



# Convent & Stuart Hall

Schools of the Sacred Heart San Francisco

## High School Course Catalog 2020–21



*\*The course catalog is a dynamic and evolving document of all potential courses in the curriculum. Courses listed may not run every year, and new courses will continue to be added. Final course scheduling is dependent on student placement and student interest/registration.*

# Table of Contents

<b>Section I:</b>	<a href="#">Convent &amp; Stuart Hall Graduation Requirements</a>	2
<b>Section II:</b>	<a href="#">English Language &amp; Literature</a>	2
<b>Section III:</b>	<a href="#">Mathematics</a>	6
<b>Section IV:</b>	<a href="#">Science</a>	9
<b>Section V:</b>	<a href="#">History &amp; Social Science</a>	12
<b>Section VI:</b>	<a href="#">Modern &amp; Classical Language</a>	17
<b>Section VII:</b>	<a href="#">Religion, Theology &amp; Spirituality</a>	22
<b>Section VIII:</b>	<a href="#">Electives: Visual &amp; Performing Arts, Computer Science, Journalism &amp; Media</a>	25

## Convent & Stuart Hall Graduation Requirements

English Language & Literature	4 years
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<b>Mathematics</b>	3 years; 4 years recommended
<b>Science</b>	3 years (Physics, Chemistry, Biology recommended)
<b>Modern &amp; Classical Language</b>	Completion of Level 3
<b>History &amp; Social Science</b>	3 years
<b>Religion, Theology &amp; Spirituality</b>	3.5 years (3 years plus 1 semester)
<b>Visual &amp; Performing Arts</b>	2 semesters of Visual or Performing Art

\*Students taking the International Baccalaureate Diploma Programme in their junior and senior years take a comprehensive program of IB courses, combining three Standard Level courses and three Higher Level courses. In this document, these courses have the designation IB SL and IB HL. IB courses are open to students enrolled in the IB Diploma Programme only.

\*Convent & Stuart Hall offers Summer Forward Credits for Algebra, Geometry, Biology, Physics, U.S. History, et al. as appropriate.

\*Swimming competency strongly recommended in advance of the sophomore Costa Rica trip.

## **English Language & Literature**

### **English I: Introduction to Genre & Literary Expression** (one year, freshman)

The freshman curriculum challenges students to develop sophisticated and nuanced analytical skills via modern and classic literature. This analysis manifests in multiple forms including frequent seminar style discussions that allow for the development of personal voice and critical thinking skills, regular analytical writing exercises that hone critical writing skills, formal presentations and creative expression. These skills are developed through an exploration of a diverse selection of texts that allow students to generate analytical, close reading and annotation skills while encouraging a life-long love of reading. The course focuses on multiple genres including poetry, short stories, drama, the novel and the graphic novel through the lens of the generative theme of self, family and cultural identity. This is a writing-intensive course. **Prerequisite:** none

### **Honors English I: Introduction to Genre & Literary Expression** (one year, freshman)

Honors English I is a more intensive reading and writing course designed for students with a demonstrated level of fluency in written expression and a proven capacity for textual analysis at the freshman level. **Prerequisite:** placed at admission using data from admissions file (i.e., standardized test scores, teacher recommendation, writing sample)

Representative texts:

#### **Convent**

- *Macbeth* by William Shakespeare
- *Aya: Life in Yop City* Marguerite Abouet and Clément Oubrerie
- *Persepolis* by Marjane Satrapi
- *Under the Feet of Jesus* by Helena Maria Viramontes
- Selections from Homer's *Odyssey*

- Selected modern and classic poetry

### Stuart Hall

- *An Inspector Calls* by J.B. Priestley
- *Into The Wild* by Jon Krakauer
- *A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah
- *Macbeth* by William Shakespeare
- Selected modern and classic poetry
- Selected modern and classic short stories

### English II & Honors English II: The Other & the Outsider (one year, sophomore)

Students continue to build and reinforce analytical and interpretive skills established in English I, with a continued focus on close reading, thesis development and textual support for their analysis. Through the vehicle of text, students examine the world, exploring multiple perspectives and developing their own voice and opinion in their writing. Course texts and discussions center on the varying degrees of marginalization in society, specifically noting the perspective of “the other,” while acknowledging “the danger of a single story.” By the end of the course, students will be able to confidently craft persuasive and argumentative essays. Honors English II is an accelerated version of English II with increased reading and writing assignments. Proven interest and demonstrated strength in literary analysis and writing is expected for placement in the Honors course. **Prerequisite for Honors English II:** B minimum in Honors English I or A in English I and departmental assessment

Representative Texts:

#### Convent

- *I Know Why The Caged Bird Sings* by Maya Angelou
- *Othello* by William Shakespeare
- *Frankenstein: The 1818 Text Contexts, Nineteenth-Century Responses, Modern Criticism* by Mary Wollstonecraft Shelley
- *The Catcher in the Rye* by J.D. Salinger
- *Night* by Elie Wiesel
- Selected modern and classic poetry

### Stuart Hall

- *Othello* by William Shakespeare
- *The Curious Incident of the Dog in the Nighttime* by Mark Haddon
- *The Catcher in the Rye* by J.D. Salinger
- *Between the World and Me* by Ta-Nehisi Coates
- *Things Fall Apart* by Chinua Achebe
- *All Quiet on the Western Front* by Erich Maria Remarque
- Selected modern and classic poetry

### English III & Honors English III: American Literature — Dreams: America & Beyond (one year, junior)

This course explores a variety of voices that are part of the larger American narrative. Some voices inspire individuals to rebel against injustice, some invite all living creatures to wake up to their divine beauty, and others wrestle with the demons of religiosity, materialism, cultural assimilation or loneliness. Texts are studied around the following

motifs: the American Dream, race, class, gender and identity, the individual and society, individuation and the unexamined life and American myths. There is a strong emphasis on critical reading, listening, speaking and writing. Class is conducted in a seminar format, and papers focus on the development of argumentative theses, logical organization and close reading analysis. Students will be encouraged to develop and support their own ideas concerning the works under discussion. Attention to the mechanics of English (grammar, vocabulary and test-taking techniques) prepares students for a high degree of success on standardized exams (i.e. SAT, ACT, AP Language and Composition). **Prerequisite for Honors English III:** B minimum in Honors English II or A in English II and departmental assessment

Representative texts:

**Convent**

- *American Sonnets for my Past and Future Assassin* by Terrance Hayes
- *The Great Gatsby* by F. Scott Fitzgerald
- *Song of Solomon* by Toni Morrison
- *Chronicle of a Death Foretold* by Gabriel García Márquez
- *Woman Warrior* by Maxine Hong Kingston
- *Antigone* by Sophocles

**Stuart Hall**

- *American Sonnets for my Past and Future Assassin* by Terrance Hayes
- *The Great Gatsby* by F. Scott Fitzgerald
- *Song of Solomon* by Toni Morrison
- *Chronicle of a Death Foretold* by Gabriel García Márquez
- *China Men* by Maxine Hong Kingston
- *Borderlands/La Frontera* by Gloria E. Anzaldúa

**English IB HL** (two years, junior/senior)

The IB HL literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In English IB HL, the formal analysis of texts and wide coverage of a variety of literature — both in the language of the subject and in translated texts from other cultural domains — is combined with a study of the way literary conventions shape responses to texts. Students completing this course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have developed skills of analysis and the ability to support an argument in clearly expressed writing, sometimes at significant length. This course will enable them to succeed in a wide range of university courses, particularly in literature, but also in subjects such as philosophy, law and language. **Prerequisite:** successful completion of English II

Representative Texts:

**Convent**

Year 1:

- *American Sonnets for my Past and Future Assassin* by Terrance Hayes
- *The Great Gatsby* by F. Scott Fitzgerald
- *Song of Solomon* by Toni Morrison
- *Chronicle of a Death Foretold* by Gabriel García Márquez
- *Woman Warrior* by Maxine Hong Kingston

- *Antigone* by Sophocles

Year 2:

- *Fences* by August Wilson
- *Homegoing* by Yaa Gyasi
- Poetry by Simon Armitage
- *King Lear* by William Shakespeare
- *Madame Bovary* by Gustave Flaubert
- *The Importance of Being Earnest* by Oscar Wilde
- *Complete Short Stories* by Flannery O'Connor
- *Essays* by Audre Lorde, Joan Didion, George Orwell and others
- *American Poetry* from Jose Olivarez, Joy Harjo, Ocean Vuong and others.

