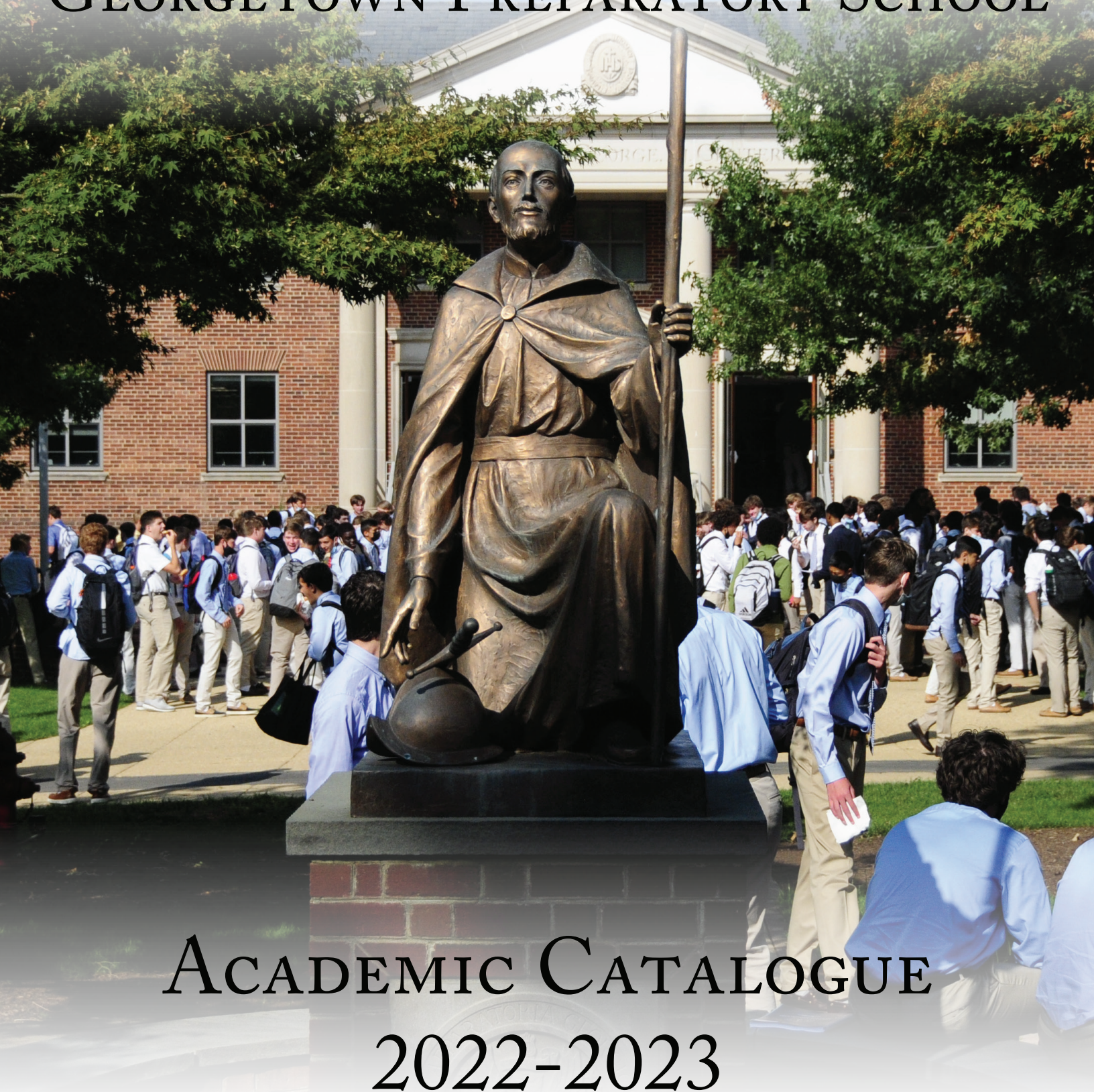




# GEORGETOWN PREPARATORY SCHOOL



ACADEMIC CATALOGUE  
2022-2023





## **Contents**

Profile of a Graduate at Graduation .....	4
Diploma Requirements .....	5
Academic Regulations .....	6
Course Registration Information.....	8
Information for Rising Seniors .....	9
Information for Rising Juniors.....	10
Information for Rising Sophomores .....	11
Information for Incoming Freshmen.....	12
Academic Course Offerings.....	13
Classical Languages .....	14
English .....	16
English for Speakers of Other Languages (ESOL) .....	19
Fine Arts.....	20
Visual Art .....	20
Music .....	21
Performance Groups .....	21
Mathematics .....	23
Modern Languages .....	27
Chinese (Mandarin) Course Offerings .....	30
French Course Offerings .....	31
German Course Offerings .....	32
Spanish Course Offerings.....	33
Science .....	35
Social Studies.....	38
Theology .....	41
BEYOND THE CLASSROOM.....	43
Standardized Testing for College Admission.....	44
Opportunities for International Study.....	45
Service Programs .....	46
Retreat Programs.....	48
Athletics .....	49
Co-Curricular Activities .....	50
Georgetown Preparatory School Faculty .....	52
Administration .....	52
Faculty and Staff.....	53

## **Profile of a Graduate at Graduation**

The Profile of a Georgetown Prep Graduate is a model and framework for each student to consider, aspire to, and reflect upon. The concept of the “Graduate at Graduation” is unique to the Jesuit mission of education and is embraced by the entire network of Jesuit schools in the United States. It was first developed in 1980 by the Jesuit Secondary Education Association (now known as the Jesuit Schools Network).

