



**ST. MARY ACADEMY
BAY VIEW**

**Upper School
Program of Studies
2020 – 2021**

**“Nothing is more conducive to the good of society than the education of women.”
Catherine McAuley**

Revised Jan 22, 2020



ST. MARY ACADEMY BAY VIEW

MISSION STATEMENT

St. Mary Academy - Bay View is an independent, Catholic school serving a diverse population of girls from pre-school through grade twelve.

In the tradition of the Sisters of Mercy, we foster academic excellence in an innovative and creative learning environment. We are committed to empowering each student to be a confident, independent, compassionate and socially conscious young woman who fully lives her faith.

VALUES

We support and actively implement the following
Mercy Core Values

- ☒ Compassion and service
- ☒ Educational excellence
- ☒ Concern for women and women's issues
- ☒ Global vision and responsibility
- ☒ Spiritual growth and development
- ☒ Collaboration

Ultimately, therefore, Bay View strives to graduate a woman who fully lives her faith and embodies the ideals of Catherine McAuley.

OBJECTIVES

The student will be enabled:

- ☒ to utilize acquired knowledge that is permeated with Judeo-Christian values;
- ☒ to meet the challenges of post-secondary education;
- ☒ to recognize and create experiences which foster cooperation and interdependence;
- ☒ to value diversity within the global community;
- ☒ to discern and promote moral and aesthetic values;
- ☒ to grow in appreciation of her dignity and potential in contemporary society;
- ☒ to involve herself in social, political, civic and religious activities that will stimulate interest and participation in contemporary issues;
- ☒ to assume responsibility for her on-going educational and personal development;
- ☒ to actualize the above objectives so as to pursue a life that is integrated and meaningful.

COURSE CREDITS

Course selection for the next academic year starts in January. Students will meet with her school counselor within the determined time frame to select her courses for the following academic year.

Courses run for a half or full school year. Completion of the course with a passing grade provides credit toward graduation. Students receive one credit for the successful completion of a full-year course, and a half-credit for a half-year course. No credit is given for courses that are not completed for reasons of withdrawal, incompleteness or failing work.

Students who fail a major subject must repeat this subject in an approved summer course. A student may not repeat this subject the following year. Upon successful completion of said subject, the new grade will be recorded on the transcript and the failing grade will be adjusted to a “D.”

REQUIRED COURSE LOAD

Every Upper School student will be enrolled in courses equivalent to six and one half (6.5) credits for each academic year in addition to Physical/Health Education. Community Outreach is an additional junior year requirement. School-to-Career Internship is an additional senior year requirement.

REQUIREMENTS FOR GRADUATION

St. Mary Academy – Bay View is accredited by the New England Association of Colleges and Secondary Schools. Every student must earn a minimum of 26 credits to include the following distribution of courses:

Theological Studies	4	Credits
English	4	Credits
Mathematics	3	Credits
Science	3	Credits (Biology, Chemistry & Physics)
Social Studies	3	Credits
World Language	3	Credits (same language)
Electives	2.5	Credits
Physical/Health Education	2	Credits
Fine Arts	.5	Credit
Computer Literacy	.5	Credit
Mercy Project	.25	Credit
School to Career Internship	.25	Credit

DESCRIPTION OF LEVELS

The college preparatory curriculum at St. Mary Academy – Bay View is designed to challenge all students. Keeping in mind that students differ in learning style and ability, courses differ by level in the following areas:

- ☒ The presentation of material will be compatible with students' abilities varying in pace, complexity and depth.
- ☒ Independent research projects will vary by type, number assigned, and amount of teacher direction.
- ☒ Assessments of students will be designed according to the material at the level, differing in type, evaluative criteria, and format.
- ☒ Supplementary topics suited to the talents and interests of students will be incorporated at the discretion of the teacher.

THE ADVANCED PLACEMENT PROGRAM is a cooperative educational endeavor of the College Board, participating colleges/universities, and St. Mary Academy – Bay View. The Advanced Placement (AP) Program is provided as part of the curriculum to encourage the student who has demonstrated superior achievement. This program challenges and stimulates students, accelerates learning, individualizes education, and indicates to the public that this school values intellectual achievement and academic excellence. Students are presented with college-level work and are evaluated according to college standards by The College Board.

THE HONORS PROGRAM is designed to challenge students to pursue their course material from a broader perspective and in greater depth. It also introduces students to the research and seminar technique at an early stage in their high school years and instills in them the habit of creative and critical thinking. Independent assignments are a characteristic feature of the Honors Program.

LEVEL 1 is designed to challenge students to pursue their studies in greater depth than required at a level 2 placement. The courses at this level are designed to allow students to realize their potential and to perform accordingly. Instruction at this level includes the development of critical and creative thinking and some additional independent assignments.

LEVEL 2 is designed to challenge college-bound students to pursue their studies. Instruction at this level emphasizes required course work that includes the successful completion of reading/writing assignments and projects as well as the development of critical and creative thinking and some additional independent assignments.

Level Changes

In order for a student to be considered for a more challenging level she must earn an average of a 90 or better, score well on the PSAT 8/9, and demonstrate readiness as indicated by teacher recommendations. If a student does not meet these criteria and still wishes to be considered for a more challenging level, she may request a review of her level placement with her current teacher and school counselor. If the student is not recommended to move up but still wishes to then she and her parents may sign a waiver into the requested course. The maximum number of permitted waivers is two.

In the rare instance that a student is recommended to move down a level by her teacher, the parents/guardians, school counselor and the Director of Student Services will be notified. A discussion will be had with all parties before a change is made.

THEOLOGICAL STUDIES DEPARTMENT

The Theological Studies Department functions to provide the students with a solid theological foundation to enable the pursuit of life's ultimate meaning and purpose and to explore the deeper dimension of the human in relation to God. The department seeks to empower the students to live lives of faith expressed in the unfolding of their created uniqueness and in the living of just interrelationships in the context of the global community. The department provides the student with clear doctrine, intelligent reading of the Scriptures, and moral guidelines according to the teachings of the Catholic Church. It fosters that sense of justice grounded in the Judaeo-Christian tradition which enables them to respond to the challenges of their world and in so doing to expand the reign of God.

MERCY CHARISM INTEGRATED INTO THE UPPER SCHOOL CURRICULUM

The story, vision and mission of Catherine McAuley, foundress of the Sisters of Mercy, is woven throughout the entire theological studies curriculum. Catherine's Catholic faith provided her the pathway to God and to her experience of Jesus the Christ whose face she came to see in the poor and whom she served in those to whom she ministered. Catherine wrote that "...our center is God from whom all our actions should spring as from their source."

As the students progress through their studies of doctrine and scripture, they are brought into deeper awareness of the dignity of all life, a dignity that arises from the Divine call into being and of the rights due all elements of creation because of their very nature as created by God. They also come to understand the manner of authentic interaction. The students, through their study and guided experiences are also opened to the need for prayer and the sacraments which Catherine saw as the sources from which to draw strength, the strength necessary to bring truth to a world conflicted and often blinded to the unseen Truth at the heart of all. Thus, the students are provided with the foundational understanding that led to Catherine's understanding of the world and of her call to ministry which is given contemporary expression in the Critical Concerns of the Sisters of Mercy – the concerns for Earth, Immigration, Nonviolence, Racism and Women.

Leading the students to discover their relationship with God through their study and contemplation of Jesus the Christ, God Incarnate, the teachers of the Theological Studies Department are sharing in Catherine's transformative educational ministry to have "Jesus Christ be formed in us," and like her, to aid them in having the Christ "be recognized in our conduct." Thus they share in her insight and continue her story.

GOALS

Students who graduate from St. Mary Academy – Bay View, having completed the Theological Studies Program, will:

- ☒ recognize their being in relationship with God and express in worship, prayer, and service the faith that is in them;
- ☒ express their created uniqueness through personal choices and lifestyles;
- ☒ understand and appreciate the ways in which others find and respond to the divine Presence in the world;
- ☒ make informed decisions based on a clear understanding of the Judeo-Christian tradition, integrating a relationship between personal conduct and social accountability;
- ☒ demonstrate understanding of the interdependence of all life through reverence of the environment as God's stewards on the earth.

4900 – FOUNDATIONS OF FAITH – LEVEL 1**Grade 9****1 Credit**

The course, *Foundations of Faith*, begins with the premise that the students are coming to St. Mary Academy - Bay View from a diversity of religious education experiences and backgrounds. The course serves as a survey of and an introduction to the fundamental tenets of Catholic Christianity so as to provide the students with a common vocabulary and a unified vision of the whole of the Catholic heritage. The students begin to foster an appreciation for the complexities of theological inquiry through their probing into the religious dimension of human experience. Students then examine the human person as the recipient of revelation and consider developmental and cultural factors that influence response to the God who reveals. Factors that contribute and inhibit self-valuation and the development of personal uniqueness are also studied. Students are also introduced to the charism of Catherine McAuley, the founder of the Sisters of Mercy. Thus, the students are provided with the foundation for later theological study. Studying this charism, the students are guided to discover what it means to look at themselves, others and the world, through the lens of mercy. All components of the course serve to provide the students with the foundation needed for their later theological study.

4000 – FUNDAMENTALS OF CHRISTIAN ETHICS – LEVEL 1**Grade 10****1 Credit**

This course enables the students to think systematically about the Christian moral life within the framework of the Catholic tradition by examining the major foundational themes in Christian ethics, such as creation, moral development, sin, conscience, virtue and moral character, freedom and moral decision making, grace, prayer and social justice.

4100 – CHRISTOLOGY – LEVEL 1**Grade 11****.5 Credit**

This course undertakes a theological investigation of the person and work of Jesus the Christ. The course surveys the biblical testimony, the early Christian teaching and contemporary reflection on Jesus as the Christ. The course takes as its starting point and context the central faith conviction of the Church that Jesus Christ is the one in whom God completes and perfects revelation and accomplishes the salvation of the whole world. Further, because Jesus is understood to be the exemplar of authentic human living, the students also study the anthropological significance of the person and work of Jesus.

