problems, integration, applications of integration to finding areas and volumes, and the calculus of logarithmic, exponential, and trigonometric functions. Students will take the Advanced Placement exam at the end of the course.

## **Advanced Placement Calculus BC**

*Year course: 1 credit*

*Prerequisites: Exceptional work in Precalculus Honors and fulfillment of Advanced Placement policy*

This course provides a broader scope of content than Calculus AB. In addition to covering all the Calculus AB topics, Calculus BC also includes the study of vector functions, parametric equations, polar graphing, integration by parts, partial fractions, and sequences and series. The Calculus BC syllabus is designed to cover at least as much material as two semesters of a standard college calculus course. Students will take the Advanced Placement exam at the end of the course.

## **Advanced Placement Statistics**

*Year course: 1 credit*

*Prerequisites: Exceptional work in Precalculus Honors and fulfillment of Advanced Placement policy*

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students use technology, investigations, problem solving, and writing as they build conceptual understanding of the four themes of the course: Exploring Data – Describing patterns and departures from patterns using graphical and numerical techniques. Sampling and Experimentation – Planning and conducting a study using data collected according to a well-developed plan if valid information on a conjecture is to be obtained. This includes clarifying the question and deciding upon a method of data collection

and analysis. Anticipating Patterns – Exploring random phenomena using probability and simulation, and using probability as the tool for anticipating what the distribution of data should look like under a given model. Statistical Inference – Estimating population parameters and testing hypotheses guided by the selection of appropriate models. Students take the AP Computer Science exam at the end of the course. This course will be offered in 2019–2020 through SophieConnect.

### **Multivariable Calculus/Differential Equations**

*Year course: 1 credit*

*Prerequisite: Completion of Advanced*

*Placement Calculus BC*

This course covers the topics of the third semester of a standard college calculus course such as parametric curves in 3D, derivatives and integrals of functions of several variables and application to physics and economics, divergence and curl of vector fields, and the Green's, Stoke's' and divergence theorems. In addition, students learn to use Mathematica to visualize space-curves and the graphs of two-variable functions, and to evaluate partial derivatives and integrals. This course will also provide an introduction to Differential Equations. Topics will include solving first order and simple higher order equations with applications to various scientific fields (physics, chemistry, biology); solving linear differential equations and their applications; and Laplace transform methods. This course will be offered in 2019–2020 through the Online School for Girls.

### **Seminar in Mathematical Problem Solving**

*Year course: ½ credit, pass/fail*

*Pre-requisite: Geometry and department approval*

These seminars are designed to give advanced students further exposure to mathematical ideas and techniques beyond those found in a standard honors math curriculum. Topics to be covered would depend in part on the interest of those who sign up and would be selected from the following areas: modular arithmetic and non-decimal number bases; advanced triangle geometry (area formulas, in-circles, etc.), advanced quadrilateral geometry, including Ptolemy's Theorem; three-dimensional geometry; transformation geometry

(including proofs), set theory, advanced inequalities (including arithmetic mean – geometric mean inequalities), continued fractions, number theory, Diophantine equations, and graph theory. Students will prepare for participation in the American Mathematics Competitions, American Invitational Mathematics Examination, and other math contests.

### **Seminar in Mathematical Problem Solving II–IV**

*Year courses: ½ credit, pass/fail*

*Prerequisites: Seminar in Mathematical Problem Solving and department approval*

This seminar is designed to give advanced students further exposure to mathematical ideas and techniques beyond those found in a standard honors math curriculum and expand on the topics covered in Seminar I.

### **Financial Literacy**

*Year course: 1 credit*

*Required course for all sophomores; pass/fail*

This online course, covers topics such as savings and budgeting; managing credit cards; understanding a credit score and its implications; student loans for higher education; taxes and insurance; and how banks, the Federal Reserve and the Stock Exchange work. The goal of the course is to have the students develop a fundamental knowledge of concepts and vocabulary, which will become a foundation for sound financial decision-making in the future. This course will be offered in 2019–2020 through SophieConnect.

### **Introduction to Computational Thinking**

*Year course: 1 elective credit*

The core mission of this course is to encourage young women to become interested in computer science. To this end, the course's focus is on people and society, not just on machines and systems. Students will explore computer science – the relevance to and impact on the world today. The curriculum emphasizes problem solving, logic development and computational thinking, three valuable skills to develop in preparation for most careers in the global marketplace. Part of the course will be devoted to an introduction to coding, but overall Principles of Computing looks at technol-

ogy as a means for solving computational problems and exploring creative endeavors, rather than a focus on specific tools or languages.

### **Seminar in Computer Programming**

*Year course: ½ elective credit*

This seminar will introduce students to computer programming through a progression of online tutorials, allowing for an interactive, individually paced experience. Students will become familiar with the concepts of variables, logic and control structures, arrays, functions, parameters and objects as they work on projects involving graphics, animation and game design. Students will be expected to devote the equivalent of at least three class periods per cycle to the tutorials; one of these periods will be scheduled with a teacher, with the others being independent work. Feedback and support will be provided both in person and online.

### **Seminar in Computer Programming II**

*Year course: ½ elective credit*

*Prerequisite: Seminar in Computer Programming*

This seminar builds on the skills acquired during Seminar I and follows the same progression of online tutorials. Students will be expected to devote the equivalent of at least three class periods per cycle to the tutorials; one of these periods will be scheduled with a teacher, with the others being independent work. Feedback and support will be provided both in person and online.

### **Advanced Placement Computer Science Principles (Mobile)**

*Year course: 1 credit*

*Prerequisites: Exceptional work in Geometry Honors and fulfillment of Advanced Placement policy. Prior programming experience is not necessary*

AP Computer Science Principles provides a broad and rigorous introduction to computer science based on App Inventor, a mobile programming language for Android devices. The course is based on the College Board's emerging Advanced Placement Computer Science Principles curriculum framework for introductory computer science. In this course, students learn

computer science by building socially useful mobile apps. In addition to programming and computer science principles, the course is project-based and emphasizes writing, communication, collaboration, and creativity. Working individually and collaboratively, students use programming to solve problems, create computational artifacts, investigate technological innovations that are personally meaningful, and discuss the impacts of computing technologies to their community, society, and the world. Students take the AP Computer Science Principles exam at the end of this course.

### **Advanced Placement Computer Science A**

*Year course: 1 credit*

*Prerequisites: Exceptional work in Precalculus Honors and fulfillment of Advanced Placement policy. Prior programming experience is recommended*

The Advanced Placement Computer Science course covers Java and all the algorithms, data structures and programming concepts in the Advanced Placement Computer Science syllabus. Students write a number of programs over the course of the school year and develop a solid foundation of programming skills, as well as an understanding of the fundamentals of computer science. Students take the AP Computer Science exam at the end of the course. This course will be offered in 2019–2020 through SophieConnect.

### **Data Structures in Computer Science**

*Year course: 1 credit*

*Prerequisite: AP Computer Science A*

This course builds upon the student's knowledge of algorithm design by expanding on previously introduced concepts in AP Computer Science A. Big-O notation, creating highly efficient algorithms, and effective use of data structures are skill sets developed throughout the course. The course's primary focus is programming projects that allow students to develop critical thinking skills and enable them to create elegant algorithms. By the end of the course, students will gain an appreciation for the limitations of the processing power in today's computers and will learn to think critically to solve problems using code. This course will be offered in 2019–2020 through SophieConnect.

## SCIENCE

The courses offered in the Science Department contribute to the humanistic education of the student and prepare her in the technical aspects of the subject. Because understanding science as a fundamental mode of human thought and activity is important to everyone, Sacred Heart Greenwich requires three credits in science, which must include physics, chemistry, and biology. Students should be aware that certain colleges might require more than three credits of high school science.

