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# **Course Guide and Program of Studies**

**2020-2021 School Year**

revised 1/28/20

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# St. Mary's Episcopal School Course Guide and Program of Studies

## CONTENTS

### General Information

Graduation Requirements .....	3
Honors and AP Classes .....	4
Program of Studies .....	4
Ninth Grade Requirements .....	5
Tenth Grade Requirements.....	5
Eleventh Grade Requirements .....	5
Twelfth Grade Requirements .....	5
Electives .....	6
One Schoolhouse .....	6
Technology.....	6
Drop/Add Procedures.....	7

### English Department..... 8

H English 9.....	9
H English 9 Accelerated .....	10
H English 10.....	10
H English 10 Accelerated .....	10
H British Literature Survey, I & II.....	11
AP English Language and Composition .....	12
AP English Literature and Composition .....	12
H Creative Writing.....	12
H Faith & Doubt in Literature.....	13
H Minority Voices in American Literature .....	13
H Survey of American & European Poetry .....	14
H Women's Studies in Literature I .....	14
Introduction to Journalism.....	15

### Math Department..... 16

Algebra I .....	17
Geometry .....	17
H Geometry.....	17
Algebra II.....	17
H Algebra II.....	17
H Precalculus .....	18
H PreAB Precalculus .....	18
H PreBC Precalculus .....	18
H Intro. to Calculus.....	18
AP Statistics .....	18
AP Calculus AB/BC.....	19
Intro to Proof Based Math.....	19
Foundations in Personal Finance .....	20

### Science Department..... 21

Biology.....	22
H Biology.....	22
Chemistry .....	22
H Chemistry .....	22
H Physics .....	23
H Anatomy & Physiology .....	23
AP Biology .....	23
AP Chemistry.....	23
AP Physics C.....	23
H Independent Research Study .....	24
AP Computer Science Principles .....	25
Introduction to Engineering.....	26

### History Department ..... 27

World Regional Geography/World History I.....	28
AP Human Geography.....	28
H US History.....	28
AP US History .....	28
H World History II .....	28
AP World History .....	29
AP US Gov/AP Comparative Gov.....	29
H Global Issues I/II.....	30

### World Languages Department ..... 31

French I.....	32
French II .....	32
H French III.....	32
H French IV.....	32
Latin II.....	33
H Latin III .....	33
H Latin IV .....	34
AP Latin.....	34
H Latin V Part I.....	35
H Latin V Part II.....	35
Spanish I.....	35
Spanish II.....	35
H Spanish III .....	35
H Spanish IV .....	36
H Spanish V.....	36
AP Spanish V .....	37

### Fine Arts Department ..... 38

Wind Ensemble.....	39
Concert Choir.....	39
Chamber Ensemble.....	39
Beginning Guitar .....	39
H Music History .....	39
H Power of Black Music in America.....	40
AP Music Theory .....	40
Performance Arts I/II .....	40
Fundamentals of Acting I .....	40
Studio Art I Fall .....	40
Studio Art I Spring.....	41
Studio Art II Fall .....	41
Studio Art II Spring .....	41
H Studio Art I Fall/Spring.....	41
H Studio Art II Fall/Spring .....	42
Photography I/II .....	42
H Portfolio Prep, I/II .....	43
H Art History .....	43
AP Art History.....	44
H Humanities I & II.....	44
H Harlem Renaissance .....	44

### Religious Studies Department ..... 46

Faith Foundations .....	47
H Facing History & Ourselves .....	47
H The Meaning of Life.....	47
H Voices of Faithful Women .....	48
H Of Gods and Mortals .....	48

### Physical Education Department ..... 49

Mind and Body Wellness.....	50
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# St. Mary's Episcopal School Course Guide and Program of Studies

## GENERAL INFORMATION

Students in the Upper School should select courses that will prepare them for the colleges they expect to attend. Each student consults with her parents and the Director of Studies or College Counselor as she makes decisions concerning her courses for the next school year and projects courses for the years to follow. There are certain required courses that must be part of the program of studies each year, but elective courses exist at every grade level, increasing in numbers as students reach the eleventh and twelfth grades.

### Graduation Requirements

The requirements for a St. Mary's Episcopal School diploma are as follows:

#### 21.5 Credits

English .....	4.0 Credits
Mathematics.....	4.0 Credits
Science .....	3.0 Credits*
History.....	3.0 Credits
World Languages.....	3.0 Credits**
Fine Arts .....	1.0 Credit ***
Religious Studies .....	1.0 Credit****
Physical Ed./Health.....	1.0 Credit
Electives .....	1.5Credits

*note: one elective must be taken as an online course*

Two-semester courses receive 1 credit; one-semester courses receive 1/2 credit.

\*The 3 credits in science must include one credit each in biology, chemistry, and physics.

\*\*Students must complete three years in one world language.

\*\*\*Students may choose from the following courses to meet this requirement: Honors Art History, Honors Music History, Honors Humanities I, Honors Humanities II, AP Art History (H Art History prerequisite), H Harlem Renaissance, AP Music Theory, H Power of Black Music in America. Students may use the first semester of H French IV, H/AP Latin IV or H Spanish IV toward a half credit of their fine art requirement, in conjunction with any of the other Fine Arts courses except for H Harlem Renaissance.

\*\*\*\*Students must take Faith Foundations, then one of the following to meet this requirement: H Voices of Faithful Women, H Facing History & Ourselves, H Of Gods and Mortals, or H The Meaning of Life. OSH World Religions may be taken in place of Faith Foundations.

## Honors and Advanced Placement (AP) Classes

The Honors and Advanced Placement (AP) courses offered by St. Mary's are challenging and demanding enough to merit a weighted grade. Honors courses receive 0.5 additional point and Advanced Placement courses receive one additional point each semester when grade point averages are calculated. Students are expected to use and expand their higher order thinking skills in reading, writing, and content analysis at all levels, but the standard and honors-level courses are entry-level courses, and the Advanced Placement courses are college-level courses. In addition to containing college-level material, the Advanced Placement courses require considerable preparation time, equivalent to what might be expected of a similar college survey course. Furthermore, these classes are designed to prepare students for the Advanced Placement exams in the spring. All students enrolled in an AP class are expected to take the AP exam. Exceptions will be made on a case-by-case basis. The cost of each test is approximately \$94. Students scoring well on the AP exams can earn college credit or advanced placement from many colleges participating in the program. Students must apply to enroll in Advanced Placement courses, meet specific criteria, and must have the recommendation of their current teacher in the department, the Director of Studies, and the Head of the Upper School. With the extensive preparation time for AP courses in mind, students should carefully consider their course loads and extracurricular activities before requesting multiple AP courses. The expectation is that students will not drop courses after the drop period has ended.

## Program of Studies

**All students must enroll in five academic\* classes each semester.** A student may take up to 7 courses per semester with special approval based upon academic standing, the number of co-curricular and extra-curricular activities in which the student is involved, and the nature of the courses requested by the student. The following program of studies lists the required courses for each grade. Students must take the requirements for each grade and may also choose elective courses when possible to complete the program of studies for the year.

*\* Non-academic courses are PE/Health, Performance Arts 1 & 2, Beginning Guitar, Wind Ensemble, Chamber Ensemble, and Concert Choir, and are not part of the grade point average (GPA) calculation.*

## St. Mary's Episcopal School Course Guide and Program of Studies

### **Ninth Grade**

Honors English 9 or Honors English 9 Accelerated  
Algebra I, Geometry, Honors Geometry, or Honors Algebra II  
World Regional Geography or AP Human Geography  
World History I  
Biology or Honors Biology  
World Language (choices: French I, French II, Latin II, Spanish I, Spanish II)  
PE/Health  
Study Hall *and/or* Elective (limited to AP Computer Science Principles, Wind Ensemble, Concert Choir, Chamber Ensemble, Studio Art, Photography, Introduction to Engineering, Acting)

### **Tenth Grade**

Honors English 10 or Honors English 10 Accelerated  
Geometry, Algebra II, Honors Algebra II, H Pre AB/BC Precalculus  
Chemistry or Honors Chemistry  
Honors U.S. History or AP U.S. History  
World Language (French II, Honors French III, Honors Latin III, Spanish II, Honors Spanish III)  
Religious Studies requirement or electives

### **Eleventh Grade**

H British Literature I, H British Literature II, and/or English elective  
Algebra II, Honors Precalculus, Honors PreAB Precalculus, Honors PreBC Precalculus, AP Calculus AB, AP Calculus BC, or AP Statistics  
Honors World History II or AP World History  
World Language (if required)  
Religious Studies (if required), Fine Arts\*, Physics\*\*, or electives

### **Twelfth Grade**

(at least 3 senior courses must be year-long courses)

H British Literature I, H British Literature II, and/or English elective  
H Intro to Calculus/Foundations of Personal Finance, H Precalculus, AP Calculus AB, AP Calculus BC, AP Statistics, or Intro to Proof Based Math,  
Religious Studies (if required), Fine Arts\*, Physics\*\*, or electives

\* Students may complete their Fine Arts requirements in the tenth, eleventh or twelfth grade.