4102 – CATHOLIC SOCIAL TEACHING – LEVEL 1**Grade 11****.5 Credit**

This course is designed to raise students' awareness of important social issues and to examine the complexity of community and global issues in the light of the Scriptural values of justice, peace and love. Students learn the fundamentals of Catholic social teaching so as to apply these core principles in the analysis of social and economic injustices. The course aims to have students understand the issues and to identify the dynamics necessary for genuine social change.

4202 – CHRISTIAN LIFESTYLES AND TRANSITIONS – LEVEL 1**Grade 12****.5 Credit**

This course revisits such topics as communication, dating, friendship, and sexuality, as well as the topics of work, money and possessions, so as to facilitate the student's on-going development of methods to cope with the opportunities, challenges and tasks ahead as she transitions into adulthood. The student also examines lifestyle issues and choices in light of the Gospels, and is challenged to consider both the various characteristics and vocations which reflect a mature Christian lifestyle.

4209 – SEARCH FOR THE TRUE SELF – HONORS**Grade 12****.5 credit**

What does it mean to *be* a human person? Great religious minds have known that there is more to the human than we on our own can ever imagine. This course seeks to foster the discovery of the divine spark within the person and what that means for the individual, others and the world.

4200 – DEATH AND DYING – LEVEL 1**Grade 12****.5 Credit**

In this course a general orientation is given to prepare the student to understand that death is the entrance to a new vision and a new life. Current thinking and insights into the reality of death and dying are studied in light of the sanctity of life, Christian revelation in the Scriptures and the contemporary theology of death.

4201 – RELIGIONS OF THE WORLD – LEVEL 1**Grade 12****.5 Credit**

This course is an introductory survey of religious traditions of the major religions of the world. The course also visits the primal traditions of the Aborigines of Australia and the Native Americans of the North Plains.

4107 – MERCY PROJECT**Grade 9****.25 Credit**

The Mercy Project is an opportunity for the student to give active expression to her growing understanding of what it means to be a young woman of mercy. Inspired by Gospel Values and the Critical Concerns of the Sisters of Mercy (Earth, Immigration, Nonviolence, Racism, Women), the student is asked to engage in direct service that benefits the lives of people in need.

The student is required to complete 10 hours of independent direct service during both Grades 9 & 10 (20 hours total). During Grade 11, students, together with one or two classmates, will complete a major project that asks them to identify an issue on the local, national, or global level; plan a project that directly addresses the issue and benefits people in need; work together to bring the plan to fruition; and educate their classmates on both the issue and their project.

Though required for graduation, this program is not factored into the computation of the student's grade point average.

ENGLISH DEPARTMENT

As a discipline that promotes the value of the study of the humanities, the Upper School English Department strives to broaden students' horizons by leading them to an appreciation of the diversity of human experience and the beauty of the human spirit through the study of high-interest and wide-ranging literature in its various forms—fiction, nonfiction, poetry, and drama. We believe that such exposure will help students to develop a strong moral code as well as an awareness of themselves as individuals who are empowered to contribute to the humanization of society in a world focused on science and technology. In addition, students gain the skills necessary to express themselves in both written and oral platforms to a variety of audiences. Close reading, analytical, and critical thinking skills are stressed in every aspect of the English curriculum in order to equip students with the tools they need to take their place in the global community as inquisitive, creative, articulate and cultured individuals.

GOALS

Upon completion of the English Program, the student will be able to:

- ❖ communicate information and personal opinion clearly, concisely, and completely in a manner appropriate to the given context;
- ❖ demonstrate proficiency and comprehension in written and spoken English;
- ❖ identify and use appropriate research strategies;
- ❖ use technology responsibly as an effective communication tool.

The student will know:

- ❖ a wide range of literature from many time periods and cultures as expressed in various genres;
- ❖ various research strategies including the use of technological resources.

- ❖ The student will appreciate:
- ❖ the diversity of literature;
- ❖ the aesthetic dimension that is reflected in literature;
- ❖ the place of the moral perspective in reading and responding to literature.

Ultimately, the student will learn from literary experiences (reading, writing, and dialoguing), values and skills empowering her to contribute to the humanization of society.

2910 – ENGLISH 9 – HONORS	Grade 9	1 Credit
2911 – ENGLISH 9 – LEVEL 1	Grade 9	1 Credit
2912 – ENGLISH 9 – LEVEL 2	Grade 9	1 Credit

The focus of this course is the study of the basic elements of prose fiction and poetry. In addition, students concentrate on mastering the skills of writing narrative, descriptive, and expository essays (including responses to literature). Students engage in a short research project and learn appropriate MLA formatting for formal papers. Students also learn the fundamental skills for delivering oral presentations. Grammar and vocabulary are addressed by reading and writing in conjunction with the course material. The number and complexity of literary selections is determined by the level of the individual class. Supplementary reading also differs in number and complexity relative to the class level.

2007 – ENGLISH 10 – HONORS	Grade 10	1 Credit
2008 – ENGLISH 10 – LEVEL 1	Grade 10	1 Credit
2009 – ENGLISH 10 – LEVEL 2	Grade 10	1 Credit

Prerequisite – Successful completion of English 9

The focus of this course is the study of the basic elements of nonfiction and drama. In addition, students concentrate on mastering the skills of writing narrative, descriptive, and expository essays (including responses to literature). Students engage in a short research project and learn appropriate MLA formatting for formal papers. Students also learn the fundamental skills for delivering oral presentations. Grammar and vocabulary are addressed by reading and writing in conjunction with the course material. The number and complexity of literary selections is determined by the level of the individual class. Supplementary reading also differs in number and complexity relative to the class level.

2100 – AP ENGLISH LANGUAGE AND COMPOSITION	Grade 11	1 Credit
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Prerequisite – Successful completion of English 10

Advanced Placement English Language and Composition is offered to those juniors whose teachers recommend them and whose work ethic and interest in literature and writing are indicative of success on this level. The course cultivates the reading and writing skills students need for college success and for intellectually responsible civic engagement. The reading and writing students do in this course aims to deepen and expand their understanding of how written language functions rhetorically: to communicate writers’ intentions and elicit readers’ responses in particular situations. The course cultivates the rhetorical understanding and use of written language by directing students’ attention to writer/reader interactions in the analysis of various formal and informal genres (letters, advertisements, political satire, personal narratives, scientific arguments, cultural critiques, and research reports). In addition, students study a variety of literature from the American tradition. The student is required to take the Advanced Placement English Language and Composition Examination in the spring.

2112 – ENGLISH 11 – HONORS	Grade 11	1 Credit
2113 – ENGLISH 11 – LEVEL 1	Grade 11	1 Credit
2114 - ENGLISH 11 – LEVEL 2	Grade 11	1 Credit

Prerequisite – Successful completion of English 10

The focus of this course is the study of American Literature, organized by the genres of fiction, poetry, and drama. Nonfiction selections are paired thematically with individual works. The number and complexity of literary selections is determined by the level of the individual class. Supplementary reading also differs in number and complexity relative to the class level. In addition, students concentrate on mastering the skills of writing expository essays (including responses to literature), synthesis essays, rhetorical analysis essays, and persuasive/argument essays. Students engage in a short research project and continue to learn appropriate MLA formatting for formal papers. Students also continue to practice the fundamental skills for delivering oral presentations. Grammar is addressed by reading and writing in conjunction with the course material. Vocabulary instruction seeks to augment students' knowledge of words encountered on the college level.

2200 – AP ENGLISH LITERATURE AND COMPOSITION	Grade 12	1 Credit
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Prerequisite – Successful completion of English 11 or AP English Language and Composition

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. A research project is also part of the curriculum. The Advanced Placement English Literature and Composition exam in May is mandatory.

2207 – ENGLISH 12 – HONORS	Grade 12	1 Credit
2208 – ENGLISH 12 – LEVEL 1	Grade 12	1 Credit
2209 – ENGLISH 12 – LEVEL 2	Grade 12	1 Credit

Prerequisite – Successful completion of English 11

The focus of this course is literary analysis in the study of narrative fiction, poetry, and drama from ancient times to contemporary literature, including many multicultural voices. The number and complexity of literary selections is determined by the level of the individual class. Supplementary reading also differs in number and complexity relative to the class level. The major writing components are expository responses to literature and literary analysis. Students also engage in a short research project and continue to learn appropriate MLA formatting for formal papers. Socratic seminars expose students to college-level discussion formats and provide an opportunity to practice public speaking.

2914 – PUBLIC SPEAKING – HONORS	Grades 10, 11, 12	.5 Credit
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This semester course is an activity-based speech communication program. Through a variety of activities, this course reinforces skills and techniques of the communication process to be effective speakers and listeners. The focus will be on formal and informal situations.

MATHEMATICS/COMPUTER SCIENCE DEPARTMENT

The Mathematics/Computer Science department provides an educational program in which our students develop the critical-thinking, problem-solving, computational, and active learning skills essential for responsible decision-making and a requirement for both career success and informed citizenship.

St. Mary Academy Bay View provides a sequential and comprehensive curriculum that gives opportunities for all of our students to become creative, critical thinkers and skilled problem solvers who effectively use current technological tools. It is our goal as a department to provide the mathematical skills to solve problems in science, technology, and other fields.

The Mathematics core curriculum for all students will include topics in geometry, probability and statistics, as well as algebra with the appropriate use of technology in mathematics. All courses use the TI-Nspire CAS calculator, appropriate websites, online lectures, and support software.

All students are strongly encouraged to complete four years of mathematics while at Bay View.

To be well-educated and prepared for careers in a computing-intensive world, students must have a clear understanding of the concepts and practices of computer science. The Computer Science curriculum uses an inquiry-based approach, presenting open-ended problems in the context of computer science concepts and topics. These courses allow students to create and interact in a collaborative and cooperative atmosphere. Students become familiar with many ways in which computing enables innovation and they analyze the potential benefits and negative effects of computing in a number of contexts.

The sequence of courses is in place to increase students' knowledge, confidence, and interest in Computer Science. These courses create a strong foundation and understanding for students no matter the course of studies they plan to follow after graduation. Ultimately, students will develop the skills necessary to select and utilize the appropriate technology for every task and to use all technology in an ethical manner.