### Physics (Grade 9)

*Year course: 1 credit*

Physics is the study of the physical universe. Topics include laws of motion, work and energy, light and sound waves, atoms, properties of matter, and electricity and magnetism, as time permits. This course focuses on the understanding and application of physics concepts. Algebra will be used to solve physics problems. By relating physics to students' everyday experiences, students appreciate the workings of the world around them. Hands-on group activities and laboratory experiments introduce and reinforce these concepts. Mathematical equations will be used to represent ideas symbolically, and problem-solving techniques are taught. Using the scientific calculator, computer simulations, and probes interfaced with laptops, students recognize the value of math and computers in the study of physics.

### Physics Honors (Grade 9)

*Year course: 1 credit*

*Prerequisite: Fulfillment of Honors placement policy*

This is more rigorous than the Physics grade 9 course, best suited for students with a strong mathematical background. Algebra and basic trigonometry are used extensively in class and laboratory work. Topics include kinematics, force and Newton's three laws, work and energy, light and sound waves and electricity and magnetism. Mathematical problem solving and conceptual reasoning will be stressed. Demonstrations and hands-on activities will accompany the lectures, and student laboratory work will be an integral part of the course. Student use of technology will be enhanced by the scientific calculator and interactive computer-based investigations.

### Chemistry (Grade 10)

*Year course: 1 credit*

*Prerequisite: Algebra I*

This course deals with the characterization, composition, and transformations of matter. Topics include atomic theory, chemical formulas, reactions, equations, bonding, stoichiometry, solutions, acids and bases, kinetics and equilibrium. Issues that relate to chemical technology and current events will also be studied. Laboratory experiments and project work will be an integral part of the course. Technology is integrated to enhance the study of the course content.

### Chemistry Honors (Grade 10)

*Year course: 1 credit*

*Prerequisite: Fulfillment of Honors placement policy*

This rigorous course covers topics in greater depth and at a faster pace than the college preparatory chemistry course. Topics include atomic structure, bonding, chemical reactions, stoichiometry, solutions, thermochemistry, reaction rates, chemical equilibrium, acids and bases, and states of matter. Emphasis is placed on quantitative analysis, scientific writing and using multiple representations to connect macroscopic observations to atomic properties and behavior. Laboratory work is an integral part of the course, with reports emphasizing both data analysis and the use of logical reasoning to support conclusions. Project work examines the relevance of chemistry to real world situations.

### Biology (Grade 11)

*Year course: 1 credit*

This course introduces life's levels of organization from the atom to the biosphere. It offers a basic understanding of the biological principles of cell structure and function, genetics, evolution, human anatomy and physiology and ecology. Hands-on activities and laboratory experiments incorporating advanced scientific equipment are an integral part of the course.

### Biology Honors (Grade 11)

*Year course: 1 credit*

*Prerequisite: Fulfillment of Honors placement policy*

The content of this honors-level course is the same as that of the biology course, but the students are



required to learn the principles to a greater depth of understanding. Additionally, students use statistics to analyze data and write formal lab reports modeled after professional scientific papers.

### **Advanced Placement Biology (Grade 12)**

*Year course: 1 credit*

*Prerequisite: Fulfillment of Advanced Placement policy*

Advanced Placement Biology students build a deeper understanding of biological principles by studying the living world from the molecular level to that of the organism and its function in the community and the ecosystem. Laboratory experiments, modeling and case studies are incorporated on a regular basis. Students write college-level lab reports modeled after professional scientific papers. This course culminates with the AP Biology exam in May.

### **Physics (Grades 11 and 12)**

*Year course: 1 credit*

This course examines classical physics and its continuing technological significance. Topics include laws of motion, waves, sound, light, optics, electricity and magnetism. Mathematical problem solving, conceptual reasoning and technological application are stressed. Demonstrations and hands-on activities accompany the lectures, and student laboratory work is an integral part of the course. Student use of technology is enhanced by the scientific calculator, and probes and sensors interfaced with the laptop.

### **Advanced Placement Physics C (Grade 12)**

*Year course: 1 credit*

*Prerequisite: Fulfillment of Advanced Placement policy*

Advanced Placement Physics C is a college-level course that provides an in-depth look into some of the main principles of Newtonian mechanics and emphasizes the development of both conceptual understanding and problem-solving ability. Algebra, trigonometry and topics in calculus are utilized in both problem solving and the theoretical development of some physics concepts. Laboratory work serves to strengthen the relationship between theory and practical situations. Data analysis and scientific writing skills are developed as students learn to craft a college-level formal lab

report. Students enrolled in the course take the Advanced Placement Physics C examination.

### **Advanced Placement Chemistry (Grades 11 and 12)**

*Year course: 1 credit*

*Prerequisite: Fulfillment of Advanced Placement policy*

Advanced Placement Chemistry is a college-level course that provides an in-depth examination of the main principles of chemistry, as well as significant experience in employing science practices that are applicable to any scientific discipline. Topics include: atomic theory and structure, chemical bonding, stoichiometry, thermochemistry, chemical kinetics, chemical equilibrium, acids, bases, salts and electrochemistry. The laboratory component of the course is significant. Experimental work, often inquiry-based, serves to strengthen practical skills. Data analysis and scientific writing skills are developed as students learn to craft a college-level formal lab report. Students take the AP Chemistry examination in May.

### **Advanced Placement Environmental Science (Grade 12)**

*Year course: 1 credit*

*Prerequisite: Fulfillment of Advanced Placement policy*

This course is designed to be the equivalent of a one-semester introductory college course in environmental science. The course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine the alternative solutions for resolving and/or preventing them. There is a strong laboratory and field investigation component of the course. Students take the AP exam in Environmental Science in May.

### **Environmental Science/Honors (Grade 12)**

*Year course: 1 credit*

*Prerequisite for Honors level: Fulfillment of Honors placement policy*

This course provides students with an understanding of the interrelationships of the natural world,

identifies and analyzes environmental problems both natural and human-made, evaluates the relative risks associated with these problems, and examines alternative solutions. There is a strong laboratory and field investigation component of the course.

### **Astronomy Research Honors (Grade 12)**

*Year course: 1 credit*

*Prerequisite: Fulfillment of Honors placement policy*

This course introduces students to observational astronomy and astronomical research methods, in which they will learn to successfully operate the astronomical equipment at the Mary Aloysia Hardey Observatory under supervision of the faculty and staff. Course topics include developing knowledge of the basic principles and theories of modern astronomy, astronomical research and methods, astronomical telescopes and optics, visual observation techniques, modern digital astronomical cameras and imaging, image processing, and data collection. Students are expected to complete a wide range of work including classwork, homework, readings, lab work, weekly observations, and an individual or small group research project that utilizes the Mary Aloysia Hardey Observatory.

### **Anatomy and Physiology/Honors (Grade 12)**

*Semester course (Fall): ½ credit*

*Prerequisites: Biology or Biology Honors*

*Prerequisite for Honors level: Fulfillment of Honors placement policy*

This course introduces students to the structure and function of human body systems with an emphasis on maintaining homeostasis and discussions of abnormalities and disease as a result of homeostatic imbalance. The course is presented through case studies, class discussions, anatomical drawings, text and supplemental readings, laboratory and other hands-on activities. Laboratory work is supplemented by an advanced anatomy visualization system, the Anatomage Table, which is being used by leading medical schools and institutions.

### **Nutrition and Wellness (Grade 12)**

*Semester course (Spring): ½ credit*

In the Nutrition and Wellness course, students will take a look at current nutritional trends, current food guides, food labels, and the many steps to get our food from the farm to the table. Students will delve into digestion and be introduced to the basic macro and micro nutrients (fats, proteins, carbohydrates, vitamins, minerals). This knowledge will then be applied to a variety of topics, including food allergies/sensitivities, fuel for learning, and the effects of malnutrition. Students will research and discuss the most common diets and their advantages and disadvantages. This will lead into a discussion regarding healthy weight management and disordered eating. This course will also offer a basic introduction to sports nutrition, and nutrition throughout the stages of life (pregnancy, baby, child, adolescent, and adult). This course is offered through SophieConnect in 2019–2020.