\*\* Students may complete their Physics requirement in either the eleventh or twelfth grade.

# St. Mary's Episcopal School Course Guide and Program of Studies

## Electives

Students should carefully consider their selection of electives when registering for the coming year. *The availability of an elective depends upon the number of requests for the course and the individual student's program of studies.* The following courses are available to request as electives:

Acting	AP Statistics	H Latin V
AP Art History	AP US Government	H Portfolio Prep I&II
AP Biology	Chamber Ensemble (aud. req.)	H PowerH Spanish IV
AP Chemistry	Concert Choir	H Spanish V
AP Comparative Government	H Anatomy & Physiology	H Studio Art
AP Computer Science Principles	H Facing History & Ourselves	Intro to Engineering
AP Latin IV	H French IV	Intro to Journalism
AP Music Theory	H Global Issues I/II	Performance Arts (1&2)
AP Physics C	H Harlem Renaissance	Photography I & II
AP Spanish V	H Independent Research Study	Studio Art
	H Latin IV	Wind Ensemble

## One Schoolhouse

One Schoolhouse is a supplemental educational organization that provides courses and programs for students in an all-girls and co-ed environment.

They start with what all thriving schools do well: build authentic relationships. Recognizing that the student-teacher relationship forms the foundation for all learning, they position the learner at the center of the course and design curriculum backwards from the learner. The classes are personalized, competency-based, and learner-driven.

All students must complete one on-line course as a graduation requirement; therefore, St. Mary's will provide a \$1585 allowance to apply towards online courses. Summer courses are considered a course for the following school year, and the student must be enrolled for the following school year before enrolling in a summer course.

## Technology

St. Mary's Episcopal School embraces technology as a teaching and learning tool that will serve students' academic needs and enable lifelong learning. Technology, at its best, supports the curriculum and enhances the overall learning experience in the classroom. Students learn course content and technology skills by completing curriculum-based activities and projects. Therefore, we believe all St. Mary's students must develop competencies in using and applying a broad range of technologies.

## St. Mary's Episcopal School Course Guide and Program of Studies

The National Educational Technology Standards for Students serve as benchmarks for the St. Mary's technology curriculum. Before graduation students will exhibit proficiency in the following areas of technology: an understanding of basic operations and concepts; social, ethical, and human issues; productivity tools; communications tools; research tools; and problem-solving and decision-making tools. Additionally, beginning with the class of 2018, all students must complete an online course as a part of the graduation requirement.

### **Drop/Add Procedures**

1. Required courses cannot be dropped.
2. Commitment to and enrollment in next year's Advanced Placement courses must be made prior to the end of the current school year.
3. Students will not be removed from an Honors or an Advanced Placement course without the recommendation of the teacher and the approval of the Administration.
4. Students who wish to add an elective course may do so during the first week of school.
5. Students who wish to drop an elective course may do so prior to the first mid-quarter, providing they have five academic courses remaining, with permission from the Director of Studies or the Head of the Upper School.
6. Permission to drop/add an elective course is contingent upon course enrollment.
7. Seniors requesting to drop/add a course must also obtain approval from the College Advisor.

## **English Department**

## The English Department

The curriculum of the St. Mary's English department is designed to meet the individual needs of each student; therefore, placement is subject to change on a yearly basis.

Placement in Honors Accelerated classes (9-10) and AP classes (11-12) are determined through an application process. Process includes:

- A formal application from the student
- Scores on standardized tests
- A writing sample
- Recommendation from the English department
- Strong grades in English and History from the previous year

## Ninth Grade English

The overall purpose of ninth grade English is to lay the foundation for those skills emphasized in English for the upper school: close, analytical reading, critical thinking, and expository writing. It encourages an appreciation for classical literature and promotes an understanding of it as the foundation for all subsequent literature of western civilization. The course includes a study of such classics as Greek and Roman mythology and drama, Shakespeare, Dickens, Shaw, Tolkien, and great poetry.

The course includes a review of grammatical knowledge, and correct syntactical construction is introduced. In addition, increasing vocabulary is strongly emphasized in this course.

Writing proficiency is based on clear, concise expository writing using correct grammar, spelling, and punctuation. The study of composition emphasizes the ability to analyze material, to organize and construct a composition and to express oneself in clear and concise communication. Students are encouraged to submit their best poetry, fiction, and nonfiction for publication and/or competition.

## Honors English 9

A student in H English 9 will:

- work at an advanced pace through the reading of difficult literature
- practice critical thinking skills in the study and analysis of literature
- receive comprehensive and individualized instruction throughout the writing process
- practice self-directed learning in the study of all required material

### **Honors English 9 Accelerated**

A student in H English 9 Accelerated will:

- have completed the qualifying application process and been approved by the English department
- work at an accelerated pace through the reading of difficult literature
- practice a higher level of critical thinking skills in the study and analysis of literature
- write at an advanced level for freshmen and receive guided instruction throughout the writing process
- be self-directed in the study of all required material

### **Tenth Grade English**

Tenth grade English continues the critical study of literature, primarily American literature from Fitzgerald to Faulkner, along with a strong emphasis on the writing process. Close analysis of texts, both prose and poetry, focuses on the definition of self and the process by which it is known. Working alongside the sophomore U.S. History class, students write a thesis-driven research paper. In addition, students prepare for upcoming standardized testing through an intensive review of grammar and syntax. This course also includes a study of vocabulary.

### **Honors English 10**

A student in H English 10 will:

- work at an advanced pace through the reading of difficult literature
- practice critical thinking skills in the study and analysis of literature
- receive comprehensive and individualized instruction throughout the writing process
- practice self-directed learning in the study of the required material

### **Honors English 10 Accelerated**

A student in H English 10 Accelerated will:

- have completed the qualifying application process and been approved by the English department
- work at an accelerated pace through the reading of difficult literature
- practice a higher level of critical thinking skills in the study and analysis of literature

- write at an advanced level for sophomores while receiving instruction throughout the writing process
- be self-directed in the study of all required material

### Eleventh and Twelfth Grade English

#### H British Literature Survey I and II (required)

The overall purpose of British Literature Survey I is to prepare students for successful analytical reading, critical thinking, and expository writing in high school English and beyond. The class will start with *Beowulf* and move chronologically through the early Romantic period. The course is guided by the essential question, "How does reading great literature make us better human beings?" in order to encourage deep thinking, lively discussion, and independent inquiry of the literature.

The overall purpose of British Literature Survey II is to prepare students for successful reading, thinking, and writing at the college level. The emphasis of this course is on British literature, starting with the Victorians and moving chronologically through the Modern era.

**Both British Literature Survey courses are required for graduation.** British Literature Survey I is not a prerequisite to British Literature Survey II. These courses can be taken at any time in the junior and senior year.

Students in British Literature Survey I and II will:

- work at an advanced pace through the reading of difficult literature
- practice critical thinking skills in the study and analysis of literature
- receive comprehensive and individualized instruction throughout the writing process
- practice self-directed learning in the study of the required material
- practice rhetorical analysis
- study argumentative and persuasive techniques and practice using these techniques in original essays. (Students will prepare for upcoming standardized testing through intentional and directed practice.)

## Electives Available to Fulfill English Requirement

Each junior and senior will choose two one-semester elective courses to fulfill her two credit English requirement. Students may choose other courses to serve as an elective credit (per their interest). The following elective courses are available to juniors and seniors.