All students in grades nine through twelve must earn a minimum of a .5 credit in a technology related course in order to satisfy graduation requirements.

GOALS

Upon completion of the mathematics program students will be able to:

- develop an understanding of mathematical processes, facts and concepts;
- communicate mathematical ideas, processes, concepts and solutions graphically, algebraically, numerically and verbally;
- use algebraic, geometric, inductive and deductive reasoning to solve problems;
- use appropriate technologies to enhance the understanding of mathematics;
- use mathematics to support and defend her conclusions in any discipline;
- provide opportunities to recognize patterns, make generalizations and test the validity of the hypothesis;
- demonstrate mathematical understanding through a variety of assessments;
- use and extend the connections among mathematical topics, between mathematics and other disciplines and between mathematics and the real world;

Upon completion of the computer science program students will be able to:

- organize, analyze and interpret data in any form;
- introduce the fundamental concepts of computer science to all students;
- connect computer science to appropriate real world challenges as a means to; motivate and empower, promote individual growth, and spark a desire for life-long learning;

- complement other disciplines and build upon develop student knowledge;
- develop in students the skills, practices and knowledge to participate in a world that is increasingly influenced and shaped by technological advancements;
- prepare students who can adapt prosper under constantly changing conditions;
- interested students will be able to study facets of computer science in more depth and prepare them for entry into the workforce or college;

1900 – ALGEBRA 1 – HONORS

Grade 9

1 Credit

The Algebra I Honors program is designed for students who are prepared for a fast-paced and in-depth exploration of algebra. Students are expected to master algebraic mechanics and understand the underlying theory, as well as apply the concepts to real-world situations in a meaningful way. The program includes extensions and enrichment that demand readiness to engage in more challenging problem-sets and explorations. The course is designed for students who have a particularly strong mathematics background and intend to pursue STEAM courses at the honors level in high school.

1912 – ALGEBRA 1

Grade 9

1 Credit

This course provides a learning progression to support students' learning to use basic algebraic tools to represent problem situations, gain a sound understanding of functions and their multiple representations, develop a solid understanding of rate of change, and model and solve important problems with linear, exponential, and quadratic functions and related equations. The course will include real world applications and the students will be asked to verbalize their understanding of the concepts. Students will be expected to solve problems with and without a calculator. This course incorporates the use of online resources throughout the year.

1913 Intensified Algebra I

Grade 9

1 Credit

Students who need additional support, confidence, and experience with math will participate in an intensified Algebra 1 course. The course covers all of the concepts and skills that are part of challenging Algebra 1 curriculum. The difference is that students in this course will have a powerful combination of additional time, and cohesive and targeted supports and interventions. It melds the best practices in math instruction with research on how to build student engagement and confidence in math so that they are prepared for advanced math courses in high school. This course requires daily math instruction for the full academic year.

1903 – GEOMETRY – HONORS

Grades 9 & 10

1 Credit

Prerequisite – Successful completion of Algebra I

This course is a study of Euclidean Geometry. Topics discussed include dimensional objects (lines, planes, polygons, circles, and polyhedrons), angular measurement, congruence, similarity, deductive and inductive reasoning, proofs, relational computations (perimeter, area, and volume), right triangle trigonometry, and practical applications. Algebraic concepts and techniques are integrated and emphasized through the course to aid in the understanding of geometric concepts and applications, and to reinforce proficiency in algebraic skills.

The Nspire calculator and the software program GeoGebra will be used as tools throughout the year. This course also incorporates the use of online resources throughout the year.

1904 – GEOMETRY – LEVEL 1
1905 – GEOMETRY – LEVEL 2

Grades 9 & 10
Grade 10

1 Credit
1 Credit

Prerequisite – Successful completion of Algebra 1

This is an integrated approach to the study of Euclidean plane geometry. Extensive use is made of the techniques of analytic geometry in solving problems. Students continue to work on their algebra skills during this year. Topics include: the study of inductive and deductive reasoning, parallelism, congruent figures, similarity, right triangle trigonometry, circles and polygons. Students will solve problems involving perimeter, area, and volume of two and three-dimensional figures. The Nspire calculator will be used as a tool during the year and students will use the computer as a tool in their investigations. This course incorporates the use of the e-text and online resources throughout the year.

1908 – ALGEBRA 2 – HONORS

Grades 10 & 11

1 Credit

Prerequisite – Successful completion of Algebra 1 and Geometry

This course reinforces and expands the knowledge and skills required to manipulate algebraic expressions and analyze graphically and algebraically a variety of functions. Topics will include: linear, quadratic, absolute value, piecewise, rational, higher degree polynomials and inverse functions. Topics also include: solutions to systems, matrices, complex numbers, probability and data analysis. Algebraic and Geometric concepts are examined as tools for modeling real-world situations and problem solving. Graphing is emphasized with students being introduced to the first seven parent functions. Challenging problem sets and explorations which focus on applications and different mathematical approaches will be given throughout the year. Emphasis will be placed on explaining their findings in writing, that is, emphasis will be placed on defending their findings graphically, algebraically, numerically and verbally. This course incorporates the use of the e-text and online resources throughout the year. Though students will be taught how to use their Nspire calculator to solve problems and explore concepts, students will be expected to solve problems with and without a calculator.

1906 –ALGEBRA 2 – LEVEL 1
1907 –ALGEBRA 2 – LEVEL 2

Grades 10 & 11
Grades 10 & 11

1 Credit
1 Credit

Prerequisite – Successful completion of Algebra 1 and Geometry

This course reinforces and expands the knowledge and skills required to manipulate algebraic expressions and analyze graphically and algebraically a variety of functions. Topics will include: linear, absolute value, piecewise, quadratic, rational and higher degree polynomial functions. Topics also include: solutions to systems, matrices, complex numbers, probability and data analysis. Algebraic and Geometric concepts are examined as tools for modeling real-world situations and problem solving. Graphing is emphasized with students being introduced to the first seven parent functions. This course incorporates the use of the e-text and on-line resources throughout the year. Though students will be taught how to use their Nspire calculator to solve problems and explore concepts, students will be expected to solve problems with and without a calculator.

1000 – PRE-CALCULUS – HONORS

Grades 11 & 12

1 Credit

Prerequisite – Successful completion of Algebra 2

This is a highly rigorous study of functions to prepare students for Advanced Placement Calculus or for any college-level calculus course. It includes extensive treatment of trigonometry and circular functions, piecewise, polynomial and rational functions, exponential and logarithmic functions, analytic geometry including polar coordinates and conic functions, sequences and series, data analysis and modeling and limits. The programmable graphing calculator is used as a tool throughout the year but assessments are both calculator and non-calculator based.

1001 – PRE-CALCULUS – LEVEL 1	Grades 11 & 12	1 Credit
1006 –PRE-CALCULUS – LEVEL 2	Grades 11 & 12	1 Credit

Prerequisite – Successful completion of Algebra 2

This course emphasizes the function concept to prepare students for a college level calculus or statistics course. Topics will include analytic geometry, quadratic, rational, piecewise, inverse, exponential, logarithmic, polynomial, and trigonometric functions, complex numbers, and conics. If time permits, this course will also include sequences and series. The Nspire calculator is used as a tool throughout the year but assessments are both calculator and non-calculator based.

1100 - AP STATISTICS	Grades 11 & 12	1 Credit
1101 - HONORS STATISTICS	Grades 11 & 12	1 Credit

Prerequisite – Successful completion of Algebra 2

AP Statistics is equivalent to a one-semester, introductory, non-calculus based college course in statistics. (At least one statistics course is typically required for majors such as engineering, psychology, sociology, health sciences, and business.) Students considering this course should have a strong background in Algebra 2 and have experienced success in an Honors English and/or History course. This course is part of the College Board Advanced Placement Program. It will follow the AP Statistics curriculum and syllabus and will prepare students to receive college credit and/or placement in mathematics. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four conceptual themes: exploring data, planning a study, producing models using probability and statistics, and statistical inference. Unlike other math courses, this course includes a great deal of reading and writing. Students will be taught how to analyze statistical problems and not only develop the appropriate action but defend it in writing. During this course, students will use the capabilities of the Nspire calculator and appropriate software to investigate, model, and solve problems. Two mandatory extra classes per week are required for the entire school year until the AP examination in May. AP Statistics students are required to take the College Board Advanced Placement Examination in May.

Honors Statistics will cover the same curriculum as the AP Statistics students except their assignments and assessments will be less intense than the AP students’ assignments and assessments and they will take a traditional final exam in June.

1105 – STATISTICS – Level 1	Grades 11 & 12	1 Credit
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Prerequisite – Successful completion of Algebra 2

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four conceptual themes: exploring data, planning a study, producing models using probability and statistics, and statistical inference. Unlike other math courses, this course includes a great deal of reading and writing. Students will be taught how to analyze statistical problems and not only develop the appropriate action but defend it in writing. During this course, students will use the capabilities of the Nspire calculator and appropriate software to investigate, model, and solve problems. Students will create surveys, conduct surveys and use the tools presented in the course to help draw reasonable projections. Students will see how statistics are presented in the news, on TV, the web and in the newspaper. Students will analyze these presentations and discuss their validity. By the end of the course students will be able to analyze statistical presentations made in the news and recognize flaws and missing information critical to making valid conclusions and projections.

1002 – AP CALCULUS AB**Grade 12****1 Credit****Prerequisite – Successful completion of Pre-Calculus**

This course is part of the College Board AP Calculus program and follows its syllabus. Students will study differential and integral calculus and complete the topics usually studied in a one-semester, college calculus course. Topics to be treated in depth include: limits and continuity, the derivative, differentiation techniques and applications, indefinite and definite integrals, techniques of integration and applications of the definite integral, and solutions to differential equations. Problems will be approached numerically, graphically, analytically and verbally. Emphasis will be placed on solving each problem all four ways whenever possible. Students will use computer technology and the Nspire calculator. Students are expected to solve problems with and without a calculator. Two mandatory extra sixty-minute classes per week are required for the entire school year until the AP examination in May. AP Calculus students are required to take the College Board Advanced Placement Examination in May.