### Stuart Hall

Year 1:

- *American Sonnets for my Past and Future Assassin* by Terrance Hayes
- *The Great Gatsby* by F. Scott Fitzgerald
- *Song of Solomon* by Toni Morrison
- *Chronicle of a Death Foretold* by Gabriel García Márquez
- *China Men* by Maxine Hong Kingston
- *Borderlands/La Frontera* by Gloria E. Anzaldúa

Year 2:

- *Cat's Cradle* by Kurt Vonnegut
- *Fences* by August Wilson
- Poetry by Langston Hughes
- *Hamlet* by William Shakespeare
- *The Importance of Being Earnest* by Oscar Wilde
- *A Streetcar Named Desire* by Tennessee Williams
- *Anowa* by Ama Ata Aidoo

### English IV: World Literature & Composition (one year, senior)

Using literature and drama as an impetus for critical thinking, seminar-style discussion and analytical writing, the course in World Literature and Composition engages students in reading across a wide range of texts to develop a robust appreciation of the power of literature to describe and translate the human experience. A focus on critical analysis and critical thinking fully develops student skills for complex argument development and thesis defense in written and verbal forms of expression. **Prerequisite:** successful completion of English III

Representative texts:

#### Convent

- *Home Fire* by Kamila Shamsie
- *Circe or Song of Achilles* by Madeline Miller
- *Sula* by Toni Morrison
- *Of Love and Other Demons* by Gabriel García Márquez

- *Twelfth Night* by William Shakespeare
- *If They Come for Us* by Fatima Asghar
- *De La Soul is Dead* - poetry/music

### Stuart Hall

- *Ceremony* by Leslie Marmon Silko
- *Heart of Darkness* by Joseph Conrad
- *Half of a Yellow Sun* by Chimamanda Ngozi Adichie
- *No Longer at Ease* by Chinua Achebe
- *Chronicle of a Death Foretold* by Gabriel García Márquez
- *Labyrinths* by Jorge Luis Borges
- *Hamlet* by William Shakespeare

### AP English Literature & Composition (one year, senior)

Advanced Placement English Literature & Composition is a college-level course designed in accordance with the curricular requirements of the College Board's *AP English Literature and Composition Course Description*. Students read widely and deeply from a variety of genres and time periods, from the 16<sup>th</sup> to the 21<sup>st</sup> century. Attention is paid to the social, historical and contemporary dimensions of poetry, novels and plays. Readings are often paired so that students can trace common themes throughout multiple works. This course is for seniors who love to read challenging literature, discuss it with classmates and write analytically and persuasively about it. Works are chosen to deepen students' self-knowledge as well as to examine and evaluate a variety of literary styles and techniques. Students experience ample writing practice to support this writing-intensive course. **Prerequisite:** departmental recommendation

#### Representative texts:

#### Convent

- *The Strange Case of Dr. Jekyll and Mr Hyde* by R. L. Stevenson
- *A Streetcar Named Desire* by Tennessee Williams
- *Beloved* by Toni Morrison
- *The Road* by Cormac McCarthy
- *Hamlet* by William Shakespeare

### Stuart Hall

- *The Strange Case of Dr. Jekyll and Mr Hyde* by R. L. Stevenson
- *A Streetcar Named Desire* by Tennessee Williams
- *Beloved* by Toni Morrison
- *The Road* by Cormac McCarthy
- *Hamlet* by William Shakespeare

## Mathematics

### Algebra I (one year, freshman)

Algebra I is designed to give students the requisite skills that provide a foundation for all future mathematics courses.

Students explore writing and graphing linear and quadratic functions, solving and graphing linear inequalities, and factoring and solving polynomial equations. **Prerequisite:** none

**Geometry** (one year, freshman/sophomore)

Geometry introduces the concepts of two and three dimensional objects. Students study geometric objects such as points, lines and planes, as well as angles, triangle congruence and similarity, right triangle trigonometry, polygons, circles and three dimensional solids. **Prerequisite:** successful completion of Algebra I

**Honors Geometry** (one year, freshman/sophomore)

In addition to the topics covered in Geometry, the Honors Geometry program puts a deeper emphasis on proof-based mathematics. Students explore the concepts of reasoning and logic throughout, providing formal proofs for many of the theorems covered. **Prerequisite:** successful completion of Algebra I and departmental assessment

**Algebra II** (one year, freshman/sophomore/junior)

Algebra II complements and expands on the topics covered in Algebra I. Students study more advanced techniques for solving equations, transformations, parabolas, the complex number system, rational, radical, exponential, logarithmic and trigonometric functions. **Prerequisite:** successful completion of Geometry

**Honors Algebra II** (one year, freshman/sophomore/junior)

In addition to the topics covered in Algebra II/Trigonometry students in the Honors Algebra II program study sequences and series, counting methods and probability, conic sections and nonlinear systems. **Prerequisite:** successful completion of Geometry and departmental assessment

**Precalculus** (one year, sophomore/junior/senior)

Precalculus prepares students for Calculus topics by strengthening Algebra II skills as well as introducing trigonometric identities, conic sections, sequences and series, non-linear equations, probability, counting principles, statistics and limits. **Prerequisite:** successful completion of Algebra II

**Honors Precalculus** (one year, sophomore/junior/senior)

Students in the Honors Precalculus program will build upon the advanced topics covered in Honors Algebra II through a study of trigonometric identities, matrices, polar, parametric and vector equations and limits. Students will also be introduced to several Calculus topics including derivatives and integrals of polynomials, exponential, logarithmic and trigonometric functions while also exploring their applications as they relate to rates of change, optimization and area under a curve. **Prerequisite:** successful completion of Algebra II and departmental assessment

**Calculus** (one year, junior/senior)

Calculus covers differential calculus and the beginnings of integral calculus. Students study limits, continuity, derivatives, integrals of polynomials, exponential, logarithmic and trigonometric functions. Students also explore applications of both derivatives and integrals as they relate to rates of change, optimization and area under a curve. The course requires extensive use of the graphing calculator and emphasizes development of advanced analytical skills. **Prerequisite:** successful completion of Precalculus

**AP Calculus AB** (one year, junior/senior)

This college-level course covers differential and integral calculus. Students study applications of derivatives as they relate to position, velocity, acceleration, rates of change and optimization. Students also explore applications of integrals as they relate to area under a curve, area between curves and the volume of a solid of revolution. The course requires extensive use of the graphing calculator and emphasizes development of advanced mathematical analytical skills. Students prepare for the AP Exam in May. **Prerequisite:** successful completion of Precalculus and departmental assessment

**AP Calculus BC (one year, junior/senior)**

In addition to the topics covered in AP Calculus AB, this college-level course covers the added topics of plane curves, improper integrals, advanced integration techniques, the convergence or divergence of an infinite series and the calculus of parametric, polar and vector functions. Students prepare for the AP Exam in May. **Prerequisite:** successful completion of Honors Precalculus and departmental assessment

**AP Statistics (one year, sophomore/junior/senior)**

This course covers the equivalent of one semester of college-level general statistics. The course covers four main components: data exploration, study design, probability and inference procedures. Students prepare for the AP Exam in May. **Prerequisite:** completion of or concurrent enrollment in Pre-calculus

**Mathematics: Analysis & Approaches IB SL/HL (two years, junior/senior)**

The IB DP Mathematics: Analysis & Approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on understanding important mathematical concepts in a comprehensible, coherent and rigorous way. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. This course has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Topics of study include: algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability, and an emphasis on advanced calculus topics. Content of the SL course is a complete subset of the HL course. HL coursework includes extended topics and requires additional papers and exams. **SL Prerequisite:** successful completion of Algebra II and departmental assessment; **HL Prerequisite:** successful completion of Honors Precalculus and departmental assessment

**Mathematics: Applications & Interpretations IB SL/HL (two years, junior/senior)**

IB DP Mathematics: Applications & Interpretations recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, the course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations. Students should expect to develop strong technology skills and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. Topics of study include: algebra, functions and equations, circular functions and trigonometry, vectors, calculus, probability and an emphasis on advanced statistical analysis of data sets. Content of the SL course is a complete subset of the HL course. HL coursework includes extended topics and requires additional papers and exams. **SL**

**Prerequisite:** successful completion of Geometry and departmental assessment; **HL Prerequisite:** successful completion of Honors Algebra II and departmental assessment

## Science

The graduation requirement for Convent & Stuart High School is three years of a laboratory science, with Physics in Grade 9 and Chemistry in Grade 10. We recommend Biology as a Grade 11 science so that students have experience of three sciences in high school. (Students who are applying to schools in the California State University system are required to have a year of all three disciplines - biology, chemistry, and physics. Students who plan to apply to pre-med programs and those applying to science programs are strongly encouraged to complete at least one year in each of these three disciplines.)