### AP English Language and Composition

English Language and Composition engages students in becoming skilled readers of prose (non-fiction) written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Students will be expected to take the AP exam at the end of the course. Acceptance to AP Language is contingent on an application process and approval by the English department. *This course will be taught only in the second semester.*

### AP English Literature and Composition

English Literature and Composition engages students in becoming skilled readers of both fiction and poetry, in both European and American Literature. Students are expected to become more analytical in both their writing and their reading skills, and they will be expected to demonstrate these critical thinking and writing skills in this class. Students will be expected to take the AP exam at the end of the class. Acceptance to AP Literature is contingent on an application process and approval by the English department. *This course will be taught only in the second semester.*

### Honors Creative Writing

This is a workshop class in creative writing - fiction, nonfiction, and poetry - with an emphasis on experimentation. We will experiment with writing style, tone, voice, and with mimicking the writing of great writers. To be a good writer, you must read, and you must want to read. You must make it as much a part of your life as eating and sleeping, because reading and writing work together. You cannot write well if you don't read much and widely: fiction, nonfiction, poetry, and journalism. We will read a broad range of writers in fiction and nonfiction, and examine a variety of writing techniques important to the craft of writing fiction and nonfiction stories. These include different narrative methods, developing lead paragraphs, developing voice and point of view, and ethical concerns.

The honors creative writing class will follow the Iowa Writers' Workshop method. Class members do a close reading of a student's work and then in class give a focused critique of that work through spirited discussion. This is a project-based class. This means you will be working on an extended assignment—either a collection of essays or a short story, a play or a screenplay, or a portfolio of poetry. The emphasis will be on critiquing our own work while we study how other writers pursue the craft. You will revise your work—draft after draft after draft—through the workshop experience. Revision is critically important.

You will be expected at the end of the semester to turn in a complete work - a play, collection of essays, creative non-fiction, or a complete short story - 25 (or so) revised pages of revised work - for a final presentation to the class and a public reading.

Authors we will read will vary widely: from David Sedaris to Eudora Welty to Virginia Woolf to Annie Dillard. We will be reading the author's own words about his/her art and craft, as well as the actual work of these authors. There will be weekly reading assignments along with the student's writing project.

### **Honors Faith and Doubt in Literature**

This course is designed to explore various perspectives and questions of faith and doubt in literature, to expose students to the problems and tensions between faith and doubt, and to grapple with important life questions, such as:

Why do people change what they believe?

What gives purpose to our lives?

What gives us hope?

Why do bad things happen to good people (and visa versa)?

What about chance, or fate?

Students will explore these questions through the close reading of works from such authors as Fyodor Dostoevsky, Flannery O'Connor, Annie Dillard, Yann Martel, Barbara Kingsolver, Maylynn Robinson, Albert Camus, Gerard Manley Hopkins, T.S. Eliot, and William Shakespeare.

### **Honors Minority Voices in American Literature**

This course is designed to expose students to marginalized voices in American literature in order to examine the ways in which being a minority shapes one's identity. Through the close reading of classic works from such authors as Ralph Ellison, Leslie Marmon Silko, Toni Morrison, Amy Tan, Maxine Hong Kingston, Langston Hughes, Sandra Cisneros, Junot Diaz, and Sherman Alexie, we will explore the way minority writers give voice to the minority experience in America.

### **Honors Survey of American and European Poetry**

Poetry is all around us - in religious texts and ceremonies, in popular songs - and yet many people claim that poetry (by which they mean academic poetry or traditional literary poetry) is difficult, intimidating, and too far removed from everyday life. In this course, we will try to define poetry in a wide sense, to discover what the everyday "poetry" we are all familiar with (from greeting cards to rap to advertising jingles) has in common with works of poetic art such as Shakespeare's sonnets or T.S. Eliot's "The Waste Land," and we will try to make these works of art more familiar and approachable. The course will survey English and American poetry from the beginnings to the present, and will involve the writing of original poetry.

Poets covered will include (but are not limited to): T.S. Eliot, Emily Dickinson, Robert Frost, William Butler Yeats, Seamus Heaney, John Donne, William Blake, Robert and Elizabeth Browning, Lord Tennyson, Matthew Arnold, ee Cummings, Langston Hughes, Countee Cullen, W.H. Auden, Dylan Thomas, William Carlos Williams, William Shakespeare (soliloquies and long passages from selected plays)

### **Honors Women's Studies through the Literary Lens**

In Nathaniel Hawthorne's *The Scarlet Letter*, Hester Prynne's embattled daughter Pearl ends her story, or more importantly, *begins* her story as one who will no longer "do battle with the world, but be a woman in it." The focus of this elective will include the question of what does it mean to be a woman "in it," the world as we know it now as well as then. While students in this class will first examine the social norms that have shaped the lives of both women and men through a literary as well as a cultural lens, they will then concentrate on those norms that primarily affect women. By critically reading both fiction and nonfiction, students will gain an understanding of the evolution of the mores that have not only underpinned the role of women in society but also inspired a long history of ever-changing feminist ideals.

Class readings may include (but are not limited to) the work from authors Margaret Atwood, Lindy West, Roxane Gay, Virginia Woolf, Chimamanda Ngozi Adichie, Kate Chopin, Betty Friedan, Naomi Wolf, Rebecca Solnit, Sojourner Truth, Rupi Kaur, Sylvia Plath, Edith Wharton, Alice Walker, Charlotte Perkins Gilman.

This class is open only to Seniors.

*True Elective - Not to Be Considered for Completion of English Graduation Credit*

**Introduction to  
Journalism**

This four-week summer course is designed to provide students with a basic understanding of 21st Century journalism. Students will be introduced to the role of journalism in society and gain perspective on journalistic ethics. A primary goal of the course is for students to understand the different styles of journalistic writing (news, features, sports, reviews, editorials, etc.). Therefore, they will practice generating story ideas, finding and using sources, interviewing, writing, and editing. The course will be offered online and will meet students' online class requirement. Each student will be required to attend and report on up to five local events. The course is open to rising 9-12 and is strongly recommended for those on the *Tatler* staff.

## **Math Department**

## **Algebra I**

Algebra I integrates a knowledge of variables and their use with concepts and operations of arithmetic in a formal and logical development of elementary algebra. This course stresses accuracy and precision in work and develops strategies for problem solving.

## **Geometry**

Standard Geometry provides an introduction to deductive reasoning, using the theorems of plane geometry. It presents theory and application, formal and informal proofs, and symbolic and visual approaches to problems. In addition to traditional methods of instruction, students will use TI-Nspire CAS technology for extra practice, investigations and in-class demonstrations as well as hands-on learning activities. The course is designed to establish a firm foundation in understanding the relationships between and within geometric figures as well as to develop the skills to reason effectively. A TI-Nspire CAS calculator is required for this course.

## **Honors Geometry**

*Pre-Requisite:* Algebra I

Honors Geometry encompasses traditional plane and solid Euclidean geometry as well as coordinate geometry, constructions and transformational geometry. Both independent problem-solving and cooperative group work are encouraged in the investigation of geometric truths. Inductive discovery of principles is facilitated by the use of the computer, models, and experimentation. Proofs using deductive or indirect reasoning, in paragraph or two column form, are important to enhance logical thinking and creative problem solving. Projects are assigned to heighten appreciation for the application of geometry to the real world, and the historical significance of the subject. A TI-Nspire CAS calculator is required for this course.

## **Algebra II**

*Pre-Requisite:* Algebra I

Algebra II continues to build on the concepts and skills mastered in the first year of algebra, and it expands on these ideas with further applications and more challenging problem solving. It also uses technology, primarily in the form of graphing calculators, as a tool for opening doors to new approaches. This course provides a firm foundation in the language and application of algebra and in the skills and knowledge necessary to succeed in higher levels of mathematics. A TI-Nspire CAS calculator is required for this course.

## **Honors Algebra II**

*Pre-Requisite:* Algebra I

Honors Algebra II is a rigorous course that prepares students for successful transition into Honors Precalculus by enabling them to master advanced algebra concepts and skills, to think independently, and to utilize appropriate methods of problem solving. It also uses technology, primarily in the form of graphing calculators, as a tool

for opening doors to new approaches. A TI-Nspire CAS calculator is required for this course.

## Honors Precalculus

*Pre-Requisite:* Algebra II

Honors Precalculus develops the trigonometry and precalculus skills necessary for future math courses. The student will use technology and manipulatives as well as work on critical thinking activities and communicating math in a variety of ways. The class uses cooperative learning methods at every opportunity. Juniors who take this course will generally take HICS as seniors, or they may take AP Calculus AB with some summer work. A TI-Nspire CAS calculator is required for this course.

## Honors PreAB Precalculus

*Pre-Requisite:* H Algebra II

This course is for juniors looking to take AP Calculus (AB) as seniors. It covers all the topics of Honors with more depth and will introduce limits and the definition of derivative. A TI-Nspire CAS calculator is required for this course.