Additional Requirements

AP Calculus will meet on an as needed basis until 3:30 p.m. every time the class meets last period.

1007 – AP CALCULUS BC**Grade 12****1 Credit****Prerequisite – Successful completion of Pre-Calculus**

This course will cover the same material as AP Calculus AB with the addition of the following topics: sequences, L'Hopital's Rule, improper integrals, power series, Taylor Series, Taylor's Theorem, radius of convergence, testing convergence, parametric functions, vectors in the plane, and polar functions. ***These additional topics will be covered as an independent study placing responsibility for learning these topics on the student.***

Additional Requirements

AP Calculus will meet on an as needed basis until 3:30 p.m. every time the class meets last period.

1103– CALCULUS – HONORS**Grade 12****1 Credit****Prerequisite – Successful completion of Pre-Calculus**

Students will study differential and integral calculus and complete the topics usually studied in a one-semester, college calculus course. Topics to be treated in depth include: limits and continuity, the derivative, differentiation techniques and applications, with an introduction to indefinite and definite integrals, techniques of integration and applications of the definite integral, and solutions to differential equations. Problems will be approached numerically, graphically, analytically and verbally. Emphasis will be placed on solving each problem all four ways whenever possible. Students will use their Nspire calculator. Students are expected to solve problems with and without a calculator.

9939 - INTRODUCTION TO COMPUTER SCIENCE**Grade 9 & 10****.5 Credit**

This class is based on the Microsoft TEALS Computer Science curriculum which is an introduction to the AP Computer Principles course. TEALS Introduction to Computer Science is an engaging course that explores a variety of basic computational thinking and programming concepts through a project-based learning environment. TEALS is a unique program that partners professionals from the Computer Science industry who volunteer their time to co-teach in the classroom several times a week. TEALS volunteers make a lasting impact in their students' lives as well as help shape students' futures and career opportunities by providing them with computational knowledge and skills they wouldn't otherwise have access to. The curriculum is based on the Beauty and Joy of Computing Curriculum developed at the University of California, Berkeley. The students will construct programming applications using SNAP! programming language, use the problem-solving process as it relates to computer science and programming, design and

implement creative solutions and artifacts through programming, critique their computational work and the work of others, and communicate computational thought processes, procedures, and results to others.

9936 - AP COMPUTER SCIENCE PRINCIPLES

Grades 10, 11 & 12

1 Credit

This course is designed to be the equivalent to a first semester introductory college computing course. 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. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively when using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaborative skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society and the world. Students will complete an in class long term assessment along with a college board exam in order to receive a score for AP credit.

* Taken from AP Computer Science Principles Course and Exam Description

1013– AP COMPUTER SCIENCE A

Grade 12

1 Credit

AP Computer Science is equivalent to a first-semester, college-level course in computer science. This course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language.

These techniques represent proven approaches for developing solutions that can scale from small, simple problems to large, complex problems. AP Computer Science includes a substantial laboratory component in which students design solutions to problems, express their solutions precisely in Java, test their solutions, identify and correct any errors and compare possible solutions. This course requires that solution of problems be written in the Java programming language. The AP Computer Science Exam covers a subset of Java.

*Taken from the College Board AP Computer Science Course Overview and Lab Requirement.

SCIENCE DEPARTMENT

The Science Department fosters individuals who are science literate and confident. The science program is designed to encourage curiosity and creativity while preparing the students to face the scientific and ethical challenges of our global community. Students develop and apply critical thinking, analytical thinking, and problem-solving skills as they integrate their knowledge of science with other disciplines. The overall focus is for students to acquire proficiency in the use of scientific language, concepts, materials, and appropriate technology.

The Upper School science curriculum is designed to provide the student with a foundation for future study at the collegiate level. The traditional courses of biology, chemistry, and physics are the core of the curriculum. Electives such as anatomy and physiology, molecular biology, environmental science, and forensic science provide the opportunity for exploration into a specific scientific discipline. Advanced Placement courses are available in biology, chemistry, and physics.

GOALS

The student will:

- ☐ Use scientific methods, equipment, and technology to investigate and solve problems working collaboratively and individually;

- ☞ Demonstrate through written and verbal communication an understanding and application of scientific concepts and language;
- ☞ Integrate, analyze, and apply information from the sciences and other disciplines;
- ☞ Explain the basic structures and functions of living things;
- ☞ Compare and contrast how living things interact with one another and with the environment;
- ☞ Explain the relationship between properties of matter and energy, and the laws that govern the natural world;
- ☞ Examine the major developments in science;
- ☞ Explore career opportunities;
- ☞ Recognize that the body of scientific and technological knowledge is constantly changing and will take personal responsibility for lifelong learning.

3900 – BIOLOGY – HONORS	Grade 9	1 Credit
3901 – BIOLOGY – LEVEL 1	Grade 9	1 Credit
3902 – BIOLOGY – LEVEL 2	Grade 9	1 Credit

Biology is a required science for all freshmen at Bay View. Introducing students to the process of science is a key objective, accomplished through discussion, activities, and labs. Proper laboratory procedure and use of scientific equipment and technology, qualitative and quantitative observations and scientific lab report writing are emphasized. Such skills are crucial in preparing students for further studies in the sciences at Bay View.

Topics addressed in this course include: levels of organization, basic inorganic chemistry, basic biochemistry, enzyme structure and function, structure and function of the cell membrane, photosynthesis and chloroplasts, respiration and mitochondria, structure and function of the nucleus, DNA and RNA structure, replication, transcription, translation, mitosis and meiosis, genetics.

3003 - MOLECULAR BIOLOGY – HONORS	Grades 10, 11, 12	1 Credit
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Prerequisite – Successful Completion of Biology

The honors Molecular Biology course is offered to sophomore, junior and senior students as an elective. The curriculum will introduce common laboratory techniques used in biomedical research such as micropipetting, centrifugation, spectrophotometry, PCR, agarose gel electrophoresis, polyacrylamide electrophoresis, DNA extraction and purification, bacterial transformation, and plasmid purification. The molecular biology student will not only master such techniques but will be asked to apply them in a number of short term and long term experimental research projects including: human DNA extraction and purification, restriction enzyme analysis of crime scene DNA, comparison of PCR amplified DNA extracted from genetically modified and non-modified plants, and the cloning and sequencing of a plant gene using bacterial cell transformation.

3000 – CHEMISTRY – HONORS	Grade 10	1 Credit
3001 – CHEMISTRY – LEVEL 1	Grade 10	1 Credit
3002 – CHEMISTRY – LEVEL 2	Grade 10	1 Credit

All sophomores are required to take Chemistry, which will provide an understanding of the composition, structure, bonding, nomenclature, properties, and classification of matter. This includes all of the changes that occur with matter and the energy that is associated with these changes. The student will be able to calculate chemical quantities based on a balanced chemical reaction. The concepts will be acquired and reinforced through lectures, collaborative activities, and using the latest technologies, laboratory experiences, and independent work assignments.

Prerequisite – Successful completion of Honors Geometry or Honors Algebra 2

The Honors Physics course is offered to junior and senior students and is recommended for students who contemplate majoring in the science, technology, engineering, or healthcare fields. It is a year-long, algebra-based study of the physical laws of nature. The course stimulates higher-level thinking by capitalizing on the student's personal experience with nature. A variety of instructional strategies is employed, but the focus is on engaging the student with demonstrations and hands-on activities that challenge her to relate her personal experiences to phenomena that are either new or, quite often, counterintuitive. The student reads, writes, and talks about physics. She engages in a variety of independent and collaborative laboratory activities designed to explore, develop, and apply concepts. The three-step cycle modeling emphasizes the discovery and understanding of concepts as the precursor to applying those concepts in a variety of moderately challenging problem-solving scenarios. First semester topics include kinematics (the study of motion) and dynamics (the study of forces). Second semester topics include work, energy, and momentum; wave theory, including mechanical waves and electromagnetic waves; geometric optics; and fluid mechanics. The student is expected to have a strong mathematics background as demonstrated by successful completion of honors Geometry or honors Algebra 2.

3101 – PHYSICS – LEVEL 1**Prerequisite - Successful completion of Algebra 2 or Geometry**

The Level One Physics course is offered to junior and senior students and is recommended for students who contemplate a major in which undergraduate physics may be required. It is a year-long, algebra-based study of the physical laws of nature. The course stimulates higher-level thinking by capitalizing on the student's personal experience with nature. A variety of instructional strategies is employed, but the focus is on engaging the student with demonstrations and hands-on activities that challenge her to relate her personal experiences to phenomena that are either new or, quite often, counterintuitive. The student reads, writes, and talks about physics. She engages in a variety of independent and collaborative laboratory activities designed to explore, develop, and apply concepts. The three-step modeling cycle emphasizes the discovery and understanding of concepts as the precursor to applying those concepts in a variety of moderately challenging problem-solving scenarios. First semester topics include kinematics (the study of motion) and dynamics (the study of forces). Second semester topics include work, energy, and momentum; wave theory, including mechanical waves and electromagnetic waves; geometric optics; and fluid mechanics. The student is expected to have a satisfactory mathematics background as demonstrated by successful completion of any level of Geometry or Algebra 2.

3105 – CONCEPTUAL PHYSICS – LEVEL I**Prerequisite – Successful completion of Algebra 1 and Geometry**

The Conceptual Physics course is offered to junior and senior students. It is recommended for students whose major might not require an undergraduate physics course, but who wish to acquire a basic understanding of the physical laws of nature. The course stimulates higher-level thinking by capitalizing on the student's personal experience with nature. A variety of instructional strategies is employed, but the focus is on engaging the student with demonstrations and hands-on activities that challenge her to relate her personal experiences to phenomena that are either new or, quite often, counterintuitive. The student reads, writes, and talks about physics. She engages in a variety of independent and collaborative laboratory activities designed to explore, develop, and apply concepts. The three-step cycle emphasizes the understanding of concepts as a precursor to more traditional problem-solving. First semester topics include kinematics (the study of motion) and dynamics (the study of forces). Second semester topics include work, energy, and momentum; wave theory, including mechanical waves and electromagnetic waves; geometric optics; and fluid mechanics. The student is not required to have a strong mathematics background to succeed in this course.