### **Physics** (one year, freshman)

The course is a conceptual introduction to physics and reinforces algebraic concepts. The course covers basic Newtonian mechanics of motion, forces, work, energy, momentum, universal gravitation, circular motion and conservation principles, electricity, magnetism, circuits, waves (including mechanical waves, sound and light) and simple harmonic motion. **Prerequisite:** none

### **Honors Physics** (one year, freshman)

The course is an algebra-based, mathematically-rigorous introduction to physics, grounded primarily in concepts already mastered in Algebra I. The course covers basic Newtonian mechanics of motion, forces, work, energy, momentum, universal gravitation, circular motion and conservation principles, electricity, magnetism, circuits, waves (including mechanical waves, sound and light) and simple harmonic motion. This higher level course mirrors the expectations of a junior-year Honors Physics course. **Prerequisite:** placed at admission based on minimum requirement of successful completion of Algebra I and concurrent enrollment in Honors Geometry or higher math course

### **AP Physics C: Mechanics** (one year, junior/senior)

This course covers the Mechanics portion of the AP exam. The following areas are covered: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. **Prerequisite:** successful completion of Honors Physics or Physics and instructor recommendation and completion of or concurrent enrollment in an AP Calculus course.

### **Physics IB SL/HL** (two years, junior/senior)

Physics seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Students engage in the scientific method of observation and experimentation, developing models to test observations and derive theories, and use manipulative skills to design investigations, collect data, analyze and evaluate results and communicate their findings. Core topics include measurements and uncertainties, mechanics, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic, nuclear and particle physics and energy production. While the skills and activities are common to students at both SL and HL, students taking the HL course are required to study some topics in greater breadth and depth and must take additional assessments. **HL Prerequisite:** successful completion of Freshman Physics or Honors Physics and departmental recommendation

### **Chemistry** (one year, sophomore)

This fundamental chemistry course includes lecture, discussion and integrated laboratory experiments designed to introduce the student to the nature of matter. Laboratory experiments reinforce concepts and demonstrate principles of scientific method and experimentation. The material is presented with both descriptive and quantitative considerations, with emphasis on problem-solving skills and abstract (theoretical) conceptualization. First semester topics include the structure of the atom, periodicity of the elements, nomenclature and chemical reactions. The second semester covers structure and bonding, gases, moles and stoichiometry, energy in chemical processes and acid-base chemistry. **Prerequisite:** none

### **Honors Chemistry** (one year, sophomore)

For students with strong quantitative and analytical reasoning skills, and a desire to apply knowledge in complex ways, this laboratory course explores the principles of inorganic chemistry at a brisk pace. Self-motivation and a significant time commitment are required for mastery of the material at an accelerated pace of instruction. The first semester covers matter and measurement, atomic theory, periodic law, nomenclature, chemical bonding, reactions and equations. The second semester introduces the concepts of the mole and stoichiometry, thermochemistry and reaction spontaneity, gas laws, kinetics and equilibrium, acid-base chemistry and electrochemistry. Throughout the course, students are involved in an intensive laboratory curriculum. Through laboratory investigations, students acquire extensive experience developing and implementing experimental processes, which include the collection and presentation of data and the monitoring and critical analysis of experimental results. **Prerequisite:** departmental recommendation based on strong performance in freshman Physics and Mathematics courses

### **AP Chemistry** (one year, junior/senior)

This is a challenging course which provides an in-depth understanding of the chemical principles introduced in the introductory course. AP Chemistry probes deeply into the nature of matter and its changes on both the macroscopic and microscopic levels and challenges the student to articulate these changes and justify their statements with scientific fact. The course involves an emphasis on lab work in which the students develop their own experimental procedure, analyze the effects of error on calculated results and relate the problems solved in class to everyday phenomena. There is little to memorize in AP Chemistry as the focus is on problem-solving. Students must master concepts and learn to apply them to many multifaceted problems in order to be successful in the course.

**Prerequisite:** successful completion of Chemistry or Honors Chemistry and departmental recommendation

### **Chemistry IB SL/HL** (two years, junior/senior)

The IB DP chemistry SL course combines academic study with the acquisition of practical and investigational skills through the experimental approach. Students learn the chemical principles that underpin both the physical environment and biological systems through the study of quantitative chemistry, periodicity, kinetics and other subjects. The chemistry course covers the essential principles of the subject. Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context. Core topics include quantitative chemistry, atomic structure, periodicity, bonding, energetics (thermodynamics), kinetics, equilibrium, acids and bases, oxidation and reduction, organic chemistry and measurement and data processing. Additional topics include organic chemistry and quantitative, analytical, and environmental applications in medicinal chemistry or biochemistry. The HL curriculum includes the core topics listed for SL in addition to more hours of instruction in biochemistry or medicinal chemistry and in atomic structure, periodicity, bonding, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry with increased use of mathematics. **SL Prerequisite:** successful completion of

Chemistry or Honors Chemistry; **HL Prerequisite:** successful completion of Chemistry or Honors Chemistry and departmental recommendation

**Biology** (one year, junior)

Biology completes the science sequence of Physics, Chemistry and Biology. The course in Biology is designed to challenge, broaden and strengthen the understanding of the living world and all living systems, applying and unifying key concepts acquired in physics and chemistry. The course covers a variety of biological fields of study such as characteristics of life, classification and kingdoms of life, atoms and molecules, organelles and cells, metabolism and enzymes, photosynthesis and cellular respiration, genetics, evolution and ecology. There is a substantial lab component, emphasizing the use of the microscope and essential laboratory techniques and skills. **Prerequisite:** none

**AP Biology** (one year, junior/senior)

Advanced Placement Biology is an in-depth, content-intensive study of biological principles that allows students the opportunity to engage hands-on in scientific experimentation. Units of study include cell biology, genetics, DNA technology, enzyme catalysis, photosynthesis, ecology, evolution and physiology. **Prerequisite:** successful completion of Chemistry or Honors Chemistry and departmental recommendation

**Biology IB SL/HL** (two years, junior/senior)

In these courses, students master both the practice of the scientific method and certain topics in biology, and become aware of how scientists work and communicate with each other. Students design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. Core topics of study include cell biology, biochemistry, molecular biology, genetics, ecology, evolution, biodiversity and human physiology. In the HL course, additional topics include nucleic acids, cell respiration and photosynthesis, plant biology, genetics, evolution and animal and human physiology. **SL Prerequisite:** none; **HL Prerequisite:** successful completion of Chemistry or Honors Chemistry and departmental recommendation

**Human Biology** (one semester, senior)

Human Biology is the study of the human body and includes an in-depth study of the interconnected organ systems of the body: digestive, reproductive, respiratory, immune, musculoskeletal, skin, urinary and nervous. The links between anatomy and physiology of each organ is considered, with an emphasis on health and disease prevention. Physiology includes a lab component where students generate and analyze data, as well as dissect organs using advanced lab skills. **Prerequisite:** none; this is a fourth year science open elective

**Astronomy** (one semester, senior)

Astronomy is the study of planets and the sun in the earth's solar system, as well as other stars, solar systems, galaxies and the universe. Observing physics at work throughout the universe, astronomers observe, analyze and predict the future of the solar system and the universe. **Prerequisite:** none; this is a fourth year science open elective

**Introduction to Organic Chemistry & Biochemistry** (one year, senior)\*

Introduction to Organic Chemistry and Biochemistry is a lab-based course for seniors that deepens the knowledge and understanding of chemical processes and reactions through food and cooking. Each unit in the course is structured around a type of food, except for the introductory units, which focuses on the overlap between science and cooking, a review of basic chemistry and the molecules present in food. The readings for the units come from Harold McGee's *On Food and Cooking* and Cook's Illustrated *The Science of Good Cooking*, with students completing note-taking

guides at home as they read. In class, small groups design and lead activities for their peers to reinforce and demonstrate concepts and by making digital flashcards for practice in remembering important terms, ideas and other information. Activities in class include demonstrations of the chemical reactions in food and experiments designed by students to test hypotheses. Unit exams follow a short-essay format where students demonstrate mastery of course content, and course projects demonstrate student ability to apply concepts from the course in real-world contexts.

**Prerequisite:** successful completion of an introductory chemistry course

**\*Course is being revised; will not be offered in the 2020-2021 academic year**

### **Environmental Systems & Societies IB SL** (two years, junior/senior)

The IB Environmental Systems & Societies SL course provides students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students' attention is constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. Students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. Students evaluate the scientific, ethical and socio-political aspects of the field of environmental science. ESS is an interdisciplinary course in the IBDP and qualifies as a laboratory science in the school's graduation requirement.