The characteristics of the Profile describe the graduate from various perspectives. Jesuit education, however, is, has been, and always will be focused on the education of the whole person: mind, spirit, and body. Jesuit education accomplishes this through *cura personalis* (personalized care and concern for the individual) and through a holistic curriculum. We aim to form life-long learners imbued with an Ignatian approach to living shaped by the knowledge, understanding, and use of the interplay of experience, reflection, and action (the dynamic at the heart of the Spiritual Exercises). Jesuit education also aims to graduate students who possess the desire and the personal resources to be men and women for and with others. Thus, the Profile always needs to be viewed within the context of the mission of Jesuit education and not merely as a list of achievable outcomes for the Jesuit high school graduate.

### **Open to Growth**

The Georgetown Prep student at the time of graduation has matured as a person — emotionally, intellectually, physically, socially, religiously — to a level that reflects some intentional responsibility for his own growth. The graduate is beginning to reach out in his development, seeking opportunities to stretch his mind, imagination, feelings, and religious consciousness.

### **Intellectually Competent**

By graduation the Georgetown Prep student will exhibit a mastery of those academic requirements for advanced forms of education. While these requirements are broken down into departmental subject matter areas, the student will have developed many intellectual skills and understandings that cut across and go beyond academic requirements for college entrance. The student is also developing habits of intellectual inquiry, as well as a disposition towards life-long learning. The student is beginning to see the need for intellectual integrity in his personal quest for religious truth and in his response to issues of social justice.

### **Religious**

By graduation the Georgetown Prep student will have a basic knowledge of the major doctrines and practices of the

Catholic Church. Having been introduced to Ignatian spirituality, the graduate will also have examined his own religious feelings and beliefs with a view to choosing a fundamental orientation toward God and establishing a relationship with a religious tradition and/or community. What is said here, respectful of the conscience and religious background of the individual, also applies to the non-Catholic graduate of a Jesuit high school. The level of theological understanding of the Jesuit high school graduate will naturally be limited by the student’s level of religious and human development.

### **Loving**

By graduation the Georgetown Prep student is continuing to form his own identity. He is moving beyond self-interest or self-centeredness in close relationships. The graduate is beginning to be able to risk some deeper levels of relationship in which he can disclose self, accept the mystery of another person, and cherish that person. Nonetheless, the graduate’s attempt at loving, while clearly beyond childhood, may not yet reflect the confidence and freedom of an adult.

### **Committed to Doing Justice**

The Georgetown Prep student at graduation has acquired considerable knowledge of the many needs of local, national, and global communities and is preparing for the day when he will take a place in these communities as a competent, concerned and responsible member. The graduate has been inspired to develop the awareness and skills necessary to live in a global society as a man for and with others. Although this commitment to doing justice will come to fruition in mature adulthood, some predispositions will have begun to manifest themselves.



*Seal of the Society of Jesus*

## Diploma Requirements

### **Minimum Requirements for Graduation**

#### *Academic Courses -*

Theology: 4 years  
English: 4 years  
Mathematics: 4 years  
Social Studies: 4 years  
Science: 2 years

Classical Languages: 2 years  
Modern Languages: 2 years  
Fine Arts: 1 year

#### *Physical Education -*

Student must participate in full in one athletic season during both the 9<sup>th</sup> and 10<sup>th</sup> grade year

#### *Christian Service -*

Freshmen: Small-group service and participation in class-wide day of service  
Sophomores: 20 hours of approved service  
Juniors: 20 hours of approved service  
Seniors: 50 hours of approved service to be completed in summer between junior and senior year

## Academic Regulations

Georgetown Prep follows a semester system; each term consists of two marking periods and an examination. Classes meet Monday through Friday and follow a seven-day testing cycle [A, B, C, D, E, F, G, A, B, etc.].

### **Grading**

Teachers submit grades for students each marking period. Any grade over 90 indicates a degree of superior performance. 70 is the passing grade. Letter grade equivalents are: A, 90-100; B, 82-89; C, 75-81; D, 70-74; and F: below 70. There is no grade weighting for Honors or AP classes. The Headmaster and Academic Dean review the records of students who may be in serious academic danger each marking period and may mandate remedial procedures or place a student on academic probation.

Marking period grades count 75% and the examination 25% in the computation of the semester average for each course for all sophomore, junior, and senior courses. Freshman courses count the exams as 15% of the semester grade, with the marking periods counting as 85%.

Teachers may choose to exempt students from final examinations only in the second semester and at their discretion. A student who has not earned a 90 or above in both the 3<sup>rd</sup> and 4<sup>th</sup> marking periods is not to be granted an exemption.

### **Honors**

Honors are given each marking period for superior performance. Students with grades of 86 and above in all subjects and an overall average of 90 or above have earned *First Honors*. Students with grades of 90 and above in all subjects have earned the honor of *Dean's List*.

Students who earn the honor of *Dean's List* each quarter are recognized as *Southwell Scholars* for their superior achievement.

### **National Honor Society**

The St. Edmund Campion Chapter of the National Honor Society was founded in 1978 in honor of the 16th century martyr who put his exceptional literary talents to work in defense of Church doctrine. To be eligible for membership, a student must excel in scholarship — maintain an A average while taking a rigorous and challenging course load; service — help those in need both in school and out of school; leadership — influence for the better through participation in a variety of activities; and character — demonstration of high morals, both in academic work and service to others. Students in the National Honor Society at Prep must be willing to volunteer their time as tutors to other Prep students.