3112-ENVIRONMENTAL SCIENCE LIFE APPROACH - HONORS**Grades 10, 11 & 12 .5 Credit**

A Life Approach is a one semester Honors elective offered to sophomores, juniors, and seniors. This course explores the interdependence of all living things and the world in which they live. The major topics of the course include the diversity of life on Earth, species interactions, population analysis, economics, environmental justice, and sustainability. Students will be engaged in the learning process through lectures, labs, independent work and collaborative activities. Students will view and summarize videos that highlight some of the important aspects of the course.

3113-ENVIRONMENTAL SCIENCE PHYSICAL APPROACH - HONORS**Grades 10, 11 & 12 .5 Credit**

A Physical Approach is a one semester Honors elective offered to sophomores, juniors, and seniors. This course focuses on the physical planet and the forces that shape its current condition. Topics include Earth's resources, pollution, alternative energy sources, and sustainability. Students will be engaged in the learning process through lectures, labs, and independent work. Students will collaborate to design prototypes and build devices which can aid in creating a sustainable planet. Videos will be used to highlight important aspects of the course. The use of social media will enable students to access timely information from sources such as the USGS, NOAA, EPA, and World Wildlife Federation.

3107 – HUMAN ANATOMY & PHYSIOLOGY - HONORS**Grades 11 & 12****1 Credit****3106 – HUMAN ANATOMY & PHYSIOLOGY – LEVEL 1****Grades 11 & 12****1 Credit****Prerequisite - Successful completion of Chemistry**

The Anatomy and Physiology course is offered to junior and senior students as an elective. In this course, students will be introduced to common laboratory techniques such as micropipetting, centrifugation, PCR, restriction enzyme digestion, agarose gel electrophoresis, and microscopic examination of body tissues to enhance the study of the molecular make-up of the cells composing the human body. Macroscopic anatomical features will be studied via virtual dissection of human cadavers via the life-size Anatomage dissection table and traditional fetal pig dissection. To reinforce the concepts addressed in class and enhance the medical application of the course content, students will be presented with a number of medical case studies throughout the year. They will work in groups utilizing the laboratory equipment described above to explore, research and solve the medical issue outlined in each case.

These hands-on activities are designed to add depth to the concepts discussed in lecture and class discussion concerning the physiology of the cell, body tissues and organs as well as enhance the student's understanding of the human body plan. Through this approach, the Anatomy and Physiology student will appreciate the hierarchy in which a multicellular organism is assembled. They will follow and study the emergent properties at each level of this hierarchy from the atom to the molecule, molecule to cell, cell to tissue, tissue to organ and organ to organ system.

3103 – AP BIOLOGY**Grades 11 & 12****1 Credit****Prerequisite – Successful completion of Chemistry**

The AP Biology course emphasizes an in depth study of the following major themes: ecology, biochemistry, cells, energy transformation, cell reproduction, heredity, nature of genes, evolution, structure and function, of plants and animals. Laboratory work illustrates and reinforces principles presented in lecture and in the text. A mandatory three hour lab, after school, is required every week. The course follows the guidelines of the College Board AP course description. Acceptance will be based on performance in previous science courses. All students are required to take the AP Exam in May.

Additional Requirements**AP Biology will meet until 3:30 p.m. every time the class meets last period.**

3104 – AP CHEMISTRY**Grades 11 & 12****1 Credit****Prerequisite – Successful completion of Chemistry and Algebra 2**

The Advanced Placement Chemistry Course is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy. This course is designed to prepare students to succeed on the AP Chemistry Exam offered by the College Board. Students enrolled in this course should have a strong background in mathematics and chemistry. Laboratory work includes experiments which demonstrate the principles of equilibrium, qualitative analysis, rates of reactions, electrolysis, voltaic cells, oxidation-reduction, and acid-base titrations.

Additional Requirements

AP Chemistry will meet until 3:30 p.m. every time the class meets last period.

3108 – AP PHYSICS 1**Grades 11 & 12****1 Credit****Prerequisite – Successful completion of Honors Geometry or Honors Algebra 2**

The AP Physics 1 course is an initial course in physics offered to junior and senior students as an elective, and is recommended for students who contemplate majoring in the science, technology, engineering, or healthcare fields. It is the equivalent of a first-semester college course in algebra-based physics, but is taught over a full academic year to enable students to develop deep understanding of the content and to focus on acquiring and applying their knowledge through inquiry labs. The course covers Newtonian mechanics; work, energy, and power; and mechanical waves and sound. The course also introduces electrical circuits. The successful student must have a strong mathematics background as demonstrated by successful completion of honors Geometry or honors Algebra 2.

Additional requirements

AP Physics will meet until 3:30 p.m. every time the class meets last period.

3200 -FORENSIC SCIENCE PART A - HONORS**Grade 11 & 12****.5 Credit****3202 -FORENSIC SCIENCE PART A - LEVEL 1****Grade 11 & 12****.5 Credit**

Part A is a one semester elective course offered to juniors and seniors. Part A addresses major themes such as the development of Forensic Science, the role of the CSI, the capabilities of a crime lab, processing a crime scene, and the significance of physical evidence. Students will be engaged in the learning process through lectures, labs, independent work and collaborative activities. Students will view and summarize videos which highlight some of the important aspects of the course.

3201 - FORENSIC SCIENCE PART B - HONORS**Grade 11 & 12****.5 Credit****3203 -FORENSIC SCIENCE PART B –LEVEL 1****Grade 11 & 12****.5 Credit**

Part B is a one semester elective course offered to juniors and seniors. Part B addresses major themes such as fingerprints, impression evidence, arson, explosives, firearms, drugs, alcohol, and forensic serology. Students will be engaged in the learning process through lectures, labs, independent work and collaborative activities. Students will view and summarize videos that highlight some of the important aspects of the course.

HISTORY/SOCIAL SCIENCES DEPARTMENT

“Make a career of humanity. Commit yourself to the noble struggle for equal rights. You will make a greater person of yourself, a greater nation of your country, and a finer world to live in.”

Martin Luther King, Jr.

The History/Social Sciences Department believes that promoting an understanding of historical events, and the context in which they occurred, combined with an understanding of the human condition, enables students to approach present day challenges with an informed mind. Thus, through the study of the discipline, supplemented and strengthened by the application of the latest technology, the department seeks to instill in students a determination to become an influential participant in the global community.

GOALS

Upon completion of the History and Social Sciences Program, the student will be able to:

- ☞ think critically, communicate effectively, and solve problems;
- ☞ demonstrate analytical skills through the process of examining and researching primary and secondary sources;
- ☞ write clearly and effectively within the framework of the curriculum;
- ☞ enhance research through the use and application of technology;
- ☞ understand the connection between the basic knowledge of historical events and their impact on the contemporary world;
- ☞ comprehend the environmental, political, legal, social, and economic factors which shape our world;
- ☞ exhibit moral and ethical decision making;
- ☞ develop skills which reflect an appreciation of human dignity;
- ☞ develop an appreciation for the challenges facing the global community in the 21st century.

5900 – MODERN WORLD HISTORY – HONORS	Grade 9	1 Credit
5901 – MODERN WORLD HISTORY – LEVEL 1	Grade 9	1 Credit
5902 – MODERN WORLD HISTORY – LEVEL 2	Grade 9	1 Credit

This course examines world events from the end of the nineteenth century to the present. It explores the impact of the democratic and industrial revolutions, and the events that led to world domination by European powers and the wars that resulted. The course will also examine the ideas that led to independence movements of the mid-twentieth century and the effects of global interdependence.

5006 – UNITED STATES HISTORY I– HONORS	Grade 10	1 Credit
5007 – UNITED STATES HISTORY I– LEVEL 1	Grade 10	1 Credit
5008 – UNITED STATES HISTORY I– LEVEL 2	Grade 10	1 Credit

Prerequisite – Successful completion of Modern World History

This course examines the major themes in United States History from Pre-Columbian times through the Antebellum Era. Students will gain an understanding of the political, economic, social and cultural developments that shaped this time period. The course will conclude with an investigation of modern U.S. History in grade 11. Please note: the successful completion of the honors level United States History course will prepare students for either honors-level United States History II or Advanced Placement United States History.

5100 – AP UNITED STATES HISTORY**Grade 11****1 Credit**

Prerequisite – Successful completion of Modern World History/United States History I
Prerequisite – 3.75 cumulative GPA

Advanced Placement level classes place on the students demands that are equivalent to those of an introductory college course. Students will be required to complete a summer reading program at the conclusion of sophomore year. Emphasis will be placed on analyzing primary sources and developing effective college level writing skills. All students are required to take the Advanced Placement Examination in May.

5126 – UNITED STATES HISTORY II – HONORS**Grade 11****1 Credit****5127 – UNITED STATES HISTORY II– LEVEL 1****Grade 11****1 Credit****5128 – UNITED STATES HISTORY II– LEVEL 2****Grade 11****1 Credit**

Prerequisite – Successful completion of Modern World History/United States History

This course will continue the exploration of United States History by focusing on Civil War Era, the Gilded Age, the Progressive Era, the World Wars, the Great Depression, the Cold War and the post-Cold War Era. We will examine primary sources and further develop research and writing skills.

5202 –AP EUROPEAN HISTORY**Grade 10, 11 & 12****1 Credit**

Prerequisite – 3.75 cumulative GPA

Advanced Placement European History is a college approach to the study of the history of Europe from the Renaissance to the present. Students will utilize the pertinent historiography which will enable them to trace the political, economic, intellectual, social, and cultural events that impacted this history. This is a full-year elective and all students are required to take the Advanced Placement Examination in May.