### **Science Research 9, 10, 11, and 12**

*Year courses: 1 credit each (Honors level for Science Research 11 and 12)*

The Science Research Program provides students with an understanding of research methodology and enables them to conduct original scientific research in an area of interest. The emphasis is on both laboratory and bibliographic research. Students develop a research proposal that ultimately leads to hands-on research and presentations in class and at local, regional and national symposia. To complete the goals of the Science Research Program, a three- to four-year commitment is expected. During the first and second year, the student identifies and researches a particular topic in depth and presents her research proposal at a science fair. In the third year, she pursues advanced experimental research on her topic and begins drafting her research paper. Performing research during the summer of junior year may be required to complete the course. The fourth year involves completing the research paper and board, and presenting at science competitions. Final research papers are submitted to several national and international competitions, such as the Regeneron Science Talent Search and the Google Virtual Science Fair, and research boards are completed for presentation at regional competitions.



## TECHNOLOGY

The 2019–20 school year will be the 20th year of the laptop program for Sacred Heart. In the Upper School, each student has her own laptop computer and Internet access through a wireless network. MacBooks and laptops are indispensable tools in and out of the classroom and an integral part of the learning experience. They are used for professional quality papers, research and multimedia presentations, both print and web publications, electronic communication, online instruction and for taking and organizing notes. Students use iPads for scientific and mathematical simulations and lab experiments. They are available in the library for students to access e-textbooks and other e-learning resources. Online classes are available in several disciplines, including computer science, math and economics and are intended to enrich and expand the educational experience. Sacred Heart Greenwich is an affiliate of Online School for Girls ([www.onlineschoolforgirls.org](http://www.onlineschoolforgirls.org)) and [sophieconnect.org](http://sophieconnect.org), a Sacred Heart Network-wide partnership – the first of its kind – providing online courses based on Sacred Heart’s mission, traditions and educational philosophy.

Students new to the laptop program receive instruction in the care and use of the laptop. They are also introduced to the applications that make up Google Apps for Education (word processing, spreadsheets, presentations and Google Drive) and learn to navigate BlackBoard Learn, Sacred Heart’s e-learning platform. Instruction is ongoing throughout the curriculum, as new software and tools are introduced in conjunction with classroom projects and assignments. A complete listing of Computer Science courses can be found under Mathematics and Computer Science.

## THEOLOGY

All Sacred Heart Greenwich students study theology as an academic discipline during their four years in the Upper School. The theology program aims at the union of mind, heart and spirit, recognizing that all are made in the image and likeness of God. The goals of the department are for students to:

- ◆ Increase knowledge of subject area
- ◆ Have opportunities to grow in their own faith and spirituality
- ◆ Deepen their ability to critically reflect on faith, service and prayer
- ◆ Grow in understanding and appreciation of all faith traditions.

We emphasize Catholic teaching in the classroom and the reasons for this teaching, especially on social justice and moral issues, community service, and by cultivating awareness that leads to advocacy. Campus ministry offers opportunities for individual and communal reflective prayer, regular chapel services, retreats, and liturgical celebrations that include the traditional feast days observed by the Society of the Sacred Heart.

### **Theological Foundations (Grade 9)**

*Year course: 1 credit*

In this course, students will explore theology as “words about God” and, hence, the starting point, not only for an understanding of their own faith, but also for genuine dialogue among people of different faiths. Of primary importance will be the relationship between biblical revelation and theological interpretation. Students will explore Church teaching about God as He reveals Himself to us, especially as it is expressed in the ancient creeds of the Church. The class will incorporate the teachings and sacred texts of other religious traditions as meaningful approaches to understanding the Divine. Throughout their study, students will take advantage of the richness of Sacred Heart traditions and teachings. These foundational principles continue to enlighten the students as they proceed along their journey of faith.

## **Scripture and the Arts (Grade 10)**

*Year course: 1 credit*

This course provides a basic understanding of the Old and New Testaments, sometimes recognized as the Hebrew and Christian Scriptures, through a systematic study employing modern biblical methodology. Related works of art will be used to develop techniques of comparing and contrasting the artist's interpretation with the Scripture itself. Using this critical lens, the student will gain more insight into biblical analysis and be able to develop a depth of spirituality that goes beyond reading the Bible. The stories of people in the Bible will come alive and will help students foster a lifelong love of Scripture. The journey towards God is the story found in the Bible and it is the same story found in the journey towards God for everyone today.

## **Christian Morality, Ethics and Social Justice (Grade 11)**

*Year course: 1 credit*

This course is designed to enable students to form a mature conscience by addressing key moral and ethical issues in the context of the teachings of the Catholic Church. Using texts, timely articles, Gospel readings, Church documents and other source materials, students will develop the skills needed to make informed decisions about complex issues and be given tools so that they may understand the objective truth that underlies all moral issues. Students will be challenged to evaluate their own decisions and the decisions of governments, societies and businesses, as they look at the broad issues in terms of Catholic social teaching, moral philosophy and theology. Class discussions will offer ample opportunity to listen carefully to the reasoning of others, to articulate logical opinions, and to appreciate the value of drawing on factual data rather than relying solely on emotional appeal. In the latter part of the course, students will be directed to evaluate the ways in

which society impacts how an individual understands the dignity of the human person, the ways in which society may undermine respect for persons and the ways in which we are called to combat these practices.

## **Seminar in Literature and Thought Honors (Grade 12)**

*Year course: 1 credit*

*Required of all seniors*

This capstone course culminates a student's experience at Sacred Heart Greenwich and is cross-listed with English. As an interdisciplinary seminar focusing on texts from many fields, the course gives students the opportunity to explore profound questions about life emerging from three major topic areas: Faith and Reason; Human Nature and Identity; and Justice, Service and Global Awareness in light of Christian thought. Students will read extensively in literature from Shakespeare to Flannery O'Connor, in philosophy from Plato to Sartre, in texts related to social justice from Thoreau to the Rev. Martin Luther King, Jr. and in a broad range of theological texts. While the course is widely interdisciplinary in content, the animating questions of the seminar will be richly theological and philosophical in nature. The course will proceed along two trajectories: an engagement with an increasingly interconnected world in the 21st century, and an examination of important texts and issues from Western culture, ranging from classical philosophy to contemporary theology to recent memoir. Classes are small to facilitate regular Harkness-style discussions.

Each student's experience culminates in a major research paper grounded in service learning and is both academic and reflective in nature. This project finishes with a presentation to Upper School students and faculty.

## WORLD LANGUAGES

Globalization and multilingualism define our 21st century. In this new world, national monolingualism is a concept of the past, especially in the developed countries. The developing world is also aware of this and schools teach world languages with an ever-increasing commitment. Language courses at Sacred Heart, which begin in kindergarten and end in the twelfth grade, teach in progressive sequence the four basic skills: listening, reading, writing and speaking. Each course in the Upper School lasts one year and earns one credit. A sequence of three credits in a modern or classical language in the Upper School is required for graduation. It is recommended (and required by some colleges) that students complete a four-year sequence. Note: If a student has successfully taken a world language in Middle School, she will enter Level II of that language in the Upper School. To satisfy the world languages requirement for graduation, she must take at least three years of one language in the Upper School.

### Arabic I

*Year course: 1 credit*

The first year Arabic course introduces students to Modern Standard Arabic, the written and formal spoken language of the entire Arab world. Students will master the Arabic alphabet and sound system. They will be able to distinguish and pronounce all Arabic sounds, and write accurately from dictation. Using the first book of the *Ahlan wa Sahlan: Functional Modern Standard Arabic for Beginners*, students will learn the language with an equal emphasis on reading, writing, speaking and listening. Basic elements of Arab culture will be included in the course. Available with this textbook is a computer-assisted language learning (CALL) program. It provides drill and practice in the sound and writing systems of Arabic and contains a large number of vocabulary, grammar and reading comprehension exercises that strengthen language skills.