### **Test Days**

Every subject is assigned one day of testing each cycle. A student who has more than two full-period tests on the same day may arrange an alternate date with the teachers involved. Students should make such arrangements at least

two days before the tests. When a student is absent on a test day, he is responsible for contacting the teacher to schedule a make-up test. In the absence of communication on the student's part, it is to be assumed that he takes the test upon the day he returns to class. Absence does not excuse a student from his academic obligations.

### **Failure**

If a student fails one course, he is required to compensate for this by taking a course in an approved summer school program before his return to Prep, or he may be required to withdraw at the complete discretion of the Headmaster. A student required to make up credit in an approved summer school course must earn a grade of a "C" or above. If a student fails two courses, the decision for his return is at the discretion of the Headmaster. A student who fails three or more subjects may not return the following year. A senior who fails a course for the year must make up the course before he receives his diploma.

### **Student Records (Grade Reports)**

By enrolling a student at Georgetown Preparatory School, a parent having legal custody of the student (managing conservator) consents to the release of records to the other parent (possessory conservator), unless the parent having custody notifies the school in writing as to the legal basis for any withholding of records from the other parent, and provides the school with a copy of all relevant court orders.

### **Academic Honesty**

Prep expects students to act with integrity in all that they do. Students must avoid even the appearance of dishonesty in their academic work. The following are examples of academic dishonesty:

- Cheating — including copying of another's work, copying or receiving unauthorized help from another on any assignment, project or test, copying or obtaining answers from the Internet or any electronic source, including phones or calculators.
- Fabrication — inventing or falsifying information, including data for lab reports that a student himself did not complete or making references not used in a research paper.
- Facilitating — discussing the content or format of any assessment (quiz, test, exam) with a classmate who has not yet completed the particular assessment, giving or receiving answers during a test using unauthorized sources of information including, but not limited to, calculators, cheat sheets, writing on shoes, apparel or body, or leaving a classroom during a testing situation to gain answers or provide them to others.
- Plagiarism — the intentional or unintentional taking of the writings or ideas of another and presenting them as one's own is not permitted. This includes, among other things, copying someone else's work, turning in another student's work without that student's knowledge, summarizing without acknowledging a source, representation of work taken from Internet paper

“services” as one’s own, copying materials from a source text, or supplying proper documentation while leaving out the quotation marks.

- Abuse of Academic Materials — harming, appropriating, or disabling academic resources so that others may not use them. This includes cutting tables, pictures and illustrations from library books, stealing books and articles, deleting or damaging computer files intended for others’ use.
- Electronic Dishonesty — using the school network and Internet inappropriately in a way that affects other students’ safety and respect. Examples include logging in to someone else’s account, allowing non-authorized users to use your account, breaking into someone else’s files, sending harassing or lewd emails to another student.
- Unauthorized Use of Calculators —using a calculator in a manner not approved by the subject teacher.
- Use of Study Guides — the unauthorized use of Cliff, Monarch, Sparks, or other “notes” is not permitted.

Should a student ever be uncertain about whether his actions represent dishonesty or plagiarism, he should check with his teacher before acting.

### ***First Infraction***

A teacher who has identified an instance of academic dishonesty or who suspects the presence of dishonesty will document the event and inform the Academic Dean.

The student will receive a zero for the test, quiz, paper, lab, or assignment.

The parents of the student will be notified of the incident. A report of each infraction will be kept on file in the Academic Dean’s office.

### ***Second Infraction***

A student identified or suspected in an instance of academic dishonesty for the second time in a school year will be reported to both the Academic Dean and to the Dean of Students.

As with the first infraction, the student will receive a zero on the assignment or assessment in question. The student’s parents will be informed and must come for a meeting with the student, Dean of Students, and Academic Dean.

The student may be suspended for a second infraction. In addition, a report of the incident will be filed in the student’s personal record. The Dean of Students may choose to expunge this report from the record if the student incurs no further academic dishonesty infractions.

### ***Third Infraction***

Any student identified or suspected in an instance of academic dishonesty for the third time in a school year may

be subject to further disciplinary action, up to and including dismissal from the school.

### **Academic Probation**

A student who has extremely low grades, fails one course, or whose semester average is below 75 will be placed on academic probation for the next semester by the Academic Dean. Any student who fails a course for the academic year and is permitted to return to Prep will automatically be placed on academic probation for the first semester of the following year. If a student on academic probation fails one course for the year, he may be required to withdraw at the Headmaster’s discretion. The Academic Dean will set minimum acceptable standards for each student on academic probation.

A student who is on academic probation may not run for a student government office until the probation has been lifted. A student who has failed three or more subjects during the first quarter of the school year may be asked to withdraw at the end of the semester if he has not shown significant improvement.

### **Psychoeducational Testing**

Georgetown Preparatory School will consider reasonable accommodations to aid students with professionally documented learning differences. Upon enrollment, the school requires documentation of an up-to-date evaluation (within the past two years) from a qualified professional containing the following information:

- the specific disability, as diagnosed;
- complete educational, developmental, and relevant medical history;
- a description of the tests or techniques (WISC-III, WJ-R, WRAML, etc.) that were used to arrive at the diagnosis, including date(s) of the evaluation, appropriate test results, and a description of the functional limitations resulting from the disability;
- the professional credentials of the evaluator, including information about license or certification and area of specialization; and
- a description of the specific accommodations requested, and of why the disability qualifies the student for such accommodations.

***\*It is important to note that a doctor’s diagnosis of ADD/ADHD does not in and of itself meet the criteria for a student to receive accommodations.***

For information on accommodations for students on any standardized test administered by Educational Testing Service, please refer to their website available at [www.collegeboard.org](http://www.collegeboard.org). Also, refer to [www.act.org](http://www.act.org) for ACT accommodations. Please consult with Prep’s Director of Counseling Service, Ms. Karen Napolitano, concerning these guidelines.