5207 - AP UNITED STATES GOVERNMENT & POLITICS**Grade 12****1 Credit**

Prerequisite – 3.75 cumulative GPA

The Advanced Placement course in United States Government and Politics is designed to provide students with a critical perspective on the topic through the study of general concepts about the American system of government, as well as the examination of various institutions, groups, beliefs and ideas that affect the nation's political affairs. The year-long course also analyzes the influence of political parties, the role of political action committees, the efforts of special interest groups in shaping public policy, the relationship of the three branches of government to one another, and the role of the government in protecting civil rights and individual liberties. All students are required to take the Advanced Placement Examination in May.

5104 - POLITICAL SCIENCE – HONORS**Grades 10, 11 & 12****.5 Credit****5105 - POLITICAL SCIENCE – LEVEL 1****Grades 10, 11 & 12****.5 Credit**

This elective examines the American political system, the role of the federal government, the competing philosophies of liberalism and conservatism, and the electoral process. Students also analyze both domestic and international issues of the day. A field trip is scheduled in support of the classroom curriculum.

5110 - POWERBROKERS OF THE TWENTIETH CENTURY– HONORS**Grades 10, 11 & 12****.5 Credit****5111 –POWERBROKERS OF THE TWENTIETH CENTURY– LEVEL 1****Grades 10, 11 & 12****.5 Credit**

This course is designed to be a comparative history of selected individuals and topics of the twentieth century. Special emphasis will be placed on the evolution of human skills and the means of exerting power over nature and people. Topics include the origins of the Cold War in the 1940s, the demise of the Cold War in the 1980s and the Civil Rights movement of the 1950s and 1960s. In addition, students will have a semester-long project to create a portfolio that will illustrate the role of women as powerbrokers.

5112 –WOMEN IN AMERICAN HISTORY – HONORS
5113 - WOMEN IN AMERICAN HISTORY – LEVEL 1

Grades 10, 11 & 12 **.5 Credit**
Grades 10, 11 & 12 **.5 Credit**

This course offers a view of issues that have affected American women throughout the nineteenth and twentieth centuries. Emphasis will be placed on both historical trends and individual women such as Elizabeth Cady Stanton, Susan B. Anthony, and Eleanor Roosevelt. Students will research issues by examining primary and secondary sources and conducting an interview with a female family member.

5200 – AP PSYCHOLOGY

Grade 11 & 12 **1 Credit**

Prerequisite – 3.75 cumulative GPA

Advanced Placement programs are a joint educational endeavor of the College Board and St. Mary Academy - Bay View. The Advanced Placement psychology course will have a learning environment equivalent to an introductory college level class. The course curriculum requires a basic text which is to be read independently, along with supplementary reading materials which will be assigned throughout the year. All students are required to take the Advanced Placement Examination in May. **Basic course content is described in Psychology Level 1.**

5203 – PSYCHOLOGY – HONORS

Grade 11 & 12 **1 Credit**

This course, like any honors course at St. Mary Academy - Bay View, challenges students to pursue course material from a broader perspective and in greater depth. It utilizes seminars and enforces critical and creative thinking in the classroom. Independent work and inherent student motivation are required for success in this psychology course. **Basic course content is described in Psychology Level 1.**

5201 – PSYCHOLOGY – LEVEL 1

Grade 11 & 12 **1 Credit**

This course is designed to inform students of the methodology used by psychologists in an attempt to understand behavior and mental processes. Topics include: Biological Basis of Behavior, Sensation and Perception, States of Consciousness, Learning and Memory, Cognition and Language, Intelligence, Motivation and Emotion, Life-Span Development, Personality, Psychological Disorders, Therapies and Social Psychology. Application of psychology principles will be implemented through the use of semester projects and presentations. Emphasis is placed on basic principles of psychology that can be applied to everyday life.

WORLD LANGUAGES DEPARTMENT

“Learning to speak another’s language means taking one’s place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us.”

Sandra J. Savignon

*(Communicative Competence: Theory and Classroom Practice:
Texts and Contexts in Second Language Learning, 1983)*

The World Languages Department at St. Mary Academy - Bay View promotes understanding of peoples and cultures. We endeavor to prepare young women for the challenges and opportunities of the global community of the twenty-first century. Through a variety of offerings and technology-based activities and lessons, young women develop interdisciplinary skills which will enhance their ability to succeed in a complex socio-economic world. We also affirm that, in her success, the Bay View alumna shall be ever mindful of those in need, whether in her immediate community and country, or internationally. We value the potential of our students to become life-long learners; therefore, we endeavor to foster this integral

aspect of these competent young women with the hope that they will participate in creating “... a more just, verdant, and peaceful world,” (MacArthur Foundation).

GOALS

Upon completion of the World Languages Program, the student will be able to:

- ☞ understand the concept and nature of language;
- ☞ communicate competently through the English language;
- ☞ communicate competently through at least one other global language and demonstrate knowledge and understanding of its culture;
- ☞ access broader personal and professional opportunities as a result of knowing a second language;
- ☞ understand what digital citizenship entails, and employ current and future technologies effectively and responsibly, treating fellow technology users with respect and dignity.

The student will recognize and understand the diversity among peoples and cultures. This understanding will enhance her appreciation of and participation in the global community. Hence, she will enjoy the rewards of being an informed and cultured person throughout her life.

6800 – SPANISH 1 – LEVEL

Grades 9, 10, 11 & 12

1 Credit

Spanish 1 is designed to enable the student to understand oral and written communication relating to daily situations regarding topics, such as weather, family, travel, and school. The student will also be able to interact in the language in basic situations, such as obtaining information and completing transactions. The initial skills of speaking and listening will be emphasized during the primary stages in order to facilitate the acquisition of proper pronunciation and intonation. Reading and writing will be integrated in order to achieve world language competencies. Cultural understanding and insight will be achieved through presentations, reports, videos, guest speakers and the use of 21st century technology. Spanish will be used throughout the class when appropriate.

6902 – SPANISH 2 – HONORS

Grades 9, 10, 11 & 12

1 Credit

6903 – SPANISH 2 – LEVEL 1

Grades 9, 10, 11 & 12

1 Credit

6904 – SPANISH 2 – LEVEL 2

Grades 9, 10, 11 & 12

1 Credit

Prerequisite – Successful completion of Spanish 1

Oral and written communication will be broadened to include comprehension and discussion of short literary readings and dialogues. Students will present brief prepared reports on familiar topics. Review and examination of the world language grammar will continue, creating a better understanding of Spanish as well as a better understanding of English grammar. Cultural appreciation will be advanced through presentations and discussions of current events accessed through a variety of ways including the Internet and 21st century technology. Spanish will be used throughout the class when appropriate.

6016 – SPANISH 3 – HONORS

Grades 10, 11 & 12

1 Credit

6017 – SPANISH 3 – LEVEL 1

Grades 10, 11 & 12

1 Credit

6005 – SPANISH 3 – LEVEL 2

Grades 10, 11 & 12

1 Credit

Prerequisite – Successful completion of Spanish 2

The refinement of grammar study will continue with the examination of complex structures such as the subjunctive and compound tenses. Pronunciation and intonation will be refined through modeling and continued use of professionally prepared language recordings. Students will present information via reports and projects on topics with which they are “unfamiliar” and which may reflect cultural similarities and differences of the host cultures of Spanish speaking countries. Students will work with bulletins, announcements, official notices and cultural materials presented in Spanish. Discussion of literary pieces and dialogues, including poetry, will become standard activities. Students will also produce original essays, short stories and poetry in Spanish. The internet and modern technology will also play an integral role in this course. Spanish will be used throughout the class when appropriate.

6102 – SPANISH 4 – HONORS	Grades 11 & 12	1 Credit
6103 – SPANISH 4 – LEVEL 1	Grades 11 & 12	1 Credit
6107 – SPANISH 4 – LEVEL 2	Grades 11 & 12	1 Credit

Prerequisite – Successful completion of Spanish 3

Listening and speaking proficiencies will continue to be reinforced and refined, but special emphasis will be placed on reading and writing in order to reach an analytical level of world language comprehension and expression. Students will also become familiar with noted authors and predominant themes of Spanish and Hispanic literature. Grammar review will be achieved via literature. The Internet will also serve as a vital tool. The class will be conducted in Spanish.

6200 – SPANISH 5 – HONORS	Grade 12	1 Credit
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Prerequisite – Successful completion of Spanish 4

Spanish 5 will achieve a refined synthesis of the skills acquired in previous years of language study. Students will be able to express themselves in creative discussion and analysis on a variety of topics, including politics, religion, history, literature, and art. These discussions will take on a universal dimension. The class will be conducted in Spanish.

6104 – AP SPANISH LANGUAGE & CULTURE	Grade 12	1 Credit
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Prerequisite – Successful completion of Spanish 4

Students will follow the guidelines and requirements established by The College Board Advanced Placement Language program. All participants in the program must take the Advanced Placement Exam in the spring.

Additional Requirement

AP Spanish Language & Culture will meet until 3:30 p.m. every time the class meets last period.

6802 – ITALIAN 1 – LEVEL 1	Grades 9, 10, 11 & 12	1 Credit
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Italian I is designed to enable the student to understand oral and written communication relating to daily situations regarding topics, such as weather, family, travel, and school. The student will also be able to interact in the language in basic situations, such as obtaining information and completing transactions. The initial skills of speaking and listening will be emphasized during the primary stages in order to teach proper pronunciation and intonation. Reading and writing will be integrated in order to achieve world language competencies. Cultural understanding and insight will be achieved through presentations, reports, videos, guest speakers and 21st century technology. Italian will be used throughout the class when appropriate.

6906 – ITALIAN 2 – HONORS	Grades 9, 10, 11 & 12	1 Credit
6907 – ITALIAN 2 – LEVEL 1	Grades 9, 10, 11 & 12	1 Credit
6909 – ITALIAN 2 – LEVEL 2	Grades 9, 10, 11 & 12	1 Credit

Prerequisite – Successful completion of Italian 1

Oral and written communication will be broadened to include comprehension and discussion of short literary readings and dialogues. Students will present brief prepared reports on familiar topics. Review and examination of the world language grammar will continue, creating a better understanding of Italian as well as a better understanding of English grammar. Cultural appreciation will be advanced through presentations and discussions of current events accessed through a variety of ways including the Internet and 21st century technology. Italian will be used throughout the class when appropriate.