### Arabic II Honors

*Year course: 1 credit*

*Prerequisite: Arabic I*

This course continues the work begun in Level I. Greater emphasis will be placed on independent composition, in

both written and oral presentations. Classes will be conducted in the target language; the use of English is kept to a minimum. The goal is to lead students to a level of proficiency that enables them to interact with linguistic and cultural accuracy with native speakers. Audiovisual materials (DVDs, videos, audio material and authentic Arabic films) will be used in the classroom and at home to strengthen students' language skills, provide immersion experiences, and present culturally authentic material.

### Arabic III Honors

*Year course: 1 credit*

*Prerequisite: Arabic II Honors*

This course advances students' reading, writing, speaking and listening skills to the intermediate level. Students use the book, *Ahlan wa Sahlan: Functional Modern Standard Arabic for Intermediate Learners* to read original texts in Arabic and develop considerable facility in expression. They will have the opportunity to communicate extensively both in speech and writing in Modern Standard Arabic. Students will continue to be introduced to the richness of Arab culture through projects, activities and supplemental readings throughout the course of the year. The goal is to lead students to a level of proficiency that enables them to interact with native speakers with both linguistic and cultural accuracy.

Audiovisual materials (DVDs, videos, audio material and authentic Arabic films) will be used in the classroom and at home to strengthen students' language skills, provide immersion experiences, and present culturally authentic material. Classes will be conducted in the target language.

### Arabic IV Honors

*Year course: 1 credit*

*Prerequisite: Arabic III Honors*

This course is intended to reach an advanced level of proficiency by expanding vocabulary, with more sophisticated readings and writing by finishing the *Ahlan wa Sahlan: Functional Modern Standard Arabic for Intermediate Learners*. Students will be exposed to authentic texts by writers from across the Arab world, addressing a range of cultural topics. These represent a variety of genres, styles, and periods. Although the textbook focuses primarily on modern Arabic, classical texts will

be incorporated into some of the lessons to introduce students to the continuity of the language throughout its history. Instruction materials will include the latest technological tools available. The course will be taught in the target language.

### **Chinese I**

*Year course: 1 credit*

This is an introductory course in Mandarin Chinese with emphasis on listening and speaking, which is taught utilizing various approaches. Character writing and the online version of MyChineseLab will be required. Characters will be taught in “simplified form,” and basic grammar introduced. Students will also explore Chinese culture along with language study.

### **Chinese II**

*Year course: 1 credit*

*Prerequisite: Chinese I*

This course will develop and expand upon the characters and grammatical material covered in Chinese I. The course begins with a review of the structure of the language, including common daily phrases, radicals for nouns, various verbs and adverbs. Students will have the opportunity to communicate extensively in the language. They will continue to build their speaking and simple writing skills as they learn the more complex aspects of the language. Students will learn about the richness of the Chinese culture through projects, activities and supplemental readings throughout the course of the year.

### **Chinese II Honors**

*Year course: 1 credit*

*Prerequisites: Chinese II and fulfillment of Honors placement policy*

This course will continue language acquisition and development, with equal emphasis on the four basic language skills. Students will be presented with supplemental reading texts and additional listening experiences. They will be required to participate in more challenging oral tasks and focus on writing. Students will continue to learn about the richness of the Chinese culture through projects, activities and supplemental readings throughout the course of the year.

### **Chinese III**

*Year course: 1 credit*

*Prerequisite: Chinese II*

This course will develop and expand upon the characters and grammatical material covered in Chinese II. The course begins with a review of the structure of the language, including common daily phrases, radicals for nouns, various verbs and adverbs. Students will have the opportunity to communicate extensively in the language. They will continue to build their speaking and writing skills, as they learn the more advanced aspects of the language. Students will learn about the richness of the Chinese culture through projects, activities and supplemental readings throughout the course of the year.

### **Chinese III Honors**

*Year course: 1 credit*

*Prerequisites: Chinese II and fulfillment of Honors placement policy*

This course continues language acquisition and development, with equal emphasis on the four basic language skills. Students are presented with supplemental reading texts and additional listening experiences. They are asked to write longer texts and participate in more complex oral tasks. Students learn about the richness of the Chinese culture through projects, activities and supplemental readings throughout the course of the year. Lessons will be conducted fully in the target language.

### **Chinese IV**

*Year course: 1 credit*

*Prerequisite: Chinese III*

This course will teach students to sustain more complex conversation, write coherent and grammatically correct short essays, and develop a basic understanding and appreciation for Chinese literature and culture. Readings will include short stories, newspapers and magazines. Emphasis will continue to be placed on both oral and written works, through projects and presentations. Instruction materials include the latest technological tools available. The class will be conducted in Chinese.

## **Chinese IV Honors**

*Year course: 1 credit*

*Prerequisites: Chinese III and fulfillment of Honors placement policy*

This course will teach students to sustain more complex conversation, write coherent and grammatically correct essays, and develop a thorough understanding and appreciation for Chinese literature and culture. Readings will include short stories, poetry, newspapers and magazines. Emphasis will continue to be placed on both oral and written works, through projects and presentations. The various components of the honors class at this level will also prepare the students for the Chinese Advanced Placement Language course. Instruction materials include the latest technological tools available. The class will be conducted in Chinese.

## **Advanced Placement Chinese Language and Culture**

*Year course: 1 credit*

*Prerequisites: Chinese IV Honors and fulfillment of Advanced Placement policy*

The Advanced Placement Chinese language and culture course will prepare students to demonstrate their level of Chinese proficiency across the three communicative modes (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities). The course focuses on language proficiency, while interweaving level and age-appropriate cultural content, providing for frequent formative assessment. Instructional materials and activities will be carefully and strategically adapted from authentic sources to support the linguistic and cultural goals of the course. Students will take Advanced Placement exam in May.

## **French I**

*Year course: 1 credit*

This course will introduce students to the acquisition of the four language skills: listening, speaking, reading and writing. Vocabulary will be acquired using dialogues, short dramatizations, pictures, listening

comprehension, short stories and authentic documents. The culture of France and the various Franco-phone countries will be presented with audio and videocassettes, films and research on the Internet. Emphasis will be placed on basic grammatical structures. Students will learn to write brief paragraphs.

## **French II**

*Year course: 1 credit*

*Prerequisite: French I*

Development and implementation of the four language skills continues, with emphasis on the acquisition of intermediate grammatical skills. Students will learn to write compositions of one to two pages in length. The class will be conducted in French, and students are expected to understand, speak, and write in French. Class participation is of major importance. Students view subtitled films and use the Internet for research. Video and DVDs will be used as learning tools.

## **French II Honors**

*Year course: 1 credit*

*Prerequisites: French I and fulfillment of Honors placement policy*

The French II Honors course will be conducted in French. The emphasis will be on completion of the basic grammar of the French language using communicative activities based on everyday themes. New verb tenses include the imperfect, future, conditional, and pluperfect, while the final lesson introduces the subjunctive mood, which will be studied in more detail in French III. Phonetic drills, as needed, will assure the acquisition and continuing development of accurate pronunciation, and memorization of the dialogues will simulate fluent, spoken French at a fairly sophisticated level. The students' listening comprehension skills are the natural result of a course taught in the target language. Opportunities for more structured listening activities include lab audio exercises of various sorts in the classroom, dictation, and periodic viewing of filmed episodes in the life of a young French teenager. Writing activities beyond the basic written grammar exercises will be an essential component of the course.



### **French III**

*Year course: 1 credit*

*Prerequisite: French II*

This is an intermediate course in which more complex grammar and vocabulary encourage the student to work toward greater fluency in French. The focus increases on reading comprehension and writing. The course will include a greater emphasis on French culture, history and geography. The use of the Internet and videos will reinforce the four language skills. The class will be conducted in French.