## **Course Registration Information**

Students must carefully consider the course load which they would like to take during the course registration process. With the help of counselors and advisors, a student should be sure to sign up for a manageable schedule. Creation of Georgetown Prep's schedule is a multi-month and multi-layered process. Decisions about staffing, class size, and class locations are based on the choices submitted by students in the Spring. As such, these student course decisions should be considered final and binding.

Each student must complete a Google Form registration. All necessary forms can be found on the Georgetown Prep website, under the heading "2022-23 Course Registration" within the Academics tab.

Student schedules are published to the Veracross student and parent portals in late July. A student may request to drop an elective course over the summer before the first day of school by contacting the Academic Dean through email.

Once the school year begins, there will be a three-cycle Add/Drop period. During the first three academic cycles of the year (21 school days), a student may choose to withdraw from an elective course. In order to do so, the student must complete a withdrawal form; this form requires the approval of the student's teacher, of the student's College Counselor or advisor, and of the Academic Dean. The student must have a legitimate reason for choosing to withdraw. A decision to drop a class should not be taken lightly, and as such the choice to enroll in a class should not be taken lightly during registration. Withdrawals or changes based on class period or based on teacher preference will not be entertained. During this three-cycle period, changes may also be made to the level of a class – i.e. moving from an Honors level to a Regular. This move, too, must come with the approval of the teacher, College Counselor, and Academic Dean. A student should not sign up for an Honors or Advanced Placement class if he doesn't feel that he can complete it. Additionally, consideration should be given to overall rigor of a student's schedule.

After the three-cycle period, students may no longer withdraw from an elective class. Only in extreme cases – e.g. situations of medical distress – will a student be allowed to withdraw after this point.

After the three-cycle period, students should consider their enrollment in an Honors or AP class set. However, should there be an academic need to adjust a student's course level, that will be addressed at the close of the first quarter. Students may not move classes in the time between the three-cycle Add/Drop period and the close of the first quarter. The decision to move a student's class is at the discretion of the Academic Dean after the add/drop period has ended.

Should a student drop a class in the first two weeks, there will be no record of the withdrawal on his transcript or report card. Should a student change level in the first two weeks, his grade will begin with the material and assessments in the new class. Should a student remain in a class for the first quarter before changing level, he will receive a "NG" (No Grade) grade as a placeholder on his report card. At the end of the year, his first quarter grade will be changed to the average of the second, third, and fourth marking periods, and his first semester average will be calculated accordingly.



## **Information for Rising Seniors:** **Designing Your Course of Study**

The following information is intended to help students and their families understand the major decisions facing rising seniors as they prepare to enter into their final year as a student at Georgetown Prep.

**English:** Rising seniors who are not in the English for Speakers of Other Languages (ESOL) program are required to apply for either AP English Literature and Composition or select two semester-long English IV electives. ESOL students who are enrolled in English II as juniors are expected to enroll in English III or apply for AP English Literature for their senior year. ESOL students who are enrolled in English I as juniors are expected to enroll in English II in their senior year. Descriptions of all English courses and more information about the AP application process are available for your reference beginning on page 16 of this catalogue.

**Mathematics:** Placement in senior math courses is determined by the Math Department. Descriptions of all Math courses are available for your reference beginning on page 23 of this catalogue.

**Social Studies:** Rising seniors are required to enroll in a senior Social Studies elective. Additional information on these course options is available for your reference beginning on page 38 of this guide.

**Theology:** All rising seniors are required to enroll in Theology IV in their senior year. Descriptions of all Theology courses are available for your reference beginning on page 41 of this catalogue.

**Electives:** Seniors must enroll in at least six courses (two additional electives) but may choose to enroll in seven courses (three additional electives). Rising seniors should review the graduation requirements that are outlined on page 5 of this catalogue and consider what studies they may pursue in college before finalizing their course selections. Students are strongly encouraged to challenge themselves with the most rigorous course of study in which they can succeed.

### **Registration Process:**

After consulting this catalogue and discussing their options with their college counselor and parents, students should complete the Senior Worksheet for Course Registration Google Form document from the school's website. A separate English course preference form for English IV must be submitted as well.

Forms must be completed and submitted online by Friday, March 11, 2022.

## **Information for Rising Juniors:** **Designing Your Course of Study**

The following information is intended to help Prep students and their families understand the major decisions facing rising junior students as well as their implications for future study.

***Classical Language:*** Rising juniors who studied Latin I in their sophomore year must enroll in Latin II as a junior. Rising juniors who studied Latin II in their sophomore year may elect to enroll in Latin III in their junior year. If a student is interested in advancing from Latin II in sophomore year to AP Latin IV in junior year or from Latin I in sophomore year to Latin III in junior year he may apply for one of the Intensive Latin Summer Options. These are 5-week courses taken at Georgetown Prep in the summer. Descriptions of all Classical Language courses are available for your reference beginning on page 14 of this catalogue.

***English:*** Rising juniors who are not in the ESOL program are required to enroll in either English III: Mythos of Literature or may be selected to enroll in AP English Language and Composition. ESOL students will be enrolled in a course determined by English department placement and dependent upon performance and execution in their prior year's course. Descriptions of all English courses and more information about the AP application process are available for your reference beginning on page 16 of this catalogue.

***Fine Arts:*** Students who intend to pursue the Fine Arts at Prep may choose to enroll in an elective course in their junior year. Descriptions of all Fine Arts courses are available for your reference beginning on page 20 of this catalogue.