## Honors PreBC Precalculus

*Pre-Requisite:* H Algebra II

*Acceptance Criteria:*  
Teacher Recommendation

For the most advanced math students looking to take AP Calculus BC as seniors. All basic precalculus topics will be reviewed, but this course will stress the depth of each topic. Limits, the definition of derivative, rules of differentiation, and applications of derivatives will also be covered. A TI-Nspire CAS calculator is required for this course.

## Honors Introduction to Calculus

*Pre-Requisite:* H Precalculus

Honors Introduction to Calculus is designed to give students an introduction to the study of calculus in preparation for further study in college. The approach to calculus is application-oriented. The calculus topics are those studied in a standard course in the calculus of one variable taught on an honors level. A TI-Nspire CAS calculator is required for this course.

## Advanced Placement Statistics

*Pre-Requisites:* Algebra II

*Acceptance Criteria:*

- Math semester average of 85
- Math teacher recommendation

AP Statistics is a challenging course that will require 45 minutes of homework a night. This course is unique in that there is an emphasis on critical reading, analysis, and interpretation of statistical results, with a heavy use of calculators.

The major component of this course is what is generally covered in a one-semester introductory college course in statistics.

## St. Mary's Episcopal School Course Guide and Program of Studies

Topics included in this course: Basic Statistics, Probability and Distributions, Correlations and Regression, Statistical Inference (Chi-square, t-distribution, hypothesis testing, etc.), and Experimental Design. A TI-Nspire CAS calculator is required for this course. All students are expected to take the AP exam in the spring.

### Advanced Placement Calculus AB/BC

**Pre-Requisites:** H Precalculus or H PreAB Precalculus or PreBC Precalculus

**Acceptance Criteria for AP Calculus AB:**

- PSAT Math score
- Jr. math semester average of 85
- Math department approval

**Acceptance Criteria for AP Calculus BC:**

- PSAT Math score
- Jr. math semester average of 90
- Math department approval

AP Calculus AB and BC are standard courses in the calculus of one variable. All of the topics in the Advanced Placement AB/BC syllabi are covered, as well as additional topics when time permits. The goal of the course is to teach conceptual reasoning which enables students to present a solution algebraically, geometrically, numerically or verbally. Emphasis is placed not only on a clear understanding of the concepts, but also on their applicability in real world situations. Major topics include limits, continuity, derivatives and applications, integrals and applications, first order linear differential equations, inverse trigonometric functions, and transcendental functions. Infinite series, Taylor polynomials, parametrically defined functions, and polar coordinates are covered in the BC course. All students enrolled in this course are expected to take the Advanced Placement exam in the spring. A TI-Nspire CAS calculator is required for this course. All students are expected to take the AP exam in the spring.

### Introduction to Proof Based Math

**Pre-Requisites:** Advanced Placement Calculus AB / BC (can be taken concurrently)

**Acceptance Criteria:** Teacher permission

Introduction to Proof Based Math is a very challenging course that will provide the most advanced math students an exposure to proof-based mathematics. This course is a senior course for students who take AP Calculus as juniors. The main goals of the course are for students to develop creative problem-solving skills and to sharpen their rational and analytical thinking.

The course is equivalent to a Junior-Senior level math departmental course at the university level. The first semester of the course will cover the main topics of Group Theory: basic examples of groups and their properties, subgroups, groups of permutations, isomorphisms, cyclic groups, cosets, homomorphisms, quotient groups, and the Fundamental Homomorphism Theorem. The second semester of the course will be an introduction to Ring Theory, with topics including basic examples of rings and their properties, quotient rings, integral domains, rings of polynomials, factoring polynomials, fields, vector spaces, and an introduction to Galois Theory.

**Foundations in  
Personal Finance**

This course is an introduction to personal finance as it pertains to knowledge and behavior when it comes to managing money, saving, budgeting, debt, college, consumer awareness, bargain shopping, investing, retirement, insurance, money and relationships, careers and taxes, and giving. This course is a blended learning course where students complete online modules followed by rich class discussions and activities. Available to seniors only, second semester.

## **Science Department**

## **Biology**

General Biology combines an introduction of the fundamental concepts of biological science with laboratory investigations and first-hand observations. The basic principles of cell theory, cell biology, biochemistry and genetics among many others will be studied in this introductory high school course. Students will learn through lab investigations, technology integrations and student collaboration. Students will begin learning strategies for critical thinking and problem solving.

## **Honors Biology**

Honors Biology covers the relationship of structure and function at all levels of complexity. Students learn cell theory, cell biology, biochemistry and genetics among many other topics to discover connections across content to become stronger self-directed learners. Application style learning, inquiry based lab investigations, technology integration and student collaboration provide a firm foundation for AP Biology. Students will demonstrate critical thinking and problem solving in class, on tests, and in numerous projects during the year.

## **Chemistry**

*Pre-Requisites:* Algebra I and Biology

Chemistry is designed to familiarize students with the basic principles of chemistry including atomic structure, chemical nomenclature, and chemical reactions. The year is structured with stoichiometry as an enduring theme. Students are encouraged to discover and understand the relationships between basic science and today's world. Emphasis is placed on the development of critical thinking skills and problem solving techniques through small group work, projects, and inquiry based experiments. Chemistry is a quantitative science, but emphasis will be placed on learning how to interpret and solve problems.

## **Honors Chemistry**

*Pre-Requisites:* Honors Geometry

*Co-Requisite:* Honors Algebra II or higher

Honors Chemistry is designed as an introductory course in chemistry. It provides a sound foundation from which AP Chemistry will build. The course is largely quantitative, with stoichiometry as a constant theme. Other topics include atomic and molecular structure, chemical nomenclature, and chemical reactions. Inquiry based laboratory exercises are an integral part of the course, and help students to develop analytical thinking skills. Students will leave this class with an appreciation for how chemistry applies to everyday life.

## St. Mary's Episcopal School Course Guide and Program of Studies

### **Honors Physics**

*Pre-Requisites:* Chemistry

*Co-Requisite:*  
Algebra II

Honors Physics is a first-year algebra-based introductory physics course that describes the entire physical world using only a few fundamental concepts. The goal of this course is to introduce these concepts and reinforce problem-solving skills. The topics of motion, forces, energy, and momentum will be covered in the first semester. The second semester will cover waves, light, electricity, and magnetism. This course emphasizes conceptual understanding through labs, hands-on activities, projects, and problem-solving exercises.

Honors Physics Accelerated: The goal of this course is to prepare students with above-average interest and ability in science. Students will learn how to classify the wide variety of phenomena around us within the framework of the fundamental physical laws. This course will use advanced math topics, including trigonometry and multiple equations with unknowns and be more rigorous than the Honors class. All course assignments, including lab write-ups, are designed to develop expert problem-solving skills and reinforce the application of mathematics skills. The first semester will cover mechanics. The second semester will include simple harmonic motion, optics, circuits, and field theory. A recommendation from a Chemistry teacher is required.

### **Honors Anatomy and Physiology**

*Pre-Requisites:* Honors Biology

Honors Anatomy and Physiology introduces students to biological and chemical processes as they apply to the human body. Lectures, classroom activities, and laboratories will cover cell structure and function, tissue, and organ systems: cardiovascular, lymphatic and immune, digestive, respiratory, urinary, reproductive, skeletal, muscular, nervous, and endocrine. Second semester will involve regular dissection of a cat or rabbit as a human model.

## Advanced Placement Biology

**Pre-Requisites:** Honors Biology and Honors Chemistry

**Acceptance Criteria :**

- 3.67 (B+) unweighted science average
- 93 or higher in both Honors Biology and Honors Chemistry, or two letters of support from US science faculty
- Completed application packet
- Science department approval
- Interested students must attend the pre-AP Biology information meeting in Nov/Dec
- Successful (B or better) completion of AP Chemistry is strongly recommended

AP Biology is a rigorous and challenging course that is the equivalent of a two semester college majors' level sequence. Through guided-inquiry, active learning, and practicing scientific skills, the course focuses on enduring concepts and the ability to understand and apply the content that supports them. Data interpretation and analysis, statistics, and concept modeling will be utilized throughout the course. Students must be independently motivated and prepared to complete a significant amount of work at home in preparation for classroom discussion, activities and labs. There is an increased emphasis on scientific thinking, reading comprehension, and analytical thinking, which will prepare students for the rigors of college level curriculum. All students enrolled in the course are expected to take the Advanced Placement exam in the spring.