### **French III Honors**

*Year course: 1 credit*

*Prerequisites: French II and fulfillment of Honors placement policy*

This course is for students who excelled in Level II and who are prepared for more advanced study. Students will learn the major grammatical structures of French, and develop more advanced listening comprehension skills. Class readings, discussions and oral reports enhance the basic skills. The course includes Internet research, films, videos, and music. The class will be conducted in French.

### **French IV**

*Year course: 1 credit*

*Prerequisite: French III*

This course emphasizes the study of literature, geography and history of France and the French-speaking world. Included in projects will be the reading and analysis of excerpts of modern French literature, oral reports on current events, weekly essays, listening comprehension, and a systematic review of grammar and use of the Internet for research. The class will be conducted in French.

### **French IV Honors**

*Year course: 1 credit*

*Prerequisites: French III and fulfillment of Honors placement policy*

French IV Honors serves as an introduction to the Advanced Placement French Language course, which is the honors track version of French V in the Upper School. The course will be conducted entirely in French and

students are expected to speak French, not only in the classroom, but also in any form of correspondence with the instructor, such as emails, office consultations and casual conversation. Course materials and classroom activities will provide practice in listening comprehension, speaking, writing and reading comprehension and analysis. Grammar review, especially of the subjunctive mood and sequencing of the simple and compound past tenses of verbs, as well as the correct forms of relative and interrogative pronouns in context, will be essential at this stage. Substantial summer reading provides a natural transition to the AP language course the following year.

### **French V**

*Year course: 1 credit*

*Prerequisite: French IV*

This is a continuation and a culmination of what is offered in French IV, and it will allow students to continue to pursue the study of French, advancing their knowledge of grammatical structures and vocabulary. Students will base writing and speaking exercises on literature. Films will be viewed and the Internet used for research. The class will be conducted in French.

### **French V Honors**

*Year course: 1 credit*

*Prerequisite: French IV Honors*

This course is taught in conjunction with the Advanced Placement course in French Language and Culture. The students will meet together and, in terms of content, they will follow the same syllabus, which is thematic. The themes include Family and Community, Science and Technology, Aesthetics, Contemporary Life, Global Challenges, and Search for Personal and National Identity. We strive to strengthen the four language skills, speaking, listening, reading and writing, and to assist each student in these areas according to her needs.

### **Advanced Placement French Language and Culture**

*Year course: 1 credit*

*Prerequisites: French IV Honors and fulfillment of Advanced Placement policy*

The Advanced Placement French Language and Culture course will conform to the new guidelines of the College Board. Their overarching premise is the following:

“When communicating, students in the Advanced Placement French Language and Culture course will demonstrate an understanding of the culture, incorporate interdisciplinary topics, and make comparisons between the native language and the target language and between cultures and use the target language in real life settings.” Although specific materials are not designated by the College Board, the prescribed themes around which the course will be designed are Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identity, Families and Communities, and Beauty and Aesthetics. These topics will necessarily influence the choice of readings and topics for discussion and writing. The usual pedagogical approach will focus on frequent writing assignments and daily conversations about pertinent topics. The class will be conducted in French. Students will take Advanced Placement exam in May.

### **Latin I /II**

*Year course: 1 credit*

This course begins with an overview of the basic elements of English grammar and then proceeds to the systems of declensions and conjugations that are fundamental to Latin. Special attention will be paid to the developed case system for nouns and adjectives in Latin and to the various tenses of the Latin verb. Students will also work with Latin adjectives, adverbs, prepositions, pronouns and the passive voice. Daily exercises in Latin will reinforce what the students have learned, as will brief reading selections of modified ancient stories in Latin. Throughout the course, students will have the opportunity to learn about the culture and achievements of the ancient Romans. No prerequisites are required. The material in the course will be taught through a combination of video lectures and online tutorials designed to be used in conjunction with the textbook. This course will be offered through SophieConnect in 2019–2020.

### **Latin III/IV**

*Year course: 1 credit*

*Prerequisite: Latin II*

This course is a continuation of the Latin I/II course and consists of three main components: (1) a review

and acquisition of grammar and syntax, (2) the translation and close reading of texts written in the original Latin and (3) a study of the culture and history of the ancient Romans. The course will begin with a thorough overview of the basic Latin grammar and syntax learned in previous years of Latin (e.g., the declensions, conjugations, adjectives, adverbs, pronouns, etc). Students will then proceed to items relating to the more advanced Latin grammar and syntax, including the various participial formations, the ablative absolute, the gerund and gerundive constructions and the forms and syntax of the subjunctives. As students work through the grammar and syntax, they will also be reading and analyzing texts of various lengths written by Caesar, Cicero, Ovid, Catullus, Vergil and other ancient writers not only so that they can practice and apply their understanding of the mechanics of the language, but also so that they can gain a further appreciation of the richness and power of the Latin language. This course is offered through SophieConnect in 2019–2020.

### **Latin IV Honors**

*Year course: 1 credit*

*Prerequisite: Latin III*

Having studied the basic grammar and syntax of Latin, students in Latin IV will explore a number of the finer points of the language, with a focus on the diverse subjunctive modes of expression and the more specialized uses of the various noun cases. Readings will be taken mainly from original ancient sources, ranging from the works of Catullus to those of Cicero, Horace, Ovid, Virgil, and others. Over the course of their work with the language and these authors, students will have the opportunity to examine a number of the historical and cultural elements of ancient Roman life. Throughout the year, the course will emphasize the art, as opposed to the science of translation. Students will make connections between Latin and their use of the English language.

### **Spanish I**

*Year course: 1 credit*

This course introduces students to the basic elements of the language and the cultures of the Spanish-speaking world. Simple, effective, interpersonal communication



through spoken and written language will be emphasized. Students will develop the skills and confidence necessary, not only to express themselves successfully, but also to navigate the Spanish they encounter in everyday life. The course will be taught in Spanish as much as permitted, with clarifications in English. It will use a combination of resources to achieve these goals, including a suite of materials from online textbooks and workbooks, in addition to oral communication activities.

### **Spanish II**

*Year course: 1 credit*

*Prerequisite: Spanish I*

Development and implementation of the four language skills will continue in this course, with an emphasis on oral proficiency by means of intermediate grammatical skills. Students will learn to write compositions of one to two pages in length. The class will be conducted in Spanish with clarifications in English, and students will be expected to understand, speak and write in Spanish. Class participation is of major importance. Students will explore the Spanish and Latin American cultures by viewing subtitled, short films and reading short articles and stories. Instructional materials will include a textbook and Supersite, audio recordings, videos, DVDs and Internet resources.

### **Spanish II Honors**

*Year course: 1 credit*

*Prerequisites: Spanish I and fulfillment of Honors placement policy*

Development and implementation of the four language skills will continue at an advanced pace. Most of the major grammatical concepts will be studied. Students will continue to develop comprehension skills and explore the Spanish and Latin American cultures by reading and analyzing selected short stories as well as watching short films. Classes will be conducted entirely in Spanish, and students will be expected to understand and write in Spanish, with an emphasis on oral proficiency. Instructional materials will include a textbook and Supersite, audio recordings, videos, DVDs and Internet resources.

### **Spanish III**

*Year course: 1 credit*

*Prerequisite: Spanish II*

This intermediate course will challenge the student with more complex grammar and vocabulary, as they work toward greater oral proficiency. The focus on reading and listening comprehension, writing and speaking will increase. The course will include a greater emphasis on the Spanish and Latin American cultures, history and geography. Instructional materials will include a textbook and Supersite, audio recordings, videos, DVDs and Internet resources. The class will be conducted in Spanish.