***Mathematics:*** Placement in junior math courses is determined by the Math Department. Descriptions of all Math courses are available for your reference beginning on page 23 of this catalogue.

***Modern Language:*** Students must complete at least two years of a modern language before graduating from Georgetown Prep. Students who began studying a modern language as a sophomore must enroll in a second year of that language as a junior. Students who began studying a modern language as a freshman may elect to continue to an upper level modern language course as a junior. A full description of all Modern Language classes is available for your reference beginning on page 27.

***Science:*** Rising juniors who have completed Chemistry should consider enrolling in either Physics, Honors Physics, or an AP Science course. Note that final placement in Honors or AP courses is determined by the Science Department. Descriptions of all Science courses are available for your reference beginning on page 35 of this catalogue.

***Social Studies:*** Rising juniors should enroll in either United States History or apply for AP United States History. Additional information on these courses and this choice is available for your reference beginning on page 38 of this guide.

***Theology:*** All rising juniors are required to enroll in Theology III. Descriptions of all Theology courses are available for your reference beginning on page 41 of this catalogue.

***Elective:*** All students are required to enroll in at least six courses. Rising juniors may elect to take a 7th course.

### **Registration Process:**

After consulting this catalogue and discussing their options with their advisor and parents, students should complete the Junior Worksheet for Course Registration Google Form document from the school's website.

Forms must be completed and submitted online by Friday, March 11, 2022.

## **Information for Rising Sophomores:** **Designing Your Course of Study**

The following information is intended to help Prep students and their families understand the major decisions facing rising sophomore students as well as their implications for future study.

***Classical Language:*** Rising sophomores who studied Latin I in their freshman year should enroll in Latin II in their sophomore year. If a student is interested in advancing from Latin I in freshman year to Latin III in sophomore year, he may apply for the Latin II Intensive Summer Option. This is a 5-week course taken at Georgetown Prep in the summer between a student's freshman and sophomore year. Descriptions of all Classical Language courses are available for your reference beginning on page 14 of this catalogue.

Rising sophomores who studied a modern language in their freshman year should enroll in Latin I in their sophomore year.

***English:*** All rising sophomores are required to enroll in English II: American Literature unless they are currently enrolled in the ESOL Program. ESOL students will be enrolled in a course determined by English Department placement and dependent upon performance and execution in their prior year's course. Descriptions of all English courses are available for your reference beginning on page 16 of this catalogue.

***Fine Arts:*** Students who intend to pursue the Fine Arts at Prep may choose to take Global Art & History in order to continue pursuing their creative interests. Descriptions of all Fine Arts courses are available for your reference beginning on page 20 of this catalogue.

***Mathematics:*** Placement in sophomore math courses is determined by the Math Department. Descriptions of all Math courses are available for your reference beginning on page 23 of this catalogue.

***Modern Language:*** Rising sophomores who studied Latin I in their freshman year should choose and enroll in a modern language as a sophomore. The members of the Modern Language Department have put together information to help students and the families make this choice. Language and course information in each of the four modern language offerings can be found beginning on page 27 of this catalogue.

***Science:*** Rising sophomores who have completed Biology or Honors Biology should enroll in either Chemistry or Honors Chemistry. Descriptions of all Science courses are available for your reference beginning on page 35 of this catalogue.

***Social Studies:*** Rising sophomores should enroll in either Global History or AP World History; students with a predilection for the study of Fine Arts may choose a Global Art & History course instead. Additional information on these courses is available for your reference beginning on page 38.

***Theology:*** All rising sophomores are required to enroll in Theology II. Descriptions of all Theology courses are available for your reference beginning on page 41 of this catalogue.

### **Registration Process:**

After consulting this catalogue and discussing their options with their advisor and parents, students should complete the Sophomore Worksheet for Course Registration Google Form document from the school's website

Forms must be completed and submitted online by Friday, March 11, 2022.

## **Information for Incoming Freshmen:** **Designing Your Course of Study**

The following information is intended to help Prep students and their families understand the major decisions facing incoming freshmen students as well as their implications for future study.

***Classical Language:*** Prep proudly maintains a two-year Classical Language requirement. Most incoming freshmen choose to enroll in Latin I in their freshmen year. Descriptions of all Classical Language courses are available for your reference beginning on page 14 of this catalogue.

***English:*** All incoming freshmen are required to enroll in English I: Introduction to Composition & Literature unless they are students of English for speakers of other languages (ESOL). ESOL students must submit a Test of English as a Foreign Language (TOEFL) score as part of their application for admission. Their English course placement will depend upon that score. Descriptions of all English courses are available for your reference beginning on page 16 of this catalogue.

***Fine Arts:*** Incoming freshmen are required to take a one-semester Art course and a one-semester Music course to fulfill Prep's graduation requirements. Students who audition for Prep Singers or any one of the musical ensembles and are accepted may forego the one-semester Music course in exchange for year-long participation in the ensemble. Students particularly interested in the visual arts may also apply for a full-year Art course which fulfills the one-year graduation requirement. Descriptions of all Fine Arts courses are available for your reference beginning on page 20 of this catalogue.

***Mathematics:*** Placement in freshman math courses is determined by the Math Department. Any student wishing to enroll in a course other than Algebra I must complete a placement test at Georgetown Prep to determine his placement. Descriptions of all Math courses are available for your reference beginning on page 23 of this catalogue.

***Modern Language:*** Incoming freshmen with an intensive background in Modern Language prior to arriving at Prep may choose to continue their study of that language. A student with prior language experience should take a placement test to confirm their placement. Most freshmen who enroll in a Modern Language have placed out of the Level I language course; if that is not the case, Latin I is suggested. A full description of all Modern Language classes is available for your reference beginning on page 27.