## Advanced Placement Chemistry

**Pre-Requisites:** Honors Algebra II and Honors Chemistry

**Acceptance Criteria:**

- H Chemistry semester average of 93
  - H Chemistry semester exam grade of 93
  - H Algebra II semester average of 93
  - AP Chemistry pretest score of 64%
- Interested students must attend the AP Chemistry information meeting in Dec/Jan

AP Chemistry is designed to be the equivalent of a college level general chemistry course. It builds upon the basics learned in the first year of chemistry, exploring new topics of chemistry as well as expanding familiar topics. The course is highly analytical and stresses independent, logical thought and inquiry. Laboratory experiments supplement understanding of key concepts. All students enrolled in this course are expected to take the Advanced Placement exam in the spring.

## Advanced Placement Physics C

**Pre-Requisites:** Honors Precalculus and Honors Chemistry

**Co-Requisite:** AP Calculus AB or BC

**Acceptance Criteria:**

- PSAT Math score
- no grade lower than A- in both H Physics and H PreAB or PreBC Precalculus
- science department approval

The AP C Physics course is intended to be representative of courses commonly offered in colleges and universities. There are four main goals of the AP C Physics class. First is to develop the students' abilities to read, understand, and interpret physical information. Second is for the students to be able to describe and explain the steps in the analysis of a particular physical phenomenon or problem; both verbally and mathematically. Third is for the student to perform experiments and interpret the results of observations, including making an assessment of experimental uncertainties. Lastly, this course is designed to serve as a foundation in physics for students majoring in the physical sciences or in engineering. Methods of calculus are used in formulating physical principles and in applying them to physical problems.

## Honors Independent Research Study

### *Acceptance Criteria:*

- 3.67 unweighted GPA
- Support from two faculty related to research area
- Completed application packet
- Interested students must attend the pre-HIRS information meeting in Nov/Dec
- Conducting research over part of the summer is encouraged

Honors Independent Research Study (HIRS) is designed to provide select students a unique research experience under a community mentor. As part of their academic study, students will engage in original, high-level research which may involve laboratory / field experiences, societal investigations, or in-depth, advanced topic explorations. Students will identify an area of interest, connect with a community mentor (with the assistance of Dr. Sorin), formulate an appropriate question, and carry out a research plan (involving hypothesis formation, literature review, data collection/ analyses, and summary). Successful completion of the course will culminate with a formal paper and oral presentation.

## AP Computer Science Principles

*Pre-Requisites:* Algebra I

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computer course and offers a multidisciplinary approach to teaching the underlying principles of computation. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cyber security concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem-solving. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems and will discuss and write about the impacts these solutions could have on their community, society, and the world. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. Open to students in grades 9-12, this is a full-year course.

## **Introduction to Engineering**

This introductory course will allow students to develop specific skills including: applying the engineering design process to a specific problem; working effectively and collaboratively with other members of the class; demonstrating originality and inventiveness in your work; reflecting critically in order to improve creative efforts in problem solving; and viewing success as a cyclical process. Topics may include biomedical, civil, chemical, computer, electrical and mechanical engineering. Units will consist of an introduction by a professional in the field, followed by a group project that addresses a problem in the specific field. Attending workshops, competitions, and lectures given by guest speakers to address current topics will be an additional component of this course. Open to students in grades 9-12, one semester.

## **History Department**

### **World Regional Geography & World History I**

The purpose of World Regional Geography is to provide the student with a foundation in the environmental, cultural, economic, and geopolitical contexts of the world's regions. The course covers all major regions of the world: Europe, Asia, Africa, the Americas. Students will learn the basic concepts, tools, and vocabulary for regional geography. In addition, basic history, ethnicity, language, and indigenous peoples are emphasized.

The second semester consists of World History I, and covers the Middle Ages, the Renaissance, the Protestant Reformation, the Enlightenment, the Age of Absolute Monarchy, the French Revolution, and Napoleon.

### **Advanced Placement Human Geography**

Human Geography deals with the study of people and their communities, cultures, economies, and interactions with the environment by studying their relations with and across space and place. Human geography attends to the impact that geography has on humanity as viewed through the lens of the power of the place in which people are born or live in determining the many facets of daily living. Additionally, human geography illuminates the way in which human patterns of social interaction and spatial interdependencies, influence or affect the earth's environment.

The purpose of the Advanced Placement® (AP) course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Students also learn about the methods and tools geographers use in their science and practice. Advanced Placement Human Geography (APHG) students will learn to think geographically and ask critical geographic questions based on historic patterns and current events.

### **Honors United States History**

Honors U.S. History covers American history from the Age of Exploration to the present. It includes an analysis of political and economic thought and of the evolution of social institutions. A number of supplementary readings will be assigned. A formal research paper is required.

## Advanced Placement United States History

### *Acceptance Criteria:*

- World Geography semester average of 95
- Both Freshman English and Freshman History teacher recommendation

Advanced Placement United States History addresses the major events and issues of American History from the Age of Exploration to the present, with emphasis on the development of political ideology and institutions, as well as a range of social and economic issues. Students are expected to analyze information and draw inferences from facts in order to form and defend a thesis in essay format. One hour of preparation for each class meeting should be expected. A formal research paper is required, and all students enrolled in this course are expected to take the Advanced Placement exam in the spring.

## Honors World History II

Honors World History II is a course available to fulfill the junior year history requirement; it covers the development of political and cultural institutions and thought from the French Revolution to the present. Students are expected to develop a grasp of both continuity and change over time and of both the common features and distinct characteristics of a wide range of cultures including those in Europe, Asia and Africa. Students are also expected to achieve an advanced level of writing skills through essays and other assignments, as specified in the History Department writing curriculum. A formal research paper is required.

## Advanced Placement World History

### *Acceptance Criteria:*

- AP US History semester average of 90 or H US History semester average of 93
- Both Sophomore English and Sophomore History teacher recommendations

AP World History is available to fulfill the junior year history requirement. It is a college prep course that provides students with an academic experience equivalent to a freshman/sophomore college survey of western history. The course is specifically designed to provide students with an in-depth study of World history from early man through the modern day. In addition to content, the course is specifically designed to enhance student analytical reading and essay writing skills. All students enrolled in this course are expected to take the Advanced Placement exam. A formal research paper is required.

### **Advanced Placement U.S. Government & Politics**

This course introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

### **Advanced Placement Comparative Government & Politics**

This course introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures, policies, and political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.

### **Honors Global Issues I & II**

These courses are designed to spark students' interest in thinking critically about global issues and introduce them to the resources they need to analyze various responses to global challenges at the personal, national and multinational levels. No particular background in international relations or politics is required for the class. The course should help students learn more about the world around them and generate a lasting interest in how they can engage that world as global citizens. Open to grades 9-12.

**Honors Global Issues I** will focus on domestic issues with a first quarter emphasis on Memphis and mid-south regional issues. Topics could include: gentrification, urban planning (Memphis 3.0), education reform, transportation, political identity, gerrymandering, energy and the environment.

**Honors Global Issues II** will focus on international issues. Topics could include human rights and international law, the global climate crisis, conflict and security, energy and environment, population and development, contemporary Middle Eastern issues, contemporary East Asian issues, etc.

## **World Language Department**

## St. Mary's Episcopal School Course Guide and Program of Studies

Proficiency in language acquisition is the main goal of the French and Spanish classes in the World Language Department. To achieve this proficiency goal, the primary methodology used is comprehensive-based instruction. This methodology incorporates the use of repetitive and high frequency vocabulary and language structures in the target language as well as exposure to cultural themes. Knowledge of culture, vocabulary, and language structures is gained through interaction with stories, media, music, novels, games, authentic and adapted readings and class discussions.

### **French I**

French I is an introduction to the language and culture of the Francophone world. Students learn the basic grammar structures and vocabulary necessary for beginning communication. A high level of oral/aural participation is stressed in class where students learn through exposure to repetitive, comprehensible, and engaging content in French. Students become aware of the variety of French-speaking communities throughout the Francophone world through cultural studies and comparisons.

### **French II**

French II presents a more complex structure of the language and expands the cultural themes begun in French I. By the time students complete French II, they will have acquired a command of basic vocabulary and structures necessary for personal communication as well as an understanding of the Francophone world. Student, at this level, begin to use a self-evaluation, journal-keeping method to guide their proficiency paths along the novice, intermediate, and advanced levels.