6007 – ITALIAN 3 – HONORS	Grades 10, 11 & 12	1 Credit
6008 – ITALIAN 3 – LEVEL 1	Grades 10, 11 & 12	1 Credit
6012 – ITALIAN 3 – LEVEL 2	Grades 10, 11 & 12	1 Credit

Prerequisite – Successful completion of Italian 2

The refinement of grammar study will continue with the examination of complex structures such as the subjunctive and compound tenses. Pronunciation and intonation will be refined through modeling and continued use of professionally prepared language recordings. Students will present information via reports and projects relating to Italian heritage and culture. Students will work with bulletins, announcements, and official projects relating to Italian heritage and culture. Students will work with bulletins, announcements, official notices and cultural materials presented in Italian. Discussion of literary pieces and dialogues, including poetry, will become standard activities. Students will also produce original essays, short stories, and poetry in Italian. The internet and modern technology will also play an integral role in this course. Italian will be used throughout the class when appropriate.

6105 – ITALIAN 4 - HONORS

Grades 11 & 12

1 Credit

6106 – ITALIAN 4 - LEVEL 1

Grades 11 & 12

1 Credit

Prerequisite – Successful completion of Italian 3

Listening and speaking proficiencies will continue to be reinforced and refined, but special emphasis will be placed on reading and writing in order to reach an analytical level of world language comprehension and expression. Students will also become familiar with noted authors and predominant themes of Italian literature. Modern technology will serve as a resource in this class. Grammar review will be achieved via literature. The class will be conducted in Italian.

6203 – AP ITALIAN LANGUAGE AND CULTURE

Grade 12

1 Credit

Prerequisite – Successful completion of Italian 4

Students will follow the guidelines and requirements established by The College Board Advanced Placement Language program. All participants in the program must take the Advanced Placement Exam in the spring.

Students are also participants in a cultural exchange program which occurs in February of each year. A two week reciprocal stay with a family is undertaken. Students attend school while in Italy, and enjoy field trips to cultural highlights.

Additional Requirement

AP Italian will meet until 3:30 p.m. every time the class meets last period.

FINE ARTS DEPARTMENT

VISUAL ARTS

The Visual Art Department focuses on the development of the students' creative thinking skills and problem solving abilities. With the application of the design process, students learn to communicate their creative ideas through strong visual statements. The art program provides the opportunity for students to develop independent thinking skills as well as an understanding of the role of Art and Design in society.

GOALS

Upon completion of the visual arts program, the student will be able to:

- 1. express herself with the acquired discipline and technical skills necessary to communicate effectively through visual form;

- ☞ appreciate her own creativity and the diversity of artistic styles and techniques;
- ☞ develop creative solutions to design problems;
- ☞ articulate an understanding of the influence of art on society in a historical and contemporary context;
- ☞ analyze the effective use of elements and principles of design.
- ☞ apply the design process to problem solutions

Students interested in an art or design career path, such as fashion design, graphic design, architecture, fine arts, etc. should take the following schedule of courses.

**First Year – Foundation Studio
 Second Year – Art Studio
 Third Year – Advanced Art Studio
 Fourth Year – Portfolio**

Students who have an interest in art but not necessarily as a career, may also take the schedule of courses listed above. An art portfolio can demonstrate creative thinking abilities and be used in any college admission package.

CLASSES ARE LIMITED TO 20 STUDENTS

7900 – FOUNDATION STUDIO – LEVEL 1 **Grades 9, 10, 11 & 12** **1 Credit**

This course introduces the student to artistic concepts that provide the foundation for further study in the visual arts. Students will study the elements and principles of design while exploring a variety of methods and materials. Emphasis is placed on the development of drawing, painting, and sculpture techniques with an introduction to digital art. This is an introductory level course for any student who has an interest in art and design. No experience is necessary.

7000 – ART STUDIO – HONORS **Grades 10, 11 & 12** **1 Credit**

Prerequisite – Successful completion of Foundation Studio or Visual Arts department chair portfolio evaluation

In this course students will strengthen their technical skills through experimentation with methods and materials. Techniques in drawing, painting and sculpture will be explored in depth. Students will participate in peer evaluations and learn how to recognize strengths and weaknesses in a design. As the year progresses students will utilize their technical skills to create strong work that focuses on individual ideas and creative problem solving.

7100 – ADVANCED ART STUDIO – HONORS **Grades 11 & 12** **1 Credit**

Prerequisite – Successful completion of Art Studio

Students in this course will continue to expand and perfect their technical skills in drawing, painting and sculpture. Digital art applications will be used to compliment the learning experience. There is an emphasis on studying the complex forms of the figure in the first semester. Students will be presented with design problems that will challenge their creative abilities. In the second semester students will examine the work of contemporary artists and look at how art and design can influence our society and the global community. They will also begin to make decisions about what is needed to make their body of work more comprehensive for a portfolio.

7200 – PORTFOLIO - HONORS **Grade 12** **1 Credit**

Prerequisite – Successful completion of Advanced Art Studio

In the first semester students will focus on 2D and 3D problem solutions for their portfolio. The development of media, technique, and form will supplement work previously accomplished. Students will have the opportunity to create a digital record of their body of work that may be used in a college application package. In consultation with the instructor during the second semester students will pursue individual interests and select media and /or theme that they wish to explore in depth.

7204 – AP ART STUDIO DRAWING

Grade 12

1 Credit

Prerequisite: Advanced Art Studio and permission of instructor

This course is designed for the committed, advanced art student who would like the challenge of pursuing college level course work in art and design. The drawing portfolio consists of work that exhibits a mastery of technical skills and demonstrates a vigorous exploration of visual ideas where an understanding of the critical characteristics of creative thinking is evident. Students must also exhibit mastery in the application of the elements and principles of design. Their work should demonstrate informed decision making and problem solving skills while pursuing their own artistic interests. A variety of 2 D techniques such as painting, printmaking and mixed media, that demonstrate drawing competence, may be included in the portfolio. Work that was completed in Advanced Art Studio can be included in portfolio requirements. Students must work independently outside of class, as well as in class to complete the AP course requirements.

7002 – CERAMICS 1 – LEVEL 1

Grades 10, 11 & 12

.5 Credit

This course allows the student to investigate the hand building process to create forms from both a conceptual and technical basis. Students develop an understanding and control of hand building and become familiar with glazing and surfacing materials.

7101 – CERAMICS 2 – HONORS

Grades 10, 11 & 12

.5 Credit

Prerequisite – Successful completion of Ceramics 1

In Ceramics 2 students continue working with the hand building techniques of pinch, coil, and slab begun in Ceramics 1. They will also be introduced to the wheel as a component of this course. More emphasis will be placed on learning various aspects of glazing and firing.

7201 – CERAMICS 3 – HONORS

Grades 11 & 12

.5 Credit

Prerequisite – Successful completion of Ceramics 2

Ceramics 3 will concentrate on the aesthetic value of form in space, utilizing knowledge of hand built and wheel thrown forms and the synthesis of both methods.

7202– CERAMICS 4 – HONORS

Grades 11 & 12

.5 Credit

Prerequisite – Successful completion of Ceramics 3

Ceramics 4 will be a continuation of the hand built and wheel work done in Ceramics 3. Projects will be assigned based on the individual needs and level of the student.

7901 – ART EXPERIENCE - LEVEL 1

Grades 9, 10, 11 & 12

.5 Credit

Artists have left their mark on history since prehistoric times. Explore a variety of artistic styles, through hands on projects inspired by artists through the ages. This is a beginning level course for students interested in trying different artistic techniques and learning the basics of what art and design is all about. No talent required!

7004 – DIGITAL ART AND DESIGN I – HONORS**Grades 10, 11 & 12****.5 Credit**

This course will introduce the art student to the creative possibilities of digital media using the Macintosh platform. In today's world, knowledge of new visual media is necessary in many fields of study. In this course students will explore the artistic aspects of graphic design, digital photography, and digital media as a fine art tool, using a variety of programs. The focus will be on developing the technical and design skills necessary to create a strong visual statement.

7005 - DIGITAL ART & DESIGN II - HONORS**Grades 11 & 12****.5 Credit****Prerequisite: Digital Art & Design 1**

A continuation of the concepts and technical skills learned in Digital Art & Design 1. Content includes projects that will require technical as well as creative skills and more in depth use of the Macintosh programs. Students will have the opportunity to practice analytical skills through critiques.

Digital Art and Design Courses fulfill Technology credit for graduation requirement.

7006 - DIGITAL PHOTOGRAPHY -HONORS**Grades 10, 11 & 12****.5 Credit**

The focus of study in this course is on the basic concepts of design as applied to digital photography. Projects will require technical as well as creative skills to produce photographs that have artistic merit. Students will use their own digital 10+ mega pixel digital SLR camera. Programs on the Macbook platform will be used to produce and manipulate photographs. Critical analysis and the history of photography will be incorporated into the course.

Requirements: Minimum 10+ Mega Pixel digital SLR camera

PERFORMING ARTS

The Performing Arts program presents a curriculum that is composed of studies in theory and exercises in stage performance, technical theatre, and in music. Through such a balanced curriculum, this department seeks to instill in its students a love for and an appreciation of the performing arts; an understanding of the complexity of theatre production in all of its forms; and the ability to recognize the historical importance of performing arts in the development of culture. It is the desire of the department that its offerings will establish in the students a life-long love for theatre and music.

GOALS

Upon completion of the Performing Arts program, the students will be able to:

- 🎭 read and analyze a script on various levels and written in various styles;
- 🎭 perform short scenes before an audience;
- 🎭 communicate directions and solve problems in production, design, and direction;
- 🎭 read three-part vocal harmonies in a variety of musical styles.

They will know and understand:

- ☐ the historical development of drama as a genre and theatre as a cultural reality;
- ☐ the concepts of color, rhythm, and focus in theatre design;
- ☐ the impact of correct lighting design on a scene;
- ☐ the musical content of musical history from the Baroque Period to modern day.