### **Spanish III Honors**

*Year course: 1 credit*

*Prerequisites: Spanish II and fulfillment of Honors placement policy*

This course is for students who excelled in Level II Honors and who are prepared for more advanced study. Students will learn the more advanced grammatical structures of Spanish, and develop more advanced writing, speaking, reading and listening comprehension skills. Essays, stories, class readings, discussions and oral reports will enhance the basic skills. Students will further explore the Spanish and Latin American cultures through authentic resources. Instructional materials will include a textbook and Supersite, audio recordings, videos, DVDs and Internet resources. The class will be conducted entirely in Spanish.

### **Spanish IV**

*Year course: 1 credit*

*Prerequisite: Spanish III*

This course emphasizes the study of literature, geography, current events and history of the Spanish-speaking world. Students will be presented with vocabulary, blogs, short films, articles, short stories, and other authentic material based around a thematic unit. Students will analyze, discuss, present oral reports and write essays, among other activities, in order to enhance their writing, speaking, reading and listening comprehension skills. A systematic review of major grammar concepts will also help improve their fluency. Instruc-

tional materials will include handouts from various textbooks, audio recordings, videos, DVDs and Internet resources. The class will be conducted in Spanish.

### **Spanish IV Honors**

*Year course: 1 credit*

*Prerequisites: Spanish III and fulfillment of Honors placement policy*

This course will continue and enrich the study of Spanish and Latin American cultures and literature through the reading of representative works from the Spanish-speaking world. Grammar will be reviewed at an advanced level through reading comprehension exercises that will expand vocabulary. Oral participation is a required and important aspect of this class. Students will be introduced to grammatical exercises and practice writing essays in preparation for Advanced Placement Language, as well as the AP Literature exams. Instructional materials include handouts from various textbooks, audio recordings, DVDs, and the latest technological tools available. The class will be conducted entirely in Spanish.

### **Spanish V**

*Year course: 1 credit*

*Prerequisite: Spanish IV*

This course is a continuation and a culmination of what is offered in Spanish IV, allowing students to continue to pursue the study of Spanish, advancing in their knowledge of grammatical structures and vocabulary. Students will base their writing and speaking exercises on short films, historical readings and literature. Full-length films are thematically integrated according to the thematic units. The focus will be on cultural studies of the Spanish world. The class will be conducted in Spanish.

### **Spanish V Honors**

*Year course: 1 credit*

*Prerequisite: Spanish IV Honors*

This course is taught in conjunction with the AP Spanish Language course. It is for a student who has chosen to further develop their proficiency in Spanish language and literature but who will not be taking the Advanced

Placement at the end of the year. The focus of the class is for student for advanced their skills in reading, writing, listening and speaking in the target language by means of working with real materials, such as literary works, newspaper articles and excerpts from current publications. The class will be conducted in Spanish.

### **Advanced Placement Spanish Language**

*Year course: 1 credit*

*Prerequisites: Spanish IV Honors and fulfillment of Advanced Placement policy*

This course is for the student who has chosen to develop further a proficiency in Spanish language and literature, and who has excelled in the language. The focus will be on advanced competence in listening, reading, speaking, and writing. Activities will include the review of all the grammar, oral presentations, discussions, written assignments, and reading and listening comprehension in the Spanish language. Students will complete two independent projects in the first semester which the student selects in consultation with the instructor. In addition, the student will read other literary works, news articles and excerpts from current publications in preparation for the Advanced Placement exam. At the end of this course, students will be required to take the AP exam in May. This course will be conducted entirely in Spanish.

### **Advanced Placement Spanish Literature**

*Year course: 1 credit*

*Prerequisites: Advanced Placement Spanish Language and fulfillment of Advanced Placement policy*

This course follows the required reading list provided by the College Board, which places an emphasis on close textual reading, literary analysis, critical thinking and essay writing. Readings will begin with texts from the Middle Ages and conclude with 20th-century prose and poetry from Spain and Latin America. The course will be taught in chronological order, but works are also studied thematically. This is a very rigorous course and students will be expected to have achieved a mastery of the Spanish language and to have a love of literature. At the end of this course, students are required to take the AP exam in May.

## PHYSICAL EDUCATION AND HEALTH

### Physical Education (Grades 9 and 11)

The physical education program contributes to the holistic development of each student. The focus will be on developing fitness, increasing strength and flexibility, and exposing students to new activities to broaden their experience. Physical education is a required program for students in ninth and eleventh grades. Classes meet twice during the eight-day rotation for the entire school year. The program provides the student with an opportunity to develop her fitness level, as well as healthy lifestyle choices and practices.

A ninth- or eleventh-grader, who participates on two Sacred Heart Greenwich interscholastic sports teams over the course of the year, will be exempt from physical education for the year. Participation on one Sacred Heart interscholastic sports team in a year will exempt the student from physical education in that season. A student may apply for an exemption from physical education for competitive programs outside of school, provided they meet specific criteria.

### Health (Grades 10 and 12)

The health education program provides the opportunity for students to develop the necessary skills for responsible decision-making. Topics include drug, alcohol, and tobacco abuse and use; nutrition and eating disorders; self-destructive behaviors; human reproduction; and sexual harassment and bullying. Other topics to be covered may include CPR and first aid. The program teaches the skills that are essential to the development of personal and social competence. Class time will be set aside for reflection and discussion.

## INTERSCHOLASTIC ATHLETICS

The guiding principle behind Sacred Heart Greenwich's support of interscholastic athletics is the belief that it supports the overall mission of Sacred Heart Greenwich to *educate women to have independence of judg-*

*ment, personal freedom, and strength of character so that they can become leaders with broad intellectual and spiritual horizons.* Evidence-based research indicates that involvement in regular physical activity and sport builds the necessary foundation for girls to lead healthy, strong and fulfilled lives. Team sports offer a natural environment where participants can build leadership skills, confidence, feel connected and accepted by others, and learn how to work as a team to achieve a common goal.

Participation in the after-school interscholastic athletics program is voluntary and open to grades nine through twelve. Practice and competition takes place five to six days a week, depending upon the sport and level of competition. Weekend tournaments or travel may occur at the Varsity level.

Sacred Heart Greenwich is a member of the Fairchester Athletic Association (FAA) and the New England Preparatory School Athletic Council (NEPSAC).

Seasonal sport offerings include:

**FALL:** Rowing, cross-country, field hockey, soccer, volleyball

**WINTER:** Basketball, fencing, squash, swimming and diving, rowing (training only)

**SPRING:** Rowing, golf, lacrosse, softball, tennis, track and field, water polo

### Exceptional Athlete Policy

Students who are exceptional athletes may be permitted an extended absence from school to train intensively in their specific sport. Interested students should write to the head of the Upper School requesting permission, provide an approved daily tutoring program, which is aligned with our academic curriculum, and be affiliated with a program and/or coach. This program is solely for girls who have shown a high level of accomplishment and dedication to the sport. Decisions to permit such an extended leave are made on a case-by-case basis and require that the student have and maintain a B average or above.

## **Grading and Report Cards**

**A** is given for exceptional mastery of the content of the course, depth of insight, creativity and originality of thought, individual initiative, clear and effective expression, superior accomplishment of assignments that often extend beyond the requirements of the course, and excellent performance on assessments.

**A** = 94-100, **A-** = 90-93

**B** is given for a strong grasp of the content of the course, thorough mastery of the skills necessary in the course, responsible, complete and accurate accomplishment of assignments, and very good performance on assessments.

**B+** = 87-89, **B** = 83-86, **B-** = 80-82

**C** is given for a satisfactory grasp of the content of the course, basic mastery of the skills necessary in the course, responsible and regular accomplishment of assignments, and acceptable performance on assessments.

**C+** = 77-79, **C** = 73-76, **C-** = 70-72

**D** is given for work that meets the minimum requirements of the course. This indicates minimal grasp of the course content and weak skill development.

**D+** = 67-69, **D** = 64-66

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

**F** = below 64

**INC** is given only when there are valid, extenuating circumstances for incomplete work. Teachers consult with the academic deans before assigning a grade of INC.