### **Honors French III**

In Honors French III, students focus on the acquisition of more advanced communication skills and enriched vocabulary and language structures, as well as their understanding of linguistic and cultural variations in the Francophone world. At this level, the students transition to the use of more authentic listening and reading sources. The year culminates in the reading of the unabridged authentic text, *Le Petit Prince* by St-Exupéry.

### **Honors French IV: Aesthetics and Identity**

Using the themes of Beauty and Aesthetics and Personal and Public Identities, this course offers students authentic and motivating content to learn and use French for purposeful communication. Students will obtain a deeper understanding of the interconnection of the cultural products, practices, and perspectives that form the worldview of Francophone cultures. There will be opportunities for communication in all modes

(interpretive, interpersonal, and presentational) with individual, pair, and group work interwoven throughout each activity. In the Beauty and Aesthetics theme, students will describe how beauty is defined in other cultures; they will read, analyze, and discuss art forms and artists from Francophone cultures and they will interpret and evaluate visual, musical, theatrical, and literary arts from these cultures. In the personal and Public Identities section of the course, they will engage in discussions and evaluate the contributions of Francophone individuals' contributions to society and how these contribution are reflected in the cultural perspectives of the French-speaking world. They will read *Kiffe kiffe demain* by Faïza Guène at the culmination of this theme. Offered first semester only.

*Note: This course may fulfill .5 of the full credit fine arts graduation requirement with any other Fine Arts course except for H Harlem Renaissance.*

### **Honors French IV: French History through Film and Art**

This course offers students authentic motivating content to learn and use French for purposeful communication. Students will obtain a deeper understanding of the interconnection of the cultural products, practices, and perspectives that form the worldview of Francophone cultures. There will be opportunities for communication in all modes (interpretive, interpersonal, and presentational) with individual, pair, and group work interwoven throughout each activity. Students will interpret, evaluate, and discuss Francophone movies, documentaries, literature, art, and music, and will authentically improve their proficiency in listening, reading, speaking, and writing. The semester culminates in a collaborative film-making project. Offered second semester only.

### **Latin II**

Latin II stresses the fundamentals of reading Latin linearly through the study of a series of readings set in the city of Rome during the reign of Domitian. In addition to a thorough review of grammar, students receive instruction in advanced syntax and in strategies for processing Latin linearly. The course also stresses vocabulary, pronunciation, derivatives, history, and myth. The course concludes with the reading of the Res Gestae of the Emperor Augustus.

## Honors Latin III

Honors Latin III is a reading course in unadapted Latin prose and poetry. Students will study selections from historians Tacitus and Caesar and the Augustan poets Horace and Vergil. Along with the varied strategies for processing prose and poetry linearly, students will learn the functions of various features of prose style and discourse structure. The second semester will move students into preparation for the Advanced Placement course, where Caesar and Vergil are featured authors.

## H Latin IV: Readings in Roman Literature and Culture

*Prerequisite:*

- Honors Latin III

Students will interpret a number of Latin texts of literary and non-literary nature in order to increase their proficiency in the interpretive reading mode. Readings will vary year to year depending on individual student interest, and multiple choices for reading will be available to students in the same class. Culturally relevant texts will explore both the lives of a wide swath of inhabitants of the empire in the classical period, and the cultures of diverse cultures that expressed themselves in Latin over the centuries. The course will run concurrently with AP Latin IV.

*Note: This course may fulfill .5 of the full credit fine arts graduation requirement with any other Fine Arts course except for H Harlem Renaissance.*

## Advanced Placement Latin IV

*Prerequisite:*

- Honors Latin III

AP Latin IV offers an extensive reading and analysis of Caesar's *de Bello Gallico* and of Vergil's *Aeneid* in preparation for the AP exam. Students will review and deepen their appreciation of Caesar's commentaries and then study the distinct structure underlying Latin poetry so as to develop strategies for reading it linearly. The course also introduces students to aspects of literary analysis of the *Aeneid* as they investigate plot and character, literary devices, meter, stylistic analysis, and Vergil's debt to Homer. Students also examine the cultural, social, and political context of the *Aeneid* and Vergil's literary influence on later works. All students enrolled in this course are expected to take the Advanced Placement exam in the spring.

## Honors Latin V: History of Latin Language Pt. I

*Prerequisite:*

- AP Latin IV

Honors History of Latin Language Part I is an honors-level course that will trace the course of the Latin language from its beginnings in Proto-Indo-European through the early medieval period. Students will investigate a number of inscriptional and literary texts of early Latin and trace the development of the language into its familiar classical form, through non-standard graffiti and inscriptions, and into Medieval Latin. The difference between literary written Latin and sparsely attested spoken Latin will be a constant theme to show how the two forms of Latin diverged ever further.

## Honors Latin V: History of Latin Language Pt. II

*Prerequisite:*

- Honors Latin V: History of the Latin Language Part I

History of the Latin Language, Part II is an honors-level course that will follow the final stages of the evolution of the Latin language from its non-literary, spoken form of the late medieval and early Renaissance periods into one of its modern incarnations, viz., Italian. The course is taught from the perspective of the evolution of Latin, although students will learn a substantial amount of elementary Italian grammar and produce short biographical pieces in standard Italian. Final reflections on the differences, but also the striking continuities between today's Italian and spoken Latin of earlier periods will bring the study to a conclusion.

## Spanish I

Spanish I is an introduction to the language and culture of the Spanish –speaking world. Students learn the basic grammar structures and vocabulary necessary for beginning communication. A high level of oral/aural participation is stressed in class where students learn through exposure to repetitive, comprehensible, and engaging content in Spanish. Students become aware of the variety of Hispanic communities in Spain, Latin America, and the United States through cultural studies and comparisons.

## Spanish II

Spanish II presents a more complex structure of the language and expands the cultural themes begun in Spanish I. By the time the students complete Spanish II, they will have acquired a command of basic vocabulary and structures necessary for personal communication as well as an understanding of the Hispanic world. Students at this level begin to use a self-evaluation journal-keeping method to guide their proficiency paths along the novice, intermediate, and advanced levels.

### **Honors Spanish III**

In Honors Spanish III students focus on the acquisition of more advanced communication skills and enriched vocabulary and language structures, as well as their understanding of linguistic and cultural variations in the Spanish-speaking world. At this level students transition to the use of more authentic listening and reading sources. Throughout the year students read short stories and novels such as *Bianca Nieves y los 7 Toritos*, *La Hija del Sastre*, and *La lengua de las Mariposas*.

### **Honors Spanish IV: Hispanic Humanities and Cultural Topics**

This course offers students authentic and motivating content to learn and use Spanish for purposeful communication. Students will obtain a deeper understanding of the interconnection of the cultural products, practices, and perspectives that form the worldview of Hispanic cultures. There will be opportunities for communication in all modes (interpretive, interpersonal, and presentational) with individual, pair, and group work interwoven throughout each activity. Students will interpret, evaluate, and discuss Hispanic movies, "telenovelas," literature, art, and music and will authentically improve their proficiency in listening, reading, speaking, and writing. The semester culminates in a collaborative film-making project. Offered first semester only.

*Note: This course may fulfill .5 of the full credit fine arts graduation requirement with any other Fine Arts course except for H Harlem Renaissance.*

### **H Spanish IV: Hispanic Film/Literature/Culture**

This course offers students authentic motivating content to learn and use Spanish for purposeful communication. Students will obtain a deeper understanding of the interconnection of the cultural products, practices, and perspectives that form the worldview of Hispanic cultures. There will be opportunities for communication in all modes (interpretive, interpersonal, and presentational) with individual, pair, and group work interwoven throughout each activity. Students will interpret, evaluate, and discuss Hispanic movies, "telenovelas," literature, art, and music, and will authentically improve their proficiency in listening, reading, speaking, and writing. The semester culminates in a collaborative film-making project. Offered second semester only.

## St. Mary's Episcopal School Course Guide and Program of Studies

### **H Spanish V A & B**

*Prerequisite: H Spanish IV*

This course offers the chance to develop proficiency in the Spanish Language and culture. The class will incorporate the six overarching themes that foster real-world communication. These themes include but are not limited to:

- Family and Communities
- Science and Technology
- Beauty and Aesthetics
- Contemporary Life
- World Challenges
- Personal and Public Identities

Students will discuss current events in this country and in the 20 Spanish-speaking countries by watching news and youTube, by reading short stories and blogs, and by getting involved in the Hispanic community. The main goal is to give those students not wanting to do the rigorous work in the AP class an opportunity to continue their coursework in Spanish in order to achieve proficiency.