**Prerequisite:** none

## **History & Social Science**

### **History of the Ancient World: Roots & Connections** (one year, freshman)

This course examines ancient societies from the creation of the first cities to the eve of the Renaissance, asking the questions "Where did the ideas we now take for granted come from?" and "What needs and experiences do all human societies share?" The scope of the course is global, though we privilege depth over breadth, diving deeply into a few case studies in each era. As the first history course in students' high school experience, Roots and Connections focuses intensely on developing the critical skills of a historian: reading primary sources, making historical arguments and expressing those arguments in discussion and in writing. Classes emphasize active participation, therefore students should expect to discuss, debate, imagine and investigate as they pursue questions that they themselves generate as well as those posed by the teacher. **Prerequisite:** none

#### Representative Texts:

- Archaeological evidence from Persepolis
- The "Mandate of Heaven"
- Statue of Augustus

### **United States History: The Unfinished Nation** (one year, sophomore)

The Unfinished Nation is a two-semester survey course in the history of the United States. The fall semester begins with the British Colonies in North America and concludes with the Civil War. The spring semester begins with Reconstruction and ends with the current presidential administration. The course includes an attention to linking history to present situations. Students engage in various topics in research and essay writing, in addition to presentations on specific aspects of the Constitution and prominent Supreme Court cases. Research and analytical reasoning skills are developed throughout the course. Major themes related to issues of social justice, human rights and conflicts within class, gender and political perspectives across different time periods are woven into the course so that students see epochs in history as part of an interrelated picture of civilization and humanity. **Prerequisite:** none

### Representative Texts:

- *Letter from the Birmingham Jail* by Martin Luther King Jr.
- *Common Sense* by Thomas Paine
- *The Federalist Papers* by James Madison, Alexander Hamilton and John Jay
- *On Indian Removal* by Andrew Jackson
- Various Supreme Court decisions including: *Plessy v. Ferguson* and *Brown v. Board of Education*
- The Chinese Exclusion Act of 1882
- President Woodrow Wilson's 14 Points
- Executive Order 9066: Resulting in the Relocation of Japanese

### **AP United States History** (one year, sophomore)

AP United States History is a rigorous college-level survey course that begins with the pre-colonial period and ends with the current administration. Throughout the year, students explore events in U.S. history through the use and analysis of documents, images, cartoons, quantitative data and other primary sources. Students develop an understanding of major themes in U.S. history, including American identity, economic and social life, political change and continuity, and the U.S. role in the world. **Prerequisite:** departmental recommendation

### Representative Texts:

- Cartoons by Thomas Nast
- *Common Sense* by Thomas Paine
- *The Federalist Papers* by James Madison, Alexander Hamilton, and John Jay
- *On Indian Removal* by Andrew Jackson
- Seneca Falls Declaration of Sentiments
- *The Emancipation Proclamation* and *The Gettysburg Address* by Abraham Lincoln,
- Various Supreme Court decisions, including *Plessy v. Ferguson* and *Brown v. Board of Education*
- The Chinese Exclusion Act of 1882
- President Woodrow Wilson's 14 Points
- The Kennedy-Nixon Debates

### **History IB SL: Topics in Modern World History** (two years, junior/senior)

Topics in Modern World History is a two-year world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of thinking historically and developing historical skills as well as gaining factual knowledge. Students will begin by studying the causes and effects of various 20th century wars. The topic explores the causes of wars, as well as the way in which warfare was conducted, including types of war, the use of technology and the impact these factors had upon the outcome. Students will then explore how the Cold War dominated global affairs from the end of the Second World War to the early 1990s. The topic aims to promote an international perspective on the Cold War by requiring the study of Cold War leaders, countries and crises from more than one region of the world. In the second year, students will compare and contrast two case studies — the first explores Japanese expansion in East Asia, beginning in 1931 and ending with the attack on Pearl Harbor. The second case study explores German and Italian expansion in the years leading up to World War II. Students will also write a research paper on a topic of their choice, while preparing for the IB exams in May. **Prerequisite:** successful completion of United States History

**History IB HL: Topics in Modern World History with a focus on Asia in the 20th Century** (two years, junior/senior)

Topics in Modern World History with a focus on Asia in the 20th Century emphasizes and develops historical thinking and historical skills as well as the factual knowledge to support this thinking. With a premium on the skills of critical thinking and an understanding of multiple interpretations of history, this course is a challenging, demanding and analytical exploration of the past. The course begins with an exploration of early 20th century Chinese and Korean history, followed by a unit on the People's Republic of China and a unit on Cold War conflicts in Asia. Students will then compare and contrast two case studies — the first explores Japanese expansion in East Asia, beginning in 1931 and ending with the attack on Pearl Harbor. The second case study explores German and Italian expansion in the years leading up to World War II. Finally, students will select two modern world history topics to study in their senior year, while writing a research paper and preparing for the IB exams in May. **Prerequisite:** successful completion of United States History

**Global Politics IB SL/HL** (two years, junior/senior)

This course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts and through a variety of approaches. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives. Students in the HL course pursue an additional research topic examining two contemporary global political challenges. **Prerequisite:** successful completion of United States History

**World Religions IB SL** (two years, junior/senior)

The World Religions IB SL course is a systematic, analytical study of the variety of beliefs and practices encountered in nine main religions of the world. The course seeks to promote an awareness of religious issues in the contemporary world by requiring the study of a diverse range of religions. The religions are studied in such a way that students acquire a sense of what it is like to belong to a particular religion and how that influences the way in which the followers of that religion understand the world, act in it, and relate and respond to others. **Prerequisite:** successful completion of United States History

**The Modern Middle East** (one semester, junior/senior)

From the Suez Canal to the Arab Spring, this course will explore the political, social, cultural and religious forces that have shaped this often tempestuous region. How has the Middle East been shaped by centuries of rich Arab culture? What happens when nations are created from scratch? When ethnic, religious and national identities conflict, how does one choose a path? Why do some conflicts seem so intractable and can they be resolved? **Prerequisite:** none; this is a third or fourth year history open elective

**Clashing Ideologies: The Cold War** (one semester, junior/senior)

This class explores the standoff between the U.S.S.R. and the United States in the second half of the 20th Century from two points of view: that of the superpowers and that of the smaller states caught up in their competition. Was the Cold War inevitable? How was it perceived around the world (inside and outside the two “combatants”)? To what extent was it an ideological conflict? How did it change the fates of people across the map? What new problems, opportunities and alliances did the conflict create for smaller nations, and how did they navigate that changing political landscape? Did the U.S. “win” the Cold War, and why? Are we on the brink of a new Cold War now?

**Prerequisite:** none; this is a third or fourth year history open elective

### Representative Texts:

- *Iron Curtain Speech* by Winston Churchill
- Bandung Conference of non-aligned nations
- Joseph McCarthy's *Speech on Communists in the State Department*
- *Warsaw Pact*
- *The Nature of People's War* by Lin Piao
- JFK's *Cuban Missile Speech*

### **The Evolution of Protest in the 20th Century** (one semester, junior/senior)

How have different groups sought to assert their rights, needs and independence from 1900 to the present? This course examines specific protest movements -- including women's rights, civil rights movements and the environmental movement -- across the world. It also looks, more broadly, at the idea of protest and how it has shifted over time. What makes people protest? Why are some movements successful when others aren't? What rights should people have? When is protest justified, and what (if any) means of protest are unacceptable? **Prerequisite:** none; this is a third or fourth year history open elective

### Representative Texts:

- Mohandas Gandhi, *Speech to All-India Congress, 1942*
- Clyde Warrior, *We Are Not Free*
- *Green Party Manifesto*

### **Principles of Economics** (one semester or one year, junior/senior)

Principles of Economics explores the history, theory and application of economics, giving an overview of how we define and use economics in everyday life in an increasingly interconnected world. The course may be taken as a single semester or as a year-long commitment. The fall semester covers the basic tenets and history of the field of economics including key definitions, economic theories and models, and the development of economic thought. The spring semester expands upon fundamental concepts in economics, studying and engaging in real world examples of economic models in use. **Prerequisite:** none; this is a third or fourth year history open elective

### Representative Texts:

- Excerpts from economic theorists, including Adam Smith, John Maynard Keynes, Friedrich Von Hayek, Friedrich Engels, Amartya Sen, Milton Friedman

### **Oral History Production of the Civil Rights Movement** (one semester, junior/senior)

Students conduct face-to-face recorded interviews with elders who experienced civil rights-related actions and then publish their work for use by researchers around the world. The current topic explores the Civil Rights Movement of the 1950s and 60s in Mississippi. Students study the methods of oral history through action-oriented research, interview strategies and related exposure to issues of trauma, aging and memory. Students also learn digital video techniques, editing, documentary film creation and web-page publishing. Students join a growing consortium of schools involved in civil rights-focused oral history production, including schools in San Francisco, Seattle and southern Mississippi. *Optional: Students may join an oral history expedition to southern Mississippi to interview witnesses whose stories have never been documented.* **Prerequisite:** none; this is a third or fourth year history open elective