***Science:*** Incoming freshmen may choose to apply for Honors Biology. In order to be considered, an incoming student must sit for a placement test. Otherwise, freshmen are required to enroll in Biology. Descriptions of all Science courses are available for your reference beginning on page 35 of this catalogue.

***Social Studies:*** Incoming freshmen are required to enroll in Western Civilization. Additional information on Social Studies courses is available for your reference beginning on page 38. Students enrolled in our ESOL program will enroll in American Studies.

***Theology:*** All incoming freshmen are required to enroll in Theology I. Descriptions of all Theology courses are available for your reference beginning on page 41 of this catalogue.

### **Registration Process:**

Incoming freshmen will be placed in classes by the Academic Dean based on requirements, placement test scores, and language preference.

# Academic Course Offerings 2022-2023



## **Classical Languages**

Georgetown Prep upholds a proud tradition in the Classics; the department has faculty members prepared to offer a variety of courses in Latin. All students at Prep are required to take at least two years of Latin. Courses are usually completed during the student's first two years of study. Additional courses after Latin II are chosen as electives. Below lies a full description of all Classics courses available to Prep students.

### ***Why learn Latin?***

*Learning Latin is learning language skills.*

Latin is the basis of the modern Romance languages, with influences in the Germanic languages as well. By learning Latin now, students learn the discipline and techniques necessary to acquire other languages in the future.

*Learning Latin is learning English.*

Latin translation forces the student to pay close attention to detail. While the process can be exacting, each student learns to pay close attention to the grammatical constructions and syntax within a sentence.

*Learning Latin is learning vocabulary.*

Over fifty percent of English words (and 90% of words of multiple syllables) are derived from Latin and therefore knowing a few Latin words cuts down on the effort required to learn new vocabulary.

*Learning Latin is learning to study.*

Learning Latin grammar takes a great deal of careful study and precision, and requires the student to learn how best to memorize and synthesize material.

*Learning Latin is learning to think.*

Translating a Latin sentence is a workout for your brain, similar to a crossword puzzle or an algebra problem. Thoughts must be organized and every option must be explored.

*Learning Latin is learning to appreciate literature.*

Some of the greatest writers and thinkers are from the classical Latin period – Virgil, Ovid, Cicero, Livy, Caesar, etc. – and the themes and ideas in their work have influenced writers throughout history. From Dante to Shakespeare to Joyce, classical literature has played a huge role over the course of western civilization.

*Learning Latin is both unique and traditional.*

Certainly, a traditional liberal arts education has always included the study of Latin. The Latin language is a tie that binds generation to generation. Yet at the same time, studying Latin is incredibly unique today. When college admissions counselors see a Latin student, they see a unique and intelligent individual, who stands out among a sea of Spanish and French students.

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### **Latin I**

In this course, students learn the elementary stages of Latin grammar, vocabulary, and Roman culture, which include the acquisition of vocabulary, mastery of inflected forms, and understanding of grammatical structure. Latin I at Georgetown Prep helps encapsulate the freshman experience by providing an introduction to one of the keystone languages of the modern world and the Jesuit educational experience. Students are exposed to adapted ancient texts discussing overarching themes and applications across the disciplines while experiencing the rigor and analytical demands of an ancient language. In addition, Latin assists students in building their English vocabulary and complements the grammatical English curriculum in the freshman year, while providing an excellent background for learning a Modern Foreign language. (1 credit)

### **Latin II**

This course provides students with the grammar and inflection points that were not covered in Latin I, focusing on some of the more complex grammatical structures of the Latin language. Translation will be the main tool for synthesizing these new topics, and students will be routinely asked to translate both from Latin to English and from English to Latin. Students will be asked to translate individual sentences freed from a narrative context, and selections from Julius Caesar's *De Bello Gallico*. (1 credit)

### **Latin II (Intensive Summer Option)**

Georgetown Prep's Latin department offers an intensive five-week Latin II summer course. This course covers all of the same material as the course during the school year, but at a faster and more dedicated pace. This class is perfect for sophomores in Latin I who find that they really enjoy the material, or freshmen who want to speed up their progress through the departmental progression. It should be noted that Advanced Placement Latin is the fourth year course; any student who starts Latin as a sophomore can only reach the AP level by taking a summer course. Like Latin I, Latin II combines the



study of grammar, vocabulary, and translation. The summer class allows the student to pull off the proverbial band-aid of grammar and vocabulary and move more quickly into high level material. By focusing on five weeks of rigorous study, the student can move directly into Latin III – a translation, culture, and history-based course. This course does not complete the Latin requirement; every student must enroll in Latin III the following school year. (1 credit)

### **Latin III**

Latin III is the first elective offered in the Classical Languages department, coming after the required second year course. Latin III covers adapted selections from Vergil's *Aeneid* and Livy's *Ab Urbe Condita* with a goal of preparing students for AP Latin IV in the following year. Students will also read extended, unadapted selections from both works, along with shorter passages from Ovid, Cicero, and Eutropius. Latin III also includes extended discussion of Roman republican history (by virtue of our readings in Livy), Roman topography, Greco-Roman myth, and the history of Latin literature more generally. (1 credit)

### **Latin III (Intensive Summer Option)**

Georgetown Prep's Latin department offers an intensive five-week Latin III summer course. This course covers all of the same material as the course during the school year, but at a faster and more dedicated pace. This class is perfect for juniors who just completed Latin II, or for sophomores who would like to advance directly to the AP class as juniors. (1 credit)