### **Advanced Placement Spanish V**

*Acceptance Criteria:*

- H Spanish IV semester grade of 85
- Oral interview conducted during 4th quarter of H Spanish IV
- Teacher approval

AP Spanish is an elective course that follows the guidelines for the Advanced Placement Program in Spanish Language and Culture. This course is based on advanced study of Spanish through intensive use of authentic materials to develop the four language skills and a keener understanding of diverse Hispanic cultures and customs. Students polish their speaking, listening, reading, and writing skills through the interpretive, interpersonal, and presentational modes. The course is conducted entirely in Spanish and the students are required to interact with their classmates and teacher in the target language. All students enrolled in this course are expected to take the Advanced Placement exam.

## **Fine Arts Department**

## St. Mary's Episcopal School Course Guide and Program of Studies

### **Wind Ensemble**

Wind Ensemble is a performance class for Upper School instrumentalists in which each student is helped to achieve a reasonable proficiency on a woodwind, brasswind, string, or percussion instrument. In a large ensemble context, the students are exposed to a wide-ranging musical repertoire through performance, thereby increasing their awareness and appreciation of many different styles and genres.

### **Concert Choir**

Concert Choir seeks to expose the students to a wide-ranging musical repertoire through performance, thereby increasing their awareness and appreciation of many different styles and genres of music. They will also develop an understanding of the technique of good vocal production, multiple part singing, and ensemble performance.

### **Chamber Ensemble**

Chamber Ensemble is an audition-based course which will strive to develop the talents of a select group of vocalists. Auditions will be held early in the second semester for the following year.

### **Beginning Guitar**

Beginning Guitar is a survey/skills course in basic guitar techniques. Students learn various styles and techniques ranging from basic chordal accompaniment to melodic playing and "finger-picking." Students sample a wide range of styles, including (but not limited to) folk, rock, classical, and even Flamenco. This course is taught during ALAPP.

### **Honors Music History**

Honors Music History is a survey of the history of the Western European musical tradition from the Middle Ages to the 20th Century. The aims of the class are to acquaint the students with a diverse repertoire, thereby increasing their awareness and appreciation of many different musical styles; to develop a heightened aural sensitivity to stylistic and interpretive nuance; to recognize music as an integral part of the human experience; and to place significant musical events into an historical context. An additional goal is to develop in the students the ability to express abstract concepts clearly and convincingly, using a thorough knowledge of history and literature as a foundation for the discussions. This course can be considered toward fulfillment of the Fine Arts graduation requirement. Offered to grades 10-12.

### **Honors Power of Black Music in America**

This fine arts course addresses the history of African-American music from its roots in West and Central Africa to its place in present day United States. It covers the impact of African music on American music, cultural reciprocity between diverse American cultures, and how elements of African and African American music have helped share the music of this country. The course is rich in music appreciation and covers such genres as spirituals,, blues, ragtime, jazz, and soul.

### **Advanced Placement Music Theory**

*Acceptance Criteria:*

- Interview with teacher
- Qualifying test may be deemed necessary

Advanced Placement Music Theory is a study of various harmonic, melodic, and formal techniques from the 17th through 20th Centuries from a written, visual and aural standpoint. Students learn traditional analytical techniques, sightsinging, writing, and dictation. All students enrolled in this course are expected to take the Advanced Placement exam in the spring. This course can be considered toward fulfillment of the Fine Arts graduation requirement.

**Performance Arts 1 & 2** In Performance Art, students study a “hands-on” approach to the plays being produced by the Upper School in the Rose Theater. Credit is earned for being in the play or working behind the scenes on a production. Students learn basic acting principles and basic design skills. Students experience a production from start to finish with this course offering. This course meets twice a week during the lunch period.

**Fundamentals of Acting** This semester course is designed to introduce students to the fundamentals of theatre and the art of acting as explored through class exercises, imaginative creative assignments, game play, solo performance, speech tournaments and scene work. It is also designed to inspire a passion for the art form and equip the students with a fundamental theatrical vocabulary and introduce them to several play genres.

### **Studio Art I - Fall**

Students learn basic drawing techniques including perspective, gesture and contour. Pencil, pen and other drawing media will be used in observation drawings. Drawing and painting assignments

will introduce students to color theory and the principles and elements of composition and design. Building on this knowledge, students will use a Photoshop app on iPads, original art, and photographs to create a narrative work based on a favorite place, poem, verse, song, or event. Students are also introduced to basic block printing techniques to create illuminated letters. Using photographs taken by the students and manipulated in the Photoshop app students will learn to work color harmonies using acrylics.

### **Studio Art I - Spring**

Students use gesture drawing in figure studies building to a figurative composition. These skills are used in figurative relief and 3-dimensional clay projects. Work in clay includes an introduction to both hand-built and wheel-thrown pottery. Color, composition and drawing from observation are incorporated in painting assignments. Composition is also stressed in varied design oriented assignments. Abstraction, design and pattern development are incorporated in screen-printing assignments.

### **Studio Art II - Fall**

*Prerequisite:* Studio Art I Fall

In Art II students continue to work with basic drawing skills focusing on observation drawings incorporating perspective, gesture, and contour techniques. Drawing and painting assignments will be designed to strengthen and develop each student's particular style and interest. Students with a more graphic orientation may use a Photoshop app on iPads to complete various assignments. Students will be expected to develop individual approaches and follow through with more than one media including drawing, painting, cloisonne enamel, and/or printing.

### **Studio Art II - Spring**

*Prerequisite:* Studio Art I Spring

In Art II students continue work with figure studies. Clay assignments include modeling a head and a 3-D project of the student's choice. Drawing, painting, and printing assignments will incorporate color, abstraction, design elements, and pattern development. Students may elect to use a Photoshop app on iPads to complete some projects. The final assignment will be a multi-color textile design for silkscreen printing.

### **Honors Studio Art I: Fall and/or Spring**

*Prerequisite:* Studio Art I & II Fall and Spring  
Teacher recommendation required

Students must have completed a full year of Studio Art I and Studio Art II before they can be enrolled in Honors. Students in Honors are expected to generate their own ideas and problem

solve. Each student will work with the teacher to initiate her own direction and projects. She is expected to work more independently both in and out of class. The goal of Honors is for students to develop their own sense of expression through personal exploration. This may include exploration of a specific idea, concept, technique or developing a portfolio for college and scholarship applications. Honors Studio may be taken for one or two semesters. Students are expected to push their ability and previous experience levels. Work done outside of class will be required and graded on the same criteria of work completed in class. Grades will be based on both the work reflected in the assignments and the degree to which the student has pushed her skill levels.

### **Honors Studio Art II: Fall and/or Spring**

*Prerequisite:* Honors Studio Art I & II Fall  
and/or Spring  
Teacher recommendation required

Students taking this course must have completed the corresponding semester(s) of Honors I and not be working to prepare a college portfolio. Students are required to have a sketchbook. Sketchbook assignments will be completed outside of class for a grade and as preparation for in-class assignments. Assignments will be designed to allow students to creatively problem solve as they explore ideas and media. Students Fall semester assignments will focus on both working from observation in assorted media and developing them based work. Spring semester assignments will focus on figure studies and working both 3-dimensionally and graphically. Grades will be based on both the work reflected in the assignments and the degree to which the student has pushed her skill levels.

### **Photography I**

This one semester course is an introduction to digital photography as an artistic medium. A digital camera with manual controls is required. Students will learn basic camera handling, how to compose an aesthetically pleasing image, and how to use various camera functions and modes. The focus will be on capturing images, rather than manipulation of images. Images will become a means of communication through compositional framing, lighting, and the use of the elements of art and principles of design. Students will describe, analyze, interpret, and evaluate the photographs of their own as well as historically significant photographs and photographers. Assignments will include light as a metaphor, motion, advertisement, texture, self-portrait, and documentary photography.

## Photography II

Students will build on their knowledge and skills of image capturing from Photography I. Images will be edited and manipulated using the computer. Techniques will include working in layers, adjusting color and contrast, sharpening, selecting, retouching, and applying filters. The course will focus on creating composite images as works of art, gaining understanding of content through analysis and interpretation. It will also include continued study and understanding of historically important photographs, photographers, and the use of photography in art today. Assignments will include abstraction, collage, juxtaposing images in layers, altered landscapes, manipulated portraits, and creating a personal portfolio.