### Representative Texts:

- *The Warmth of Other Suns: The Epic Story of America's Great Migration*, Isabel Wilkerson
- *Mississippi's Exiled Daughter: How My Civil Rights Baptism Under Fire Shaped My Life*, Brenda Travis
- *Authentic Doing: Student-Produced Web-Based Digital Video Oral Histories*, Howard Levin
- Telling Their Stories: Oral History Archives Project, [www.tellingstories.org](http://www.tellingstories.org)

### **AP European History** (one year, junior/senior)

This course is a college-level survey of European history from 1348 to the present. Students work extensively with primary sources to deepen their understanding of historical events. Different approaches to history — political, social, economic, religious and cultural — are undertaken so students may move from critiquing the Treaty of Versailles to analyzing modernist art to drawing deductions based on a letter from the home front. Students also develop test-taking skills and strategies through frequent writing assignments. **Prerequisite:** departmental recommendation

### Representative Texts:

- The Basilica of St. Peter
- *The Virtue of Terror* by Maximilien Robespierre
- The Treaty of Versailles
- *The Communist Manifesto* by Karl Marx
- *Liberty Leading the People* by Eugène Delacroix

### **AP Art History** (one year, junior/senior)

Since the beginning of time, humans have been creating imagery and building spaces in order to express desires and fulfill needs. AP Art History examines the history of human creation through selected works of painting, sculpture and architecture from antiquity to the present, focusing primarily on the Western tradition but also examining the art of China, Southeast Asia, the Near East and Islam. Emphasis is placed on the acquisition of perceptual and critical skills, the analysis and interpretation of style and meaning, and the ability to relate works to a broader visual tradition and historical context. Works of art and architecture are studied as products of a particular set of circumstances involving the artist and patron, as well as the political, social and economic context. **Prerequisite:** none; this is a third or fourth year history open elective

### Representative Texts:

- *Augustus of Prima Porta*
- *Venus of Urbino* by Titian
- *Darkytown Rebellion* by Kara Walker

### **AP Human Geography** (one year, all grades)

AP Human Geography is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes. This class introduces students to the systematic study of patterns and processes that have shaped human understanding, use and organization of the earth. Students will employ spatial concepts and landscape analysis to examine human organization of space. **Prerequisite:** none; this is a history open elective

**Gender, Power & Ethics** : (one semester, junior)

\*see Religion, Theology & Spirituality for course description

## **Modern & Classical Language**

### **LATIN**

**Latin I** (one year)

An introduction to grammar, mythology, history, etymology and culture. Texts include *Wheelock's Latin* and *Daily Life in the Roman City*. **Prerequisite:** interest in the Latin language and Roman history and mythology

**Latin II** (one year)

This course continues the study of grammar, mythology, history, etymology and culture. Texts include *Wheelock's Latin* and *Ancient Rome*. **Prerequisite:** successful completion of Latin I

**Latin III** (one year)

This course finishes the study of grammar and sets students on the path to reading Latin. Texts vary from year to year, but it is typical for the class to read works by Julius Caesar, Catullus, Cicero, Vergil, and Petronius. Each year has a different theme, often focused on Roman art. **Prerequisite:** successful completion of Latin II

**Honors Latin IV** (one year)

In this course students continue to read Latin. Texts vary from year to year, but it is typical for the class to read works by Julius Caesar, Catullus, Cicero, Vergil, and Petronius. **Prerequisite:** successful completion of Latin III

**Latin IB SL** (two years, junior/senior)

Students will spend considerable time learning to read Cicero's court speeches, produce a research dossier explicating 7–9 ancient sources in order to answer a research question, and read the works of Latin love poets and Roman historians. Successful performance on the IB examination may result in students receiving college credit. **Prerequisite:** successful completion of Latin II

**Latin IB HL** (two years, junior/senior)

Students will spend considerable time learning to read Cicero's court speeches, produce a research dossier explicating 10-12 ancient sources in order to answer a research question, and read the works of Latin love poets and Roman historians. Successful performance on the IB examination may result in students receiving college credit. **Prerequisite:** successful of Latin III and/or departmental recommendation

### **FRENCH**

**French I** (one year)

This is an introductory course designed for students with no prior experience in the language and/or students who may have studied some French in middle school. The course is focused on developing a solid foundation across the four skills of reading, writing, speaking and listening with authentic communicative goals. Students develop the ability to communicate personally relevant information in the present, past and future. The year-long course is divided into thematic units such as school culture, sports and leisure activities, family relationships, food and drink, shopping, local neighborhood and travel. Vocabulary is also introduced thematically with particular attention given to high-frequency words and essential idiomatic expressions. **Prerequisite:** none

## **French II (one year)**

This early intermediate course is designed to solidify structures and vocabulary from French I, while developing proficiency across the four skills of reading, writing, speaking and listening. The course is focused on communicative functions with authentic goals such as narrating, describing, and asking and giving information. Students continue developing the ability to communicate personally relevant information in the present, past and future, with increased complexity of structures. The year-long course is divided into thematic units such as health, daily routine, francophone cuisine, physical geography and the French-speaking world, technology and travel. Vocabulary is acquired thematically with particular attention given to high-frequency words and essential idiomatic expressions.

**Prerequisite:** successful completion of French I

## **French III (one year)**

This is an intermediate course in which students establish a strong communicative foundation in the four skill areas: reading, writing, listening and speaking. Via authentic and varied texts, audio and video, students explore themes such as career, media, relationships and community and global issues relevant to the French-speaking world and beyond. Students develop proficiency in increasingly complex functions such as narrating past events, describing future plans, expressing opinions, hypothesizing and giving advice. The course emphasizes the application of more sophisticated vocabulary. **Prerequisite:** successful completion of French II

## **French IV (one year)**

This upper intermediate course has students build upon a strong communicative foundation in the four skill areas: reading, writing, listening and speaking. Via authentic and varied texts, audio and video, students explore global themes such as education, art, history, cultural diversity and current events relevant to the French-speaking world and beyond. Students develop proficiency in increasingly complex functions such as predicting, persuading, hypothesizing, synthesizing information and describing and discussing images. The course emphasizes the acquisition of more sophisticated vocabulary. **Prerequisite:** successful completion of French III

## **AP French (one year)**

Building on the skills practiced in previous levels, this course aims to develop early advanced fluency in written and spoken communication. Students express themselves in writing via a variety of text types such as formal persuasive essays, emails, blogs and articles. Students describe and analyze images and read for comprehension and literary analysis. The course content consists of authentic texts and media with a global emphasis and is organized around themes such as art, technology, identity, contemporary life, global challenges and community. This course is conducted entirely in French and students fine-tune their use of register, diction and intonation. **Prerequisite:** successful completion of French IV and departmental recommendation

## **French IB SL (two years, junior/senior)**

This is an intermediate SL course in which students establish a strong communicative foundation in the four skill areas: reading, writing, listening and speaking. Via authentic and varied texts, audio and video, students explore themes such as identity, contemporary life, technology, art, social organization and global issues relevant to the French-speaking world and beyond. Students develop proficiency in increasingly complex functions such as narrating past events, describing future plans, expressing opinions, hypothesizing, synthesizing information and giving advice. The course emphasizes acquisition and application of more sophisticated vocabulary. **Prerequisite:** successful completion of French II

### **French IB HL** (two years, junior/senior)

Building on the skills practiced in previous levels, this upper intermediate HL course aims to develop fluency in written and spoken communication. Students express themselves in writing via a variety of text types such as formal persuasive essays, emails, blogs and articles. Students describe and analyze images and read for comprehension and literary analysis. The course content consists of authentic texts and media with a global emphasis and is organized around themes such as identity, contemporary life, technology, art, social organization and global issues. This course is conducted entirely in French and students fine-tune their use of register, diction and intonation. **Prerequisite:** successful completion of French III and departmental recommendation

## **SPANISH**

### **Spanish I** (one year)

This is an introductory course designed for students with no prior experience in the language and/or students who may have studied some Spanish in middle school. The course is focused on developing a solid foundation across the four skills of reading, writing, speaking and listening with authentic communicative goals. Students develop the ability to communicate personally relevant information in the present, past and future. The year-long course is divided into thematic units such as school culture, sports and leisure activities, family relationships, food and drink, shopping, local neighborhood and travel. Vocabulary is also introduced thematically with particular attention given to high-frequency words and essential idiomatic expressions. **Prerequisite:** none

### **Spanish II** (one year)

This early intermediate course is designed to solidify structures and vocabulary from Spanish I, while developing proficiency across the four skills of reading, writing, speaking and listening. The course is focused on communicative functions with authentic goals such as narrating, describing, asking and giving information. Students continue developing the ability to communicate personally relevant information in the present, past and future with increased complexity of structures. The year-long course is divided into thematic units such as health, daily routine, cuisine, physical geography and the Spanish world, technology and travel. Vocabulary is acquired thematically with particular attention given to high-frequency words and essential idiomatic expressions. **Prerequisite:** successful completion of Spanish I