The components for grading are homework, class participation, various written assignments, presentations and performances, quizzes, tests, exams, and attendance. At the beginning of each course, the teacher explains the policies regarding attendance,

lateness, absence and the effect on grades. Report cards are posted online at the end of each semester; students will receive online **mid-semester** grades.

## **Examinations**

In some courses, cumulative examinations are given at the end of the first semester. Final examinations are given at the end of the second semester. Final examinations are weighted as a percentage of the final grade for all grades.

## **Academic Honors**

### **HONOR ROLL**

A student will be awarded honors for her work during a semester, if her semester GPA, including extra weighting for Honors and/or Advanced Placement level courses, is 3.5 or above and there is no failing grade. June honor roll standing is based on the final grades for the year.

### **GRADUATING WITH HONOR AND HIGH HONOR**

A student will graduate with honor if her cumulative GPA at Sacred Heart is 3.667 or above (an A average) and with high honor if her GPA is 4.0 or above (an A average.)

### **CUM LAUDE**

Sacred Heart Greenwich is a member of the Cum Laude Society. Cum Laude is a fellowship of scholars founded in 1906 to recognize academic achievement and promote excellence, justice and honor. Students in the Upper School are selected for induction into Cum Laude by a panel of faculty and administrators. Selection is based on intellectual curiosity and love of learning, the rigor of the student's course load, grade point average, standardized test results including SAT and Advanced Placement scores, and service to others.

*Academic policies are described in detail in the Student/Parent Handbook.*

## *Special Programs and Opportunities*

### **Advisory**

Each student in the Upper School has a faculty member who serves as her advisor. Students and advisors are carefully matched. Each advisor oversees her/his advisees individual progress, and provides additional support to her. The advisor is knowledgeable about each advisee in terms of her overall program, and general wellbeing. The advisor supports the student by assisting in problem solving and celebrating successes. The advisor also takes care of practical matters, such as daily attendance. The advisor will also sit with students at assemblies and events, monitor daily uniform appearance and review grades and comments each semester. Advisors and students meet individually and in advisory groups. Parents may meet with the advisor at any time during the year, as needed. Advisors may be contacted by phone or email at the School.

### **Campus Ministry**

The Campus Ministry Team in the Upper School consists of members of all classes who have expressed an interest in ministering to our community through Upper School and all-School liturgies, and assisting with Retreats, Chapels and Prayer Services.

All Roman Catholic juniors interested in applying to be trained as Extraordinary Ministers of Holy Communion are asked to submit an application, which is reviewed by the Director of Campus Ministry and the Upper School Head. Students are notified by the end of April. All accepted students are expected to attend two training days, one in June and one in August, and as needed before liturgies during the year. These students participate in liturgies both during the school day and on the weekends, as assigned, and at divisional liturgies. Extraordinary Ministers of Holy Communion are commissioned at our first all-School liturgy each year in September, which is the Mass of the Holy Spirit.

The Class Ring Mass is a very meaningful event for juniors and seniors held during the school day. The seniors present the juniors with class rings, and the juniors reciprocate by giving the seniors Sacred Heart pendants. A reception follows.

### **Class Retreats**

During the school year, freshmen and sophomores spend one day as a class for reflection and spiritual growth. The Freshmen Retreat is held on campus. The girls are introduced to the RSCJ's, St. Madeleine Sophie Barat, St. Rose Philippine Duchesne and Janet Erskine Stuart, as contemporary women who continue to impact Sacred Heart students today. The Sophomore Retreat is held offsite and focuses on discovering God in all things. Juniors spend three days on campus experiencing a Kairos retreat, which is organized to foster a deeper relationship with God and others. The Senior Retreat is designed to give students the tools to continue to deepen their personal faith after they graduate. These retreats are planned by the Director of Campus Ministry and a group of student and adult leaders. Retreats are an integral part of the curriculum and all students are expected to attend.

### **College Guidance**

The Sacred Heart Greenwich College Guidance Department implements a full-bodied, comprehensive curriculum of information, experiences, education and support designed to enable our students and their families to make well-informed, confident decisions relative to the college admissions process.

A collaborative approach including the student, her family and her college counselor places emphasis on student's proactive involvement and feedback through the college search, application and admissions processes.

Open lines of communication and the sharing of information are cornerstones of the College Guidance Department. The *College Guidance Handbook* and the *College Guidance Newsletters* present comprehensive, fluid and important information for our students and families. Both of these vehicles are accessible via the school's website.

In measured, timely and thoughtful steps the College Guidance Department's reach extends to the inclusion of all upper school grade levels with a keen eye towards



maintaining perspective, balance and mitigating stress levels of our students. To this end, freshmen and sophomores are given a basic introduction to preliminary tools and supports as an inaugural step into the College Guidance process.

Full student and family engagement with the College Guidance Department commences junior year. During junior and senior years, SHG students participate in regular College Guidance classes and curriculums. Highlights of the college admissions process are reflected in the following synopsis.

### **Freshman Year**

Students are introduced to the Naviance Student platform to access information regarding summer and pre-college enrichment programs for consideration.

### **Sophomore Year**

Students begin standardized testing with access to an optional PreACT in September and an all-class administration of the PSAT 10 in the spring. Students and families are invited to attend an introductory Sophomore College Information Night in the spring.

### **Junior Year**

- ◆ Students attend regularly scheduled College Guidance Classes for the full year and participate in a full curriculum touching on all aspects of the college search, selection and admissions process.
- ◆ All juniors take the nationally administered PSAT/NMSQT exam in October.
- ◆ Juniors are afforded access to attend college representative visits in the fall, *student schedules permitting*.
- ◆ Students and parents attend Junior College Night in November.
- ◆ College counselors are assigned to students in November.
- ◆ The College Guidance Department hosts special events throughout the year.
- ◆ Students and parents complete comprehensive College Questionnaires in early winter of junior year.

- ◆ College Counselors host personalized, individual meetings with parents through second semester of junior year.
- ◆ College counselors support each student's individualized college search process in the development of an informed and appropriate college list.
- ◆ Juniors establish Common Application accounts and open their applications.
- ◆ Completion of a primary college essay prior to the year's end is a significant initiative of second semester junior year.
- ◆ The College Guidance Department recommends that students begin ACT/SAT/SAT Subject Testing in late winter or spring of junior year.

### **Senior Year**

- ◆ Students continue regularly scheduled College Guidance Classes through first semester.
- ◆ Students and families attend Senior College Night in September.
- ◆ Seniors are encouraged to attend college representative visits to campus through the fall.
- ◆ College counselors continue to meet with, support and engage students and parents through all aspects of the college application process.
- ◆ Seniors responsibly and fully engage all processes and deadlines relative to their individual timelines.
- ◆ Seniors maintain, and convey as necessary, all college communications.

### **Committees and Clubs**

The student activities program fosters several of the *Goals and Criteria* of Sacred Heart Schools, including a social awareness, which impels to action; the building of community as a Christian value, and personal growth in an atmosphere of wise freedom. In the Upper School, student clubs are part of the program. Clubs meet during the day and allow all students to be involved. Students may start a club once they submit a proposal and find a faculty member to help guide them. The clubs meet once a cycle and each student may join up to two clubs. Additionally, students may join committees, which meet at different times during the day to accommodate all the interests of the students.

### **Philosophy of Our Social Justice and Service Program**

As a member of the Network of Sacred Heart Schools, we educate to I) a personal and active faith in God, II) a deep respect for intellectual values, III) a social awareness which impels to action, IV) the building of community as a Christian value; and V) personal growth in an atmosphere of wise freedom. The Social Justice and Service Program meets each of these goals while being centered on *Goal III* – a social awareness that impels to action.