### **Advanced Placement Latin IV**

Following the broader survey of Latin III, AP Latin IV focuses on the study of two authors in particular: Julius Caesar and his war commentaries, and Vergil's *Aeneid*. Using the College Board syllabus, we will read selections from both, discussing their works on their own and in concert with each other, and discussing their relationships to the broader political and social structures of their times. Caesar, writing prior to the fall of the Roman Republic, and Vergil, writing in the burgeoning new Roman empire, can shed a great deal of light on one of the world's greatest periods of political upheaval. In addition, both of these authors have had an outsized influence on Western Literature, and in this class we get a chance to understand why. (1 credit)

### **Latin V – Advanced Latin Literature**

This course, coming on the heels of the Advanced Placement course, offers the opportunity for students to delve more deeply into Latin literature. At this point in their Latin career, the students have learned and discussed all major grammatical, poetic, and stylistic devices. Latin V is a culmination of all that they have learned, and hopefully inspires the students to pursue Latin at the collegiate level. (1 credit)

### **Introduction to New Testament Greek**

This Ancient Greek course is an introduction to the Koine dialect of the New Testament and Septuagint. The course is intended for students with little to no background in Ancient Greek, and covers material similar to that found in the college-level introductory sequences for Ancient Greek. Students will leave this course prepared for intermediate (second-semester) Attic Greek at the college level, and capable of reading extended passages from the New Testament with the infrequent aid of a dictionary. (1 credit)

## **English**

### **English I: Introduction to Composition and Literature**

A primary objective of this course is to introduce the student to composition and literary genres. To this end the student will study the parts of speech, the parts of the sentence, and punctuation in detail. Students will practice these skills through worksheets, journal entries, and writing assignments. The latter will not only concentrate on the proper use of the English language, but also on developing ideas, eliminating wordiness, and improving structure so that the student is able to write coherent, well-developed, and organized paragraphs. The student will also be introduced to the basic components of literature and to the genres of the short story, the novel, and the play. Texts include *Montana 1948*, *Mythology*, *Oedipus Rex*, and Shakespeare's *Julius Caesar*. (1 credit)

### **English II: American Literature**

This course challenges students to read closely from a variety of genres in a variety of settings as students explore the American voice. The primary objectives are for students to improve their writing and close reading skills and develop a healthy reading life. Poetry study focuses on an introduction to reading and interpreting poetry, specifically that of American greats such as Dickinson, Whitman, and Hughes. Literary analysis emphasizes theme, character, and symbolic interpretation of the works. Students will write in a variety of modes as they develop their writer's voice. Students will read independently chosen selections, books from a selected list and whole class texts. Students also study vocabulary and grammar. Whole class texts include *The Great Gatsby*, *Catcher in the Rye*, and assorted poetry from American authors. (1 credit)

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### ***Junior Year English Options***

Rising juniors choose between English III and AP Language and Composition. Most students will take English III. Students with a particular interest in and aptitude for writing may be invited to enroll in the AP Language and Composition course. Both courses are full year and one credit.

### **English III: Mythos of Literature**

In this British Literature survey course, students study literature to improve reading and literary analysis and continue to practice and develop critical

writing skills. Students will approach literary works through four styles of literature: Epic, Comedy, Tragedy, and Satire. This approach will give the student a well-rounded understanding of these genres and further the reading skills developed in earlier years. In addition, students will present oral and written reports on their readings and prepare for in-class debates. The object is for the student to make the connection between literature and the world in which he lives and effectively express this connection in logically constructed arguments. To help achieve this end, we will also study vocabulary and grammar. Major works for this course include: *Beowulf*, *The Canterbury Tales*, *Macbeth*, *Things Fall Apart*, and *Brave New World*. (1 credit)

### **Advanced Placement Language and Composition**

A course for those who wish to become superior writers, this seminar is designed to make each student a skilled reader of prose written in a variety of periods and disciplines, and a writer flexible enough to compose in a variety of modes and for a variety of purposes. The student will examine various expository and creative texts, with an eye towards recognizing each as a potential model for his own prose. Students in this course should expect to write one essay per cycle and complete nightly reading assignments. Papers range in length from one paragraph to 10 pages. Writing in this course is evaluated according to the rigorous standards set by the College Board. In class, the teacher will guide the student through the process of drafting, response by peers/teacher, and substantive revision. (1 credit)

*Approval Process* – Students are invited to this highly selective course at the discretion of the English Department. The Department Chair, AP Language teacher(s), and English II teachers evaluate all English II students to determine which students will be most successful in the course. The invited student will likely have earned an A average in English II, though that in and of itself does not guarantee an invitation. He will have demonstrated a sincere interest in, and particular facility with, writing; a mastery of grammar; a strong interest, experience, and ability as a reader; an ability to accept and apply teacher and student critiques in writing; and the skills and the willingness to be a valuable class participant in seminar-style discussions and writer's workshops.

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## Senior Year English Options

Rising seniors choose a separate English elective for the fall and spring semesters OR apply for the full year AP Literature and Composition Course.

For students taking elective courses: Students will complete the English Elective preference form and submit with their official course registration. Each student will be guaranteed one of their top three choices; the second elective will be determined by the English department, and may not be a class chosen by the student. Once placement has been determined, English electives may not be changed.