### **Spanish III** (one year)

As an intermediate course, students establish a strong communicative foundation in the four skill areas: reading, writing, listening and speaking. Via authentic and varied texts, audio and video, students explore themes such as career, media, relationships and community and global issues relevant to the Spanish-speaking world and beyond. Students develop proficiency in increasingly complex functions such as narrating past events, describing future plans, expressing opinions, hypothesizing and giving advice. The course emphasizes the application of more sophisticated vocabulary. **Prerequisite:** successful completion of Spanish II

### **Spanish IV** (one year)

This is an upper intermediate course in which students build upon a strong communicative foundation in the four skill areas: reading, writing, listening and speaking. Via authentic and varied texts, audio and video, students explore global themes such as education, art, history, cultural diversity, and current events relevant to the Spanish-speaking world and beyond. Students develop proficiency in increasingly complex functions such as predicting, persuading,

hypothesizing, synthesizing information, and describing and discussing images. The course emphasizes the acquisition of more sophisticated vocabulary. **Prerequisite:** successful completion of Spanish III

### **AP Spanish (one year)**

Building on the skills practiced in previous levels, this course aims to develop fluency in written and spoken communication. Students express themselves in writing via a variety of text types such as formal persuasive essays, emails, blogs and articles. Students describe and analyze images, as well as read for comprehension and literary analysis. The course content consists of authentic texts and media with a global emphasis and is organized around themes such as science, health, identity, customs and community. This course is conducted entirely in Spanish, and students fine-tune their use of register, diction and intonation. **Prerequisite:** successful completion of Spanish IV and departmental recommendation

### **Spanish IB SL (two years, junior/senior)**

This is an intermediate course in which students establish a strong communicative foundation in the four skill areas: reading, writing, listening and speaking. Via authentic and varied texts, audio and video, students explore themes such as identity, contemporary life, technology, art, social organization and global issues relevant to the Spanish-speaking world and beyond. Students develop proficiency in increasingly complex functions such as narrating past events, describing future plans, expressing opinions, hypothesizing, synthesizing information and giving advice. The course emphasizes acquisition and application of more sophisticated vocabulary. **Prerequisite:** successful completion of Spanish II

### **Spanish IB HL (two years, junior/senior)**

Building on the skills practiced in previous levels, this upper intermediate course aims to develop fluency in written and spoken communication. Students express themselves in writing via a variety of text types such as formal persuasive essays, emails, blogs and articles. Students describe and analyze images, as well as read for comprehension and literary analysis. The course content consists of authentic texts and media with a global emphasis and is organized around themes such as identity, contemporary life, technology, art, social organization and global issues. This course is conducted entirely in Spanish, and students fine-tune their use of register, diction and intonation. **Prerequisite:** successful completion of Spanish III and departmental recommendation

### **CHINESE (Mandarin)**

#### **Chinese I (one year)**

This introductory course is designed for students with no prior experience in the language and/or students who may have studied some Chinese in middle school. The course is focused on developing a solid foundation across the four skills of reading, writing, speaking and listening with authentic communicative goals. Students develop the ability to communicate personally relevant information in the present, past and future. The year-long course is divided into thematic units such as school culture, sports and leisure activities, family relationships, food and drink, shopping, local neighborhood and travel. Vocabulary is also introduced thematically with particular attention given to high-frequency words and essential idiomatic expressions. **Prerequisite:** none

#### **Chinese II (one year)**

This early intermediate course is designed to solidify structures and vocabulary from Chinese I, while developing proficiency across the four skills of reading, writing, speaking and listening. The course is focused on communicative functions with authentic goals such as narrating, describing, and asking and giving information. Students continue

developing the ability to communicate personally relevant information in the present, past and future, with increased complexity of structures. The year-long course is divided into thematic units such as health, daily routine, cuisine, physical geography and the Chinese world, technology, and travel. Vocabulary is acquired thematically with particular attention given to high-frequency words and essential idiomatic expressions. **Prerequisite:** successful completion of Chinese I

### **Chinese III (one year)**

As an intermediate level course, students reinforce the skills and content introduced over the first two years. A strong emphasis is placed on communicative competence and vocabulary building with a goal to achieve basic but efficient proficiency in authentic contexts. Students are encouraged to reflect upon their personal goals and how they will incorporate the language into their lives. Culturally thematic topics such as media, Chinese cuisine, the environment and interpersonal relationships are explored in greater depth. **Prerequisite:** successful completion of Chinese II

### **Chinese IV (one year)**

This is an upper intermediate course in which students build upon a strong communicative foundation in the four skill areas: reading, writing, listening and speaking. Via authentic and varied texts, audio and video, students explore global themes such as education, art, history, cultural diversity, and current events relevant to the Chinese-speaking world and beyond. Students develop proficiency in increasingly complex functions such as predicting, persuading, hypothesizing, synthesizing information, and describing and discussing images. The course emphasizes the acquisition of more sophisticated vocabulary. **Prerequisites:** successful completion of Chinese III

### **AP Chinese (one year)**

Building on the skills practiced in previous levels, this course aims to develop fluency in written and spoken communication. Students express themselves in writing via a variety of text types such as formal persuasive essays, emails, blogs and articles. Students describe and analyze images, as well as read for comprehension and literary analysis. The course content is comprised of authentic texts and media with a global emphasis and is organized around themes such as science, health, identity, customs and community. This course is conducted entirely in Chinese, and students fine-tune their use of register, diction and intonation. **Prerequisite:** successful completion of Chinese IV and departmental recommendation

### **Chinese IB SL (two years, junior/senior)**

This is an intermediate course in which students establish a strong communicative foundation in the four skill areas: reading, writing, listening and speaking. Via authentic and varied texts, audio and video, students explore themes such as identity, contemporary life, technology, art, social organization, and global issues relevant to the Chinese-speaking world and beyond. Students develop proficiency in increasingly complex functions such as narrating past events, describing future plans, expressing opinions, hypothesizing, synthesizing information and giving advice. The course emphasizes acquisition and application of more sophisticated vocabulary. **Prerequisite:** successful completion of Chinese II

### **Chinese IB HL (two years, junior/senior)**

Building on the skills practiced in previous levels, this upper intermediate course aims to develop fluency in written and spoken communication. Students express themselves in writing via a variety of text types such as formal persuasive essays, emails, blogs and articles. Students describe and analyze images, as well as read for comprehension and literary analysis. The course content is comprised of authentic texts and media with a global

emphasis and is organized around themes such as identity, contemporary life, technology, art, social organization, and global issues. This course is conducted entirely in Chinese, and students fine-tune their use of register, diction and intonation. **Prerequisite:** successful completion of Honors Chinese III and departmental recommendation

## **Religion, Theology & Spirituality**

### **Religious Traditions and Texts** (one year, freshman)

The aim of this course is to find one's context within a diverse world and to develop a disposition towards religious difference that is knowledgeable, open-minded, caring and reflective. Divided into two semesters, the course asks: What are the major interpretations of God and spirituality? What is the relationship between knowledge and belief? In what ways can faith be considered a way of knowing?

The Fall semester focuses on a survey of major world religions, aiming to engender respect for a diversity of religious beliefs and cultural traditions, both locally and globally, with the aim of enhancing international and inter-religious understanding. Students will study contemporary global and local issues regarding religion in the context of those major traditions. It is a systematic, analytical yet empathetic study of the variety of beliefs and practices encountered in nine main religions of the world.

The Spring semester focuses on the history of the Hebrew people and the development of their faith. Students read the scriptures critically to discern the authors' original intent and to read reflectively and prayerfully to discern the workings of God in human history. Students are challenged to compare the historical religious experience of the Hebrews with their own experiences. Building on this historical and critical foundation, students then explore the life and teachings of Jesus Christ and the development of the early church as witnessed by the writers of the four Gospels and the Epistles. Here, too, students are challenged to make a critical application to their own lives of the teachings of Jesus as understood by the faith experiences of his followers and the tradition of the Catholic Church.

### **Representative Texts:**

- *A History of God: The 4,000-Year Quest of Judaism, Christianity, and Islam* by Karen Armstrong
- *Exploring the Religions of Our World* by Nancy Clemmons
- *Encountering God: A Spiritual Journey from Bozeman to Banaras* by Diana L. Eck
- Universal Declaration of Human Rights
- *The Catholic Youth Bible*
- *The World's Wisdom: Sacred Texts of the World Religions* by Philip Novak
- *The Human Quest for God: An Overview of World Religions* by Joseph Stoutzenberger

### **Ethics & Moral Decision-Making** (one year, sophomore)

Ethics & Moral Decision-Making provides students the opportunity to reflect on and develop their values. Big questions such as "What is the meaning of life?", "What is the meaning of *my* life?" and "What are my responsibilities to others?" guide content. Part One of the course immerses students in the dialectics of Judeo-Christian philosophy, focusing on Socrates, Plato, Augustine, Thomas Aquinas, Kant and Kierkegaard. Students will explore various ethical theories, their practical applications, and learn the dynamics of conscience formation. In addition, the potential implications of psychology and the neuroscience of decision making will also be explored. Part Two of the course will introduce students to modern thought and postmodern philosophy, focusing on existentialism and thinkers such as Michel Foucault and Hannah Arendt. These will ground explorations of ethical systems that configure elements of identity formation, i.e., race, gender and sexuality.