Finally, they will value and appreciate:

- ☐ the self-esteem and confidence that is nurtured by performance;
- ☐ the effectiveness of team work and collaboration toward a common goal;
- ☐ the aesthetic dimension reflected in music and drama.

8917 -CHAMBER CHORAL/THEATRE - HONORS

Grades 9, 10, 11 & 12

1 Credit

This course will be a combination of choral music and theatre technique, providing the student with an exciting new way to experience the musical-theatre world. Students will develop their technique through vocal exercises, articulation, phrasing, 2 -3 part harmony, voice for the stage projection, movement, improvisation, scene study and more. The student will learn the art of classical and musical theatre skills, the end result – performance!

8904 – ORCHESTRA – HONORS

Grades 9, 10, 11 & 12

1 Credit

Prerequisite –One year experience on an instrument

The Orchestra is a mixed-level ensemble that affords the student the opportunity to learn cooperation, responsibility, and self-discipline through musical expression. Students will review fundamental music theory and apply new skills to varied repertoire. Students who wish to participate in All-State Band and Orchestra are required to participate in this ensemble.

8909 - INTRODUCTION TO PIANO KEYBOARD – LEVEL 1

Grades 9, 10, 11 & 12

.5 Credit

This course is designed for students with no previous instrument experience who are interested in learning to play piano. Students will learn basic music theory concepts and apply them to performance repertoire. Students will engage in individual as well as ensemble performance. A strong emphasis will be placed on the development of finger technique and good practice habits. It is recommended that students have a piano keyboard at home to practice skills outside of the classroom. The class is limited to 16 students.

Required materials: Level 1 Piano Lesson Book, notebook, and folder

PHYSICAL EDUCATION - HEALTH

It is the desire of the Physical Education/Health Department to nurture in each student the self-esteem which develops from being in one's best physical, intellectual, social, emotional and spiritual condition and the understanding that personal choices exert a powerful influence on their total wellness. Students will demonstrate health literacy and a commitment to life-long wellness with the knowledge, techniques, and strategies provided for making healthy choices. We endeavor to provide opportunities for all students through an array of offerings with technology based activities and lessons. We provide a program that challenges and promotes lifelong fitness through participation in various physical activities in which students reach beyond their personal range of normal physical abilities.

GOALS

Upon completion of the Physical Education/Health program, the student will be able to:

- ☒ center activities around ideals of leadership and sportsmanship as a source of overall development, not just physical development;
- ☒ challenge herself through recreational play;
- ☒ assume personal responsibility and create experiences of responsible behavior for her own wellness;
- ☒ obtain, interpret, and understand basic health information and services in ways that benefit her health, as well as the health of those around her.

She will know and understand:

- ☒ the physical, intellectual, social, emotional, and spiritual dimensions of wellness;
- ☒ the skills involved with being a critical thinker, responsible citizen, self-directed learner and an effective communicator;
- ☒ the specific components of wellness including personal health, stress management, nutrition, fitness, avoidance of alcohol, tobacco and other drugs, wholesome family life, disease prevention, and safety;
- ☒ a variety of physical activities that strengthen and develop individual and team sport skills, sportsmanship and teamwork.

Ultimately, she will value:

- ☒ the role of physical activity and healthy choices in maintaining her total well-being beyond graduation;
- ☒ self-improvement over competition;
- ☒ taking responsibility for her health and the health of those around her.

All students are required by Rhode Island state law to participate in a physical education program at school. Bay View requires that each student earn .25 credit in physical education and .25 credit in health education each year. All students must participate and successfully complete a physical education program unless a valid medical excuse from a physician is filed in writing with the Physical Education teacher and the school nurse.

0901 – PHYSICAL EDUCATION

Grade 9

.25 Credit

The focus of this course is the development of a basic understanding of the rules and application of the skills required for participation in various team activities. Use of the fitness center for cardio-respiratory and strength training routines are introduced. This course is not factored into the computation of the student's grade point average.

0902 – HEALTH EDUCATION

Grade 9

.25 Credit

This health course deals with strengthening personal health habits and the formation of values and attitudes towards health as a "way of life." Goal setting and decision-making skills are introduced. Students are also introduced to the concept of health literacy and the skills necessary for becoming health literate. This course is not factored into the computation of the student's grade point average.

0903 – PHYSICAL EDUCATION

Grade 10

.25 Credit

This course focuses on the continuation of skill development in team activities at the intermediate level. The understanding of the rules and regulations of each activity continues to be emphasized and applied along with activity strategies. Students continue to utilize the fitness center to improve cardio-respiratory and muscular fitness. This course is not factored into the student's grade point average.

0006 – HEALTH EDUCATION

Grade 10

.25 Credit

This course informs students about issues concerning health enhancing behaviors along with reducing health risks; interpersonal communication skills; and developing healthy family and peer relationships. Students continue to develop health literacy skills. This course is not factored into the computation of the student's grade point average.

0103 – PHYSICAL EDUCATION **Grade 11** **.25 Credit**

This course emphasizes the further development of personal skill proficiency in team activities, recreational activities, and refinement of individual physical conditioning and strength toning programs. The rules, strategies, and skills of team activities, recreational activities and physical training are emphasized, along with organizational skills, cooperation and leadership qualities. This course is not factored into the computation of the student's grade point average.

0106 - CAREERS IN HEALTH & HEALTH CARE SYSTEM **Grade 11** **.25 Credit**

This course is designed to allow students an opportunity to research and discover the career opportunities in Health and public service through classroom activities, guest speakers, field trips, community service, and text and action research. Students will also learn the importance of communication and professionalism in the health care field.

0105 - NUTRITION **Grade 11** **.25 Credit**

This class will teach the basic facts on nutrition for general population as well as specialized populations. Students will learn what the USDA recommends.

0204 – PHYSICAL EDUCATION **Grade 12** **.25 Credit**

This course focuses on a continuation of skill development in team activities and recreational activities as well as refining individual physical conditioning and strength training programs. Leadership and social skills associated with the activities offered will continue to be stressed as students assist classmates in developing proficiencies within the various activities. The importance of lifelong fitness through activity and recreational play is emphasized throughout this program. This course is not factored into the computation of the student's grade point average.

0205 – FIRST AID/CPR/AED **Grade 12** **.25 Credit**

This course is a concentrated class of the American Red Cross First Aid/CPR/AED course to receive certification. It will teach students how to recognize and respond appropriately to cardiac, breathing and first aid emergencies.

0206 - FITNESS FOR LIFE **Grade 12** **.25 Credit**

This class enables students to incorporate health and physical behaviors into their lifestyles. Emphasis will be in the following area: components of physical fitness, bio mechanical and physiological principles, safety practices, lifestyle assessment and design of a personal fitness program. It consists of the many aspects of fitness including but not limited to cardio workouts, circuit workouts, pyramid workouts, free weight workouts, etc. This class takes place in the fitness center.

SCHOOL-TO-CAREER

This internship is a career-oriented program required of seniors. The purpose is to link the academic with the practical; to introduce students to the world of work; to add new dimensions to book learning; to provide young women with opportunities to know more about themselves; to challenge them to make decisions; to discover latent talent(s); to develop self-confidence; to arouse interest in emerging as well as existing careers; to become acquainted with women and men dedicated to their respective careers; and to become aware of resources available in their own community.

As undergraduates, students are exposed to the various careers open to women. There is no remuneration since this is not a work-study program. It is simply for the educational enrichment of the individual. The class schedule is so arranged that the seniors are free one day a week in order to report to their internship assignment. This requirement must be completed during the second semester of the student's senior year. This course is not factored into the computation of the student's grade point average.

VIRTUAL HIGH SCHOOL
Full Year - 1 credit
Semester - .5 credit

Prerequisites for taking any VHS course are as follows:

- ☒ Basic computer skills
- ☒ Good academic standing at Bay View
- ☒ Demonstrated ability for independent study
- ☒ Approval of parent/guardian, guidance and school administration
- ☒ VHS courses are treated with the same criteria as a course offered on campus

Virtual High School (VHS) is a non-profit global collaboration of partner schools that offers on-line courses that range from advanced academic disciplines to technical and specialized classes. All courses are approved by the NCAA and the College Board Advanced Placement Program. There are more than one hundred courses available for independent study and they can be accessed at www.thevhscollaborative.org. Successful completion of a VHS course will earn credit towards a Bay View diploma and will be recorded on the student's transcript.

Bay View will provide the Site Coordinator for Bay View students. The Site Coordinator is responsible for project management and support for teachers and participating students. A student taking a VHS course will be given an unassigned period in her school schedule as an accommodation. Any student enrolled in an AP course through VHS must sign an AP Student Agreement; must pay the AP exam fee; must pay an additional AP fee of \$75 (subject to change) to VHS; and must take the AP exam at Bay View in May. If a student would like to drop a VHS course after the add/drop period, it will be indicated on a student's transcript as W/F (withdrawal/failure).

Students must be aware that they are expected to meet all the requirements of the VHS instructor in order to be successful in this class. All policies regarding grading, make-up work, late assignments, etc., are established by VHS.

RHODE ISLAND COLLEGE EARLY ENROLLMENT PROGRAM

The Rhode Island College Early Enrollment Program is a concurrent enrollment program that offers college credit at Rhode Island College to high school students for certain courses which they take at their respective high schools. The EEP provides the means for high school students to get a head start in college by obtaining college credits at Rhode Island College and transferring those credits to the institution that they attend. The EEP is also a formal program that fosters communication between high school teachers and college professors and creates an educational relationship between the high school and the college community. For a detailed explanation of the Rhode Island College Early Enrollment Program, transferring of credits, and/or other important information, please call the EEP office at 401.456.8857 or email them at eep@ric.edu.

NACEP, the National Alliance of Concurrent Enrollment Partnerships, of which Rhode Island College is a charter member, provides guidelines and standards to which concurrent enrollment programs must adhere to maintain membership. It is the adherence to these standards that maintains credibility and excellence among programs such as the EEP and will assure its students credit transfer among many colleges and universities in the United States.

Anticipated EEP classes for the 2020/21 school year: Honors English 12, Honors Italian 4, and AP US History.