The program fosters the building of community and enables the students to respond to the Gospel call to work for social justice – an act that leads to a deepening of personal faith. Through a reflection process that encourages critical thinking and personal reflection, students mature intellectually, emotionally, and spiritually. The students learn experientially and are instilled with the values of courage, confidence, and civic responsibility.

The Social Justice and Service Program is not just an exercise in charity or a fulfillment of community service hours. Our students are committed to creating a more just world, and through this work they are transformed. Young alumnae return and speak of the service they offer in new environments, and alumnae of every generation demonstrate an ongoing commitment through their career choices and lives.

St. Madeleine Sophie Barat was confident that when a child knows that she is loved by God she can transform the world. All Sacred Heart schools around the world are expressions of this fundamental insight, and every part of our program is rooted in this.

Students know they are loved and they recognize their capacity to transform, to become powerful agents of God's love and compassion in a wounded world. They step out of their comfort zones to serve the poor, the marginalized, the suffering in our region and throughout the world.

St. Madeleine Sophie Barat was confident that young women need to be educated to develop their whole beings and learn to be women for others. Sacred Heart Greenwich students respond with open hearts to the needs of people in the global world. They are especially committed to educating women in Uganda/Kenya, a place where girls struggle for equal opportunities.

### **The Experience of the Social Justice and Service Program**

Upper School students commit to at least 25 hours each year to social justice and service, but usually students complete many as it becomes a habit of the heart. At least 13 hours each year are served in direct service supporting people in need. You will see Sacred Heart Greenwich girls visiting elderly residents in nursing homes, supporting students and adults impaired by physical disabilities, cleaning up a park or advocating for care and protection of our natural environment, learning about local and international issues of human rights abuses, supporting teachers and tutoring students in charter and Catholic schools, collecting and distributing donated goods for individuals and families facing economic hardship, and visiting, assisting, or preparing food for the homeless of our region.

Other categories of service are listed below. Students can supplement their service commitment in any of these categories:

- ◆ Giving back to SHG by helping at Admission Open House, Alumnae Reunion, Fall Festival, and Come Home for Christmas.
- ◆ Engaging in environmental service or animal service by cleaning up the local beaches/parks, working at Adopt-a-Dog, or training seeing-eye dogs.
- ◆ Assisting in parishes by being altar servers, Eucharistic ministers, lectors, or teaching religious education.
- ◆ Engaging in advocacy on a social justice issue.
- ◆ Indirect Service that helps a population in need or works on an issue of social justice such as fundraisers and running a conference.

Social justice and service opportunities are complemented by opportunities organized by our own faculty

and staff. These have included rebuilding homes destroyed by Hurricane Katrina in New Orleans, learning about the Lakota people at Pine Ridge Reservation by assisting the Red Cloud School, and participating in pilgrimages to Lourdes to help the sick.

Students often create clubs to address issues of social justice and provide service opportunities.

Some classes at Sacred Heart Greenwich offer service-learning experiences that blend learning with a social justice issue in their discipline. These experiences allow for group and deeper individual reflection on service, the world, the individual, and the social justice issue involved.

Students are encouraged to take personal responsibility for satisfying the service commitment. Many opportunities will be provided throughout the school year. However, it remains the student's responsibility to fulfill her commitment. If a student needs a place to volunteer, the social justice and service director will provide assistance. There are a number of service agencies listed on the Community Service page on the website.

The director of the program visits the freshman theology class several times throughout the year to work with the girls on their service plan, talk with them about the program and discuss the different types of work they can engage in, and how to log their own hours.

Students take the Seminar in Literature and Thought during their senior year that culminates in a capstone project that weaves together their Sacred Heart education, service and the social justice issue they research.

All work must be completed and logged by students by April 30. Students who do not complete their minimal requirement during freshmen, sophomore or junior year must speak to the program's director to identify the reason and create a plan to engage the student. If a student does not complete this graduation requirement during her senior year, the situation will be referred to the Head of the Upper School.

### **A Sample of Places Sacred Heart Greenwich Students Serve:**

Midnight Run (Dobbs Ferry, NY)  
Inspirica (Stamford, CT)  
Fairview of Greenwich (Greenwich, CT)  
Carver Center (Port Chester, NY)  
Neighbor to Neighbor (Greenwich, CT)  
Blythedale Children's Hospital (Valhalla, NY)  
Caritas of Port Chester (Port Chester, NY)  
P.O.T.S (Bronx, NY)  
Greenwich Hospital (Greenwich, CT)  
Cerebral Palsy of Westchester (Rye Brook, NY)  
Neighbors Link (Stamford, CT)

### **Fundraising**

Fundraising for a social justice cause through an organization is a viable way to advocate for change. Students who wish to initiate such an activity must fill out a form requesting approval from director. The director and the dean of students will set the date for the event.

### **Network of Sacred Heart Schools Exchange Program**

Sacred Heart Greenwich's Exchange Program offers a unique opportunity for students to broaden their horizons culturally, socially and academically by sharing in the life of Sacred Heart students in other parts of the United States and around the world.

Our national and international exchange program provides an opportunity for our students to spend time studying at another Sacred Heart school, where they live with the host family or in the school's boarding facilities. The exchange experience may take place during the school year or over the summer months. Exchange students may follow regular courses, as in their home school, or be involved in special programs at the host school. Sacred Heart Greenwich welcomes exchange students from other Sacred Heart schools. Recently, our students have studied in Australia, England, France, Ireland, Peru, Scotland, Spain and Taiwan. We have hosted students from Austria, Australia, England, France, Ireland, Mexico, Peru, Scotland, Spain and Taiwan. Students who are interested in an exchange must submit applications to the exchange coordinator

## *Special Programs and Opportunities*

in the spring of their freshman year, prior to the exchange. The exchange coordinator, dean of students, and Upper School head review the applications, academic records, citizenship, and faculty evaluations before making a decision. After a student is approved for an exchange, the host school will be contacted to see if it can accommodate her. The program is reciprocal and all students who go on exchange are expected to host as well.

Students interested in summer service programs through the Network of Sacred Heart Schools, may apply in December with a written application. All completed applications are submitted to the exchange coordinator and the Network Office.

### **Student Council**

The Student Council in the Upper School represents the interests of the student body and is responsible for maintaining the *Goals and Criteria* and sustaining good spirit in the School. It has the ability to make recommendations to the administration. The council is composed of elected positions: president, vice president, secretary, treasurer, four class presidents, a secretary, treasurer, Green and White Team captains from each class, head of the Committee of Games, and the head of social activities. The Student Council meets bi monthly, and minutes are emailed to the Upper School community. Council members may not hold more than two major positions in the Upper School, as determined by the dean of students and head of the Upper School. Each council member is expected to be a role model for the behavioral and academic expectations of Sacred Heart and must show consistent support for the *Goals and Criteria*. Student Council members are expected to attend

Admission events, Annual Giving phonathons and any other event that requires their presence. The Student Council is governed by the Student Council Constitution.

### **Student Life**

A primary goal of Sacred Heart education is to develop character, to instill habits of respectful self-discipline, to serve those in need and to work in a community setting for the common good. Activities and guidelines for student behavior are based on the *Goals and Criteria*, and students are expected to take responsibility for their own growth and behavior. As a member of a committee or as a participant in an activity, students must be committed to the teamwork necessary for the success of the event, which means being present for all meetings, practices or rehearsals.

### **Green and White Teams**

All faculty and students are divided into two school teams. These two teams compete during the year in a variety of events organized by the Committee of Games that culminate in the Upper School Field Day.

### **Senior Alumnae Passport Prayer Service**

The Senior Alumnae Passport Prayer Service occurs in late spring and is a time when members of the graduating class are enrolled in the International Association of Alumnae of the Sacred Heart. They are given an international Sacred Heart Passport, which lists the 200 Sacred Heart Schools throughout the world, where they will be always welcome.

### **Prize Day**

Prize Day is a traditional academic ceremony held after final exams.



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