### Representative Texts:

- *Christian Moral Life: A Primary Source Reader* by Ann Nunes
- *Conscience in Conflict: How to Make Moral Choices* by Kenneth R. Overberg
- *Tuesdays With Morrie* by Mitch Albom
- *The Republic* by Socrates
- *Eichmann in Jerusalem* by Hannah Arendt
- *Les Justes* by Albert Camus
- *Discipline and Punish* by Michel Foucault
- *Plato in the Googleplex* by Rebecca Goldstein
- *The Passion of the Western Mind* by Richard Tarnas
- Films: *A Few Good Men, The Believer, Hannah Arendt, The Learning, American Promise, The Matrix*

### **Grade 11 RTS Electives**

\*Fall: Elective (students select a first and second choice; certain courses may not be offered every academic year)

#### **Sacramental Imagination** (one semester)

This course will explore and examine the contours of the “Catholic Imagination,” investigating the presence of God in everyday life. Catholics believe that we inhabit a sacramental world, where God can be seen, heard, observed and felt. Through prayer, reflection, writing and examining the works of writers, artists and filmmakers, we will deepen our awareness of God’s presence in creation. We will create a deeper understanding of how sacraments are “outward signs of an inward grace.”

### Representative Texts:

*The Universal Christ* by Richard Roh

#### **Social Awareness & Action** (one semester)

This course engages students in direct and active service that may occur in-person or virtually as the core learning component, with its purpose being personal growth through relational experiences. Students reflect on active service vis-a-vis their context and responsibilities in the world as they consider Goal 3 of a Sacred Heart education: “To educate to a social awareness which impels to action.” This course requires an openness to personal growth through written and verbal reflective exercises and fully engaging assigned texts. Success is assessed on the depth to which students develop relationships through service, integrate the class materials, and properly communicate.

### Representative Texts:

Curated by the Instructor

#### **Leading The Mind, Body & Spirit Through Sport** (one semester)

Our actions shape community and through the physical and mental demands of sport come opportunities for personal, emotional and spiritual growth. This course focuses on the impact of sports on multiple avenues of human development that shape the mind, body and soul. The goal of this course is to provide students with opportunities for self-discovery and reflection, to build on experiences and develop leadership skills. Sports are not just about wins and losses, though they are important aspects of athletics. Sports offer larger opportunities for personal development and this course will explore the skills, behaviors and beliefs that go beyond the game.

### Representative Texts:

**Gender, Power & Ethics** (one semester, junior/senior)

In the wake of national conversations around gender equality, inequality, abuse and injustice, this course focuses on the theoretical study of sexuality, gender and power. While the course emerges from the ethics curriculum, it will engage other disciplines, e.g. history, literature and life sciences, and employs an intentionally interdisciplinary methodology. *(The course may also fulfill the senior History requirement.)*

Representative Texts:

Curated by instructor

**\*Spring: Theory of Knowledge** (one semester, required for all Juniors)

Theory of Knowledge (ToK) is a course about critical thinking and inquiring into the process of knowing rather than about learning a specific body of knowledge. It plays a special role in the IB Diploma Programme by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge, and to become aware of their own perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all IB students and will be taken by all Convent & Stuart Hall students (IB or otherwise) during their junior spring and senior fall in their Theology courses. The overall aim of ToK is to encourage students to formulate answers to the question “How do you know?” in a variety of contexts and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

**Grade 12 RTS Electives:** (one semester, senior)

\*Seniors are required to take *one* semester elective to fulfill graduation requirements. Seniors may request a semester elective in both Fall and Spring

\*Seniors may request RTS electives listed above in the Grade 11 RTS list in addition to the senior electives below.

**Theory of Knowledge** (one semester, senior; **required** for all IB students, optional to other seniors not in the IBDP)

This second semester of Theory of Knowledge (ToK) is an interdisciplinary course about critical thinking and invites students to reflect on the nature of knowledge and to make connections across areas of knowledge. The study of ToK asks students to formulate answers to the question: “How do you know?” Students develop critical thinking skills, evaluate sources and analyze theories within a real-world context. At the completion of the course, students will identify and explore the knowledge issues raised by a substantive real-life situation that is of interest to them through a 10-minute presentation and complete a 1,600 word essay on a prescribed title exploring the fundamental components of the ToK curriculum.

**Sacred Heart Goals Seminar** (one semester, senior; may be taken Fall or Spring, but Fall is recommended; optional for IB students)

Fall semester of senior year is a project-based experience, taught seminar-style and not on a regular course schedule. The purpose of this engagement is to support students in owning a sense of who they have become as a product of their Sacred Heart education, and to develop a statement of personal agency and purpose as they go forth into the world. The outcome of the seminar is a 1,500 word piece of writing in the style of a “This I Believe” essay, or students may articulate their belief in an alternative format with instructor approval. This is a senior-year semester elective and is graded on a Pass/Fail basis.

## **Visual & Performing Arts**

### **VISUAL ARTS**

#### **Art Foundations I: Studio Art** (one semester, freshman)

Art Foundations concentrates on the art-making process with an emphasis on discovering new ways of seeing, expanding creativity and the imagination, developing a personal visual language, strengthening aesthetic awareness and creating a strong portfolio of artwork. Drawing, painting, graphic design, printmaking, sculpture and mixed media are among the rich variety of processes that will inform the student's artistic experience. Students gain competency in the use of art fundamentals such as the elements of art, principles of design, color theory and a variety of techniques that can be employed across disciplines. Through class presentation and dialogue, students are introduced to a variety of artistic styles and conceptual thinking strategies as well as exposed to the greater art world with field trips to museums and art shows and with visits from artists introduced through the Visiting Artist Program. **Prerequisite:** none

#### **Art Foundations I: Digital Design** (one semester, freshman)

Art Foundations I: Digital Design employs critical thinking and design to solve problems around contemporary issues. Students will gain experience working with digital design tools to create models, schematic drawings and perspective renderings of their work. They will create physical realizations of these models using 3D printers, laser cutters, circuits, electronic sensors and by writing computer programs. The class projects include, but are not limited to, robotics, computer programming and electrical engineering. The class culminates with on-campus presentations and installations of work. **Prerequisite:** none

#### **Art Foundations II: Studio Art** (one semester, sophomore)

In Art Foundations II, students learn to "read" art with a political and socio-cultural context looking at Modern and Contemporary Art beginning with Post Impressionism. They are asked to develop new tools from which to unearth meaning by way of critique and studio practice. **Prerequisite:** successful completion of Art Foundations I

#### **Art Foundations II: Digital Design** (one semester, sophomore)

Art Foundations II: Digital Design employs critical thinking and design to solve problems around contemporary issues. Students will gain deeper experience working with digital design tools especially Fusion 360 and the Glowforge laser cutter app. There will be a greater emphasis in computer programming for students interested in AP Java or IB Computer Science (SL or HL). Students will actively work with 3D printers, laser cutters, circuits, electronic sensors and writing computer programs. The class projects include, but are not limited to, robotics, computer programming and electrical engineering. The class culminates with on-campus presentations and installation of work. **Prerequisite:** successful completion of Art Foundations I

#### **Advanced Art Portfolio I** (one year, junior/senior)

This advanced art course explores how we observe and interpret our visual world. Students are invited to examine material from a wide range of sources, focusing on social, political and cultural connections. This studio class includes an introduction to a variety of art projects that emphasize the visual, intellectual and intuitive aspects of art making. Throughout the year, students create a digital and print portfolio that presents their visual and conceptual thinking through selected themes. The class encourages interdisciplinary thinking and invites projects that cross-pollinate

within the curriculum and beyond from both personal interest and experience. **Prerequisite:** successful completion of Art Foundations I and II and departmental recommendation

### **Advanced Art Portfolio II** (one year, junior/senior)

In Advanced Portfolio II students develop a concentration of work based on their art experience and driven by essential questions. This research-intensive class invites students to work in a broad range of media with the goal to develop their unique visual language. Throughout the year, students work to create a digital and print portfolio. The class culminates with a spring art exhibition to celebrate students' high school career in the arts. The class encourages interdisciplinary thinking and invites projects that cross-pollinate within the curriculum and beyond from both personal interest and experience in the arts. **Prerequisite:** successful completion of Advanced Portfolio I or Art Foundations I and II and departmental recommendation