## Honors Portfolio Prep I

### *Acceptance Criteria:*

- Three semesters of studio art
- Teacher approval
- Open to juniors only

Students will be required to keep a sketchbook and complete specific sketchbook assignments for a grade. The sketchbook should also show evidence of their thought process and problem solving as they approach in-class assignments. Students will be expected to work outside the class, during the school day and at home. Students will also select a focus, theme or concentration and complete eight to ten pieces that reflect development and evolution of their focus. There will be specific in-class assignments designed to demonstrate a broad range of media, subject and technique.

When reviewing portfolios, colleges look for skill levels, problem solving and range of media. However, all work need not be refined drawings and paintings. There should be evidence of strong mark-making, rendering from observation, and an understanding of composition, perspective and color theory. Influence of professional artists and styles is also acceptable as long as the student's work shows evidence of personal interpretation and expression. At the end of the semester, students should have eight to ten strong pieces photographed and ready for consideration in a college portfolio. Work that is not completed will be completed in the coming fall semester.

## Honors Portfolio Prep II

### *Acceptance Criteria:*

- Honors Portfolio Prep I
- May be taken as a stand-alone for non-honors credit to meet college portfolio requirements

Students will continue building the work completed in the previous semester with a goal of 12-18 strong pieces for submission to colleges. Assignments will vary for each student based on specific college portfolio requirements. All work, including work drawn from the previous semester and sketchbook assignments, will be complete and photographed by late November. Students will also learn the best practices for digital submission.

## Honors Art History

Honors Art History is a survey course of Western art from the Prehistoric through Modern eras. The students identify styles, periods, and traditions and learn to evaluate the impact they had on later styles and periods. The course work provides the basis for advanced studies in art history, including the spring semester AP Art History course. This course can be considered toward fulfillment of the Fine Arts graduation requirement. Offered to grades 10-12.

## Advanced Placement Art History

*Pre-Requisites:* Honors Art History

*Acceptance Criteria:*

- B- in Honors Art History
- Strong writing and discussion skills
- Teacher approval

The AP Art History course is a survey course that follows the AP course requirements. The requirements include both the study of ancient through modern painting, sculpture, and architecture and a new focus on art globally. The examples of global art outside the European tradition will include regions, periods and cultures not covered in world history classes. Students use the knowledge from Honors Art History and material covered in the college level text as they take turns presenting material to each other in this seminar-style class. The teacher presents additional material and focuses on material not covered in Honors Art History. In class discussion is stressed to prepare students for discussion based writing on tests and quizzes. All students enrolled in this course are expected to take the Advanced Placement exam in the spring. This course can be considered toward fulfillment of the Fine Arts graduation requirement.

## Honors Humanities I and Humanities II

The Honors Humanities courses are interdisciplinary studies of the ideas, beliefs, and cultural developments that have formed Western civilization. Historical, literary, and philosophical documents are examined as well as artifacts which reflect the artistic expression of our heritage and culture. Honors Humanities I focuses on Classicism through the Renaissance. Honors Humanities II begins with the Enlightenment and goes through the Modern and Postmodern eras. These courses can be considered toward fulfillment of the Fine Arts graduation requirement. Offered to grades 11 and 12.

## Honors Harlem Renaissance: The Voice of the Invisible

This *on-line, summer-only* course is designed to provide a unique approach for the SMS student to understand American cultural development through an in-depth study of African American culture during the Harlem Renaissance. A primary goal of the course would be for the

## St. Mary's Episcopal School Course Guide and Program of Studies

student to gain an understanding of the breadth and depth of this intellectual and creative movement in the 1920s; through study and analysis of primary documents in poetry, fiction, essays, music, dance, theatre, and painting, students would move toward an awareness of the African American's struggle for voice in the American culture. Emphasis would then be given to identifying ways that the Harlem Renaissance has influenced today's minority voices. This course can be considered toward fulfillment of the Fine Arts graduation requirement. Offered to rising grades 11 and 12.

## **Religious Studies Department**

### **Faith Foundations**

Faith Foundations has a two-fold purpose and is offered as a introductory class that will support further learnings later in high school. The class is designed to give students a basis for understanding five of the major world religions: Hinduism, Buddhism, Judaism, Christianity, and Islam, and also to introduce the core themes and stories of the Bible. The course presents the historical development of these faiths and texts, and helps students have an appreciation for the place of religion in the larger culture. Scholars, clergy members, and practitioners of each faith may be invited to have classroom conversations with students in light of their religious traditions. There may also be a yearly field trip organized to select houses of worship. *This class is a graduation requirement, and must be taken prior to the second Religious Studies course required for graduation.*

**Students must choose one of the following four courses to fulfill the Religious Studies graduation requirement. Additional Religious Studies courses may be taken as electives.**

### **Honors Facing History and Ourselves**

Facing History looks at human behavior utilizing sociology, psychology, and ethics to examine the moral choices and decisions that have made history and impact our present and future. Students will undertake a rigorous study of the Holocaust as a vehicle to better understand why people act the way they do, both as perpetrators of evil, but also as “upstanders” who courageously take risks to resist injustice and rescue others. Ultimately, students will come to see that although the legacies of the past are still with us today, they can become empowered to make positive change in their world. One semester, offered to grades 10-12

### **Honors Religion & Literature: The Meaning of Life**

Mark Twain said, “The two most important days in your life are the day you were born and the day you find out why.” Join Mrs. Ray and Rev. Bush as we tackle this eternal question, “Why am I here?” Students will read classic and contemporary spiritual works addressing the meaning of life. We will seek inspiration and guidance from a variety of thinkers and writers; readings will include selections from fiction, non-fiction and poetry.

Working through thematic units, such as journey, suffering, joy, and relationships, we will discover how others have sought meaning through varied experiences. Authors may include (but are not limited to) Annie Dillard, Victor Frankl, Martin Buber, and Desmond Tutu.

Students will have space and time to explore their own spiri-

tuality. Through discussion, journaling, and writing of memoir, students will move toward the creation of their own spiritual autobiography.

This class is offered in the Spring semester and is open only to Seniors.

### **Honors Voices of Faithful Women**

This course brings our students into conversation with women's voices from various religious traditions and backgrounds. We will read and discuss the questions posed by women about the world and their place in it. Beyond the Biblical narrative, we will seek out voices from a wide swath of religious and spiritual traditions, places, and times — arriving at the 21st century poet Mary Oliver who asked, "What is it you plan to do with your one wild and precious life?" Coursework will include readings, journaling, active participation in discussion, and an open-model final presentation. One semester, offered to grades 11 and 12.

### **Honors Of Gods and Mortals: World Religions in Fiction**

This course will use works of fiction to further students' understandings of and appreciation for the world's major religions. With Huston Smith's *The World Religions* as a background reference, the coursework will include an array of mostly contemporary works of fiction (and likely films, poetry, and some non-fiction as well) in which the characters and setting reveal an individual's lived experiences shaped by various faith traditions. Leaning on the empathy built by reading "particular" stories in fiction and other narratives, we will explore religious traditions from the inside. Coursework will include readings, journaling, active participation in discussion, and an open-model final presentation. One semester, offered to grades 11 and 12.

## **Physical Education Department**

## St. Mary's Episcopal School Course Guide and Program of Studies

### Mind and Body Wellness

Under the umbrella of Wellness, both fitness and health education are offered at the freshmen level. Fitness and Health are essential parts of the total educational program, which contributes to the physical growth, emotional health, and social development of the individual. The fitness component will encourage lifelong physical fitness on a personal level. The health component will promote self-management skills necessary to adopt a healthy lifestyle.

All Upper School students must receive .5 credit in Fitness and .5 credit in Health for graduation.

## One Schoolhouse

Courses offered by One Schoolhouse for the 2020-2021 year are listed below. Full course descriptions are available at the One Schoolhouse website:

[www.oneschoolhouse.org](http://www.oneschoolhouse.org)

Abnormal Psychology  
American Sign Language — Beginning  
AP Environmental Science  
AP European History  
AP Macroeconomics  
AP Microeconomics  
AP Psychology  
Astronomy  
Business and Economics  
Civics and Politics  
Climate Change  
Criminal Justice Reform  
Data Sciences  
Forensic Science  
Gender and Sexual Identity in America  
Global Health  
Happiness! The Psychology of What Makes  
    Life Worth Living  
Marine Science  
Neuroscience  
Social Entrepreneurship