### **AP Drawing** (one year, senior)

AP Drawing is designed for students who are seriously interested in drawing and painting. Students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined and applied over the course of the year to produce visual compositions. Classes are structured to allow one-on-one instruction between the student and teacher with weekly critique of finished work and works in progress. Students are expected to visit galleries, attend art events and visit museums as well as keep a sketchbook of their experience developing a visual language. Students will participate in photographing and displaying their work in different environments. Eligibility is based on the student's proficiency in basic art fundamentals, technical skills and, most importantly, the degree of commitment demonstrated by the student. **Prerequisite:** successful completion of Advanced Portfolio I and II and departmental recommendation

### **AP Two-Dimensional Design** (one year, senior)

AP Two-Dimensional Design is intended for students who are seriously interested in the practical experience of art and design. Students in the course create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined and applied over the course of the year to produce visual compositions. Two-Dimensional Design can include but is not limited to photography, graphic design, printmaking and digital art. Classes are structured to allow one-on-one instruction between the student and teacher with weekly critique of finished work and works in progress. Students are expected to visit galleries, attend art events and visit museums as well as keep a sketchbook of their experience developing a visual language. Students will participate in photographing and displaying their work in different environments. **Prerequisite:** successful completion of Advanced Portfolio I and II and departmental recommendation

### **Visual Arts IB SL/HL** (two years, junior/senior)

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

**SL Prerequisite:** none; **HL Prerequisite:** departmental recommendation and portfolio review

## **Performing Arts**

### **Choir** (one year, all grades)

A non-audition choir, this is an entry point for students to a rigorous and solid foundation in choral music and music literacy with the mission to serve, uplift and connect with the school community and the community at large through music. This will be a welcoming and supportive environment in which students can foster and develop proficiency in foundational music reading, vocal and performance skills. Students engage in performance as service to the community and explore other cultures, languages and history through music leading to personal growth and expression. **Prerequisite:** none

### **Instrumental Music: Jazz Band** (one year, all grades)

The instrumental group performs material from various periods of music: blues, jazz, Latin jazz, funk, rock and popular music. Students will learn music theory, ear training and learn to improvise solos. This course satisfies the UC's Visual & Performing Arts requirement. **Prerequisite:** open to any student who plays an instrument and can read music

### **Drama** (one semester, all grades)

This course is designed to introduce students to all aspects of theater, including production roles, history of drama, contemporary theater, pantomime, voice and diction, scene and monologue work, improvisation, acting techniques, movement exercises and analysis of dramatic literature from the standpoint of production. Students will have the opportunity to engage in projects and conversations surrounding the cultural significance and social impact of theater throughout history. The course will offer the opportunity for students to create their own theatrical projects while building collaborative skills. At the end of the course, students will perform and produce a small showing of the work created over the semester. *\*Students must also enroll in a semester of musical theater to meet the year-long VPA requirement.* **Prerequisite:** none

### **Musical Theater** (one semester, all grades)

Known to many as the only truly American art form, Musical Theater holds a special place in many individuals hearts. In this class students will explore why this medium is so beloved and the impact it has had on society from past to present. Participants will be offered the opportunity to build their skills as vocal performers, actors, dancers, choreographers, musicians and directors. There will be a strong focus on contemporary Musical Theater and the many different possibilities it offers. This will be a performance-based class that will lead to a final cabaret-based production showcasing the students' work. *\*Students must also enroll in a semester of Drama to meet the year-long VPA requirement.* **Prerequisite:** none

### **Music IB SL/HL** (two years, junior/senior)

Through the IB Music course, students develop their knowledge and potential as musicians, both personally and collaboratively. Involving aspects of the composition, performance and critical analysis of music, the course exposes students to forms, styles, and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in and reflect upon music from their own background and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment. Both SL and HL music students are required to study musical perception. SL students in music are then required to choose one of three options: creating, solo performing or group performing. HL students are required to present both creating and solo performing. **Prerequisite:** departmental recommendation

## **Non-Departmental Electives**

### **COMPUTER SCIENCE**

#### **Introduction to Coding** (one semester, sophomore)

The course is an introduction to computer programming and covers the following topics: variables, assignment statements, conditionals, loops, data structures, algorithms and graphics. Topics are taught in Python. The two main goals are: (a) to give every student an introduction to programming in an environment where every student may experience success and build confidence and (b) to help each student determine if computer programming is an area of interest and/or strength so that they may make an informed decision about whether or not they want to continue study of computer science. **Prerequisite:** none

#### **Web Development:** (one semester, junior/senior)

This course will introduce students to the front end of computing and covers topics such as the basics of HTML, colors and fonts, webpage styles and developer tools. Topics will be taught in HTML, CSS and Javascript. The goals of this project-based course are to give students all the tools they need to create working webpages and expose them to a different side of software engineering. **Prerequisite:** successful completion of Introduction to Coding

#### **AP Computer Science A** (one year, junior/senior)

This course emphasizes object-oriented Java programming with a concentration on problem-solving and algorithm development, and is the equivalent of a first semester college-level course in Computer Science. It includes an introduction to the study of data structures, design, documentation and abstraction. **Prerequisite:** successful completion of Introduction to Coding and departmental recommendation

#### **Advanced Data Structures:** (one semester, senior)

This course would follow the natural progression of a collegiate-level program and allow students who have taken AP Computer Science to continue their studies. Topics covered include LinkedLists, HashTables, Trees and other ways of organizing data. Topics will be taught in Java. The goals of this course are to introduce students to more advanced programming techniques and prepare them for college-level classes. **Prerequisite:** successful completion of AP Computer Science

#### **Computer Science IB SL/HL** (two years, junior/senior)

The IB Computer Science course requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course, underpinned by conceptual thinking, draws on a wide spectrum of knowledge and enables and empowers innovation, exploration and the acquisition of further knowledge. Students study how computer science interacts with and influences cultures and society and how individuals and societies behave, as well as the ethical issues involved. During the course, the student will develop computational solutions, and these skills will become necessary during the second year when they spend a semester working on a self-designed project. Students in the HL course will complete research on a case study during their second year and cover additional topics to deepen their understanding of computing such as Abstract Data Structures, Resource Management and Control. **SL Prerequisite:** none; **HL Prerequisite:** departmental assessment

## **JOURNALISM & MEDIA\***

### **Introduction to Journalism** (one semester, freshman)

Introduction to Journalism is an elective course for students in Grade 9. This course is an introduction to the skills of journalistic research and writing and supports the production of the six issues of the school paper, the online news site and the school's yearbook. This course employs critical thinking and reading, and requires active participation by all students. Students are taught the ethical and legal standards of professional journalism and are expected to adhere to these standards. **Prerequisite:** none

### **Journalism I** (one semester, sophomore/junior)

Journalism I is an elective course for students in Grade 10. This course reinforces skills in journalistic research and writing and supports the production of the six issues of the school paper, the online news site and the school's yearbook. This course employs critical thinking and reading, and requires active participation by all students. Students are taught the ethical and legal standards of professional journalism and are expected to adhere to those standards.

**Prerequisite:** successful completion of Introduction to Journalism

### **Journalism II/Journalism III** (one year, junior/senior)

Journalism is a continuation of the writing skills honed in the introductory course for news, features, editorials and commentaries, reviews and critical pieces, sports stories and columns. Writing assignments give opportunities to interview, research, consult, revise, edit, collaborate and publish work. Students in the course mentor younger staff from the Journalism I elective and may serve as editors and assistant editors. **Prerequisite for Journalism II:**

successful completion of Journalism I; **Prerequisite for Journalism III:** successful completion of Journalism II

\*Students may elect to follow a sequence of graded Journalism courses and these courses and grades will be reflected on the student's academic transcript. Alternatively, students may opt to contribute to the publications program, serving as writers, designers and editors and receive service credit towards fulfillment or the school's service requirement or the CAS program for IBDP students. The service/CAS option requires consistency of participation and engagement to receive service or CAS credit. Introduction to Journalism or Journalism I is required as a minimum entry requirement to participate in the publications program.

## **Independent Study**

### **D2A: Design to Action Scholar** (one year, ¼ credit, all grades)

An independent study empowering students to identify an important problem and work collaboratively, as well as individually develop and refine a tangible solution in several iterations over the course of the year. Students will attend monthly cohort meetings in addition to individual and group meetings with their respective advisors and program directors. Students will incorporate aspects of design thinking, entrepreneurship and product development as they work through an iterative cycle to develop and implement their solution. Students will meet regular deadlines by presenting their work both online and in person. Upon completion, students may be invited to present their work in an effort to gain startup funding through the Launch Grant program.

**Prerequisite for acceptance:** Application and required interview. Contact [Mr. Carey](#) for more information.