### English IV: Race, Gender, & Power in African American Literature

This course will introduce students to a variety of works produced by African-American writers of the 19th, 20th, and 21st centuries. The units in the course are organized thematically. The *Race and Socialization* unit will ask students to consider the ways in which they've learned about race and how, unconsciously and consciously, race influences the way we interact in social situations. In the *Family and Gender* unit, we will look at traditional ideas of the American nuclear family and how, when intersected with race, those ideas can change. We'll talk about what it means to be a "man," ideas of femininity, and whether or not gender and race can exist independent of one another. We'll finish up the course with our *Citizenship, Advancement, and Education* unit. In this unit, students will consider the various historical pathways cultural leaders have taken in order to bring about social justice. Assimilation vs. Separatism. Nonviolence vs. "By Any Means Necessary." We'll begin with Du Bois and Washington who disliked each other so much that they wrote diss speeches about one another. Afterwards, we'll look at Martin Luther King and Malcolm X-- men who ultimately had the same end-goal but had very different ideas on how to get there. This course is discussion-based. Frequent student engagement will be necessary in order to have the most academic success. Required text: *The Norton Anthology of African American Literature*. (0.5 credit)

### English IV: Blues Literature

Blues is a uniquely American phenomenon. Born in the fields of the Mississippi Delta at the beginning of the twentieth century, blues music pervades contemporary music, literature, and culture. This

class will examine how the blues idiom--the response of African Americans to slavery and Jim Crow--continues its relevancy in song, novel, poetry, and film to tell the story of America. It is with this story of suffering and healing that we will be most concerned. The class is run seminar style, built around discussion of stories; with each unit comes a playlist of music as an added text to our discussions. (0.5 credit)

### English IV: Contemporary Imagination and Dante's *Inferno*

This course will focus on the works and legacy of Dante Alighieri, 'Father of the Italian language' and 'Supreme Italian Poet.' *The Divine Comedy* is the greatest Italian literary work and is considered a masterpiece of epic poetry chronicling Dante's journey through Hell, Purgatory and Paradise. Reading Dante as a high school senior opens one's eyes to the literary and cultural renaissance that he preceded, pre-empted, and influenced by writing in his local vernacular with such humanistic fervor. It is ripe in opportunity for discussion, analysis and reflection through the poem's examination of faith, conscience, and self-discovery. The course will closely examine Dante's cultural milieu and social criticism thereof while also scrutinizing his place in popular culture today and *The Divine Comedy's* realm within contemporary imagination (we will read "Inferno" in its entirety and then cover selected excerpts from "Purgatorio" and "Paradiso."). Dante's classical allusions, most notably through his use of Virgil as guide and mentor, are ripe for interpretation and discussion in this seminar. A unit formative assessment offers a chance for creative writing blended with social criticism. The capstone assessment is an exercise in re-interpreting or re-imagining an important topic from the course from an alternative perspective. (0.5 credit)

### English IV: The Craft of Poetry

This one semester class will dedicate itself to the study and practice of poetry. In this seminar-style class we will read the works of a variety of poets and identify and discuss their defining thematic and aesthetic features. Based on our readings we will incorporate these features into our own poems; approximately half the semester will focus on student-written poems. We will discuss these poems in class and practice the art of revision. Tests and quizzes will be given in conjunction with each unit; students will keep a portfolio of their own writing as well as complete a research project based on a famous poet. (0.5 credit)

#### **English IV: Flash Fiction**

Flash Fiction--stories generally no longer than 1,000 words--is a relatively recent phenomenon. The attraction of the genre is in the shortness of the stories; their brevity allows them to pack an outsized punch. The work of this class is divided into two parts: 1) The reading of short fiction to understand how a writer creates the effect he intends for his reader, and 2) the writing of short fiction to give voice (and plenty of practice) to student writers. Students will use the stories we read as models and practice the methods and techniques we study in their own writing. We will learn and practice practical skills of creative writing and cultivate the habits and flexibility that serious writing requires. The class is seminar in style, built around the discussion of stories and the workshopping of student writing. Students will build a portfolio of stories, and there will be opportunities to submit stories for publication. (0.5 credit)

#### **English IV: The Modern Novel**

This seminar-style course in the Modern Novel focuses on the reading of four novels, each representative of a different aspect of the novel genre, and each demonstrating how the novel has adapted to changing societies, mixing tradition with innovation. Students will closely read, research, present on, and write short papers for each novel. For the final project, each student will select a novel from a predetermined list for his independent study. The student will write a research paper evaluating the novel using the principles he will have learned in the class. It is, therefore, a course in critical reading, careful research, and expository and analytical writing. It is designed for a student who is interested in reading, research, and writing. Texts include: *The Hobbit*, *Huckleberry Finn*, *Rebecca*, and *A Separate Peace*. (0.5 credit)

#### **English IV: Shakespeare on Film**

"Double double toil and trouble / fire burn, and cauldron bubble." From witches to ghosts, masked parties to debauchery, jealousy to murder, Shakespeare's works endure because they cover a wide range of human nature. In this course, we will compare the work of the most iconic literary figure in the canon to our most popular medium of representation, the movies! Students will discover how the study of a text leads to the film choices of both directors and actors. Students will learn and apply film analysis techniques through an examination of elements such as composition, cinematography, and editing. Students will explore the relationship between the text and the film in class discussions, projects, and essays. By modernizing the

study of Shakespeare through film adaptations, students will develop a level of comfort with the written text and an appreciation of literary excellence. Films may include: "10 Things I Hate About You" (based on Shakespeare's *Taming of the Shrew*), "Othello", "Hamlet", and "Much Ado About Nothing". (0.5 credit)

#### **Advanced Placement Literature and Composition**

The Advanced Placement Literature and Composition Course focuses on close reading of great literary works, thoughtful, analytical writing, and lively discussion. Our goal is to intensely study works from across genres and periods such that we gain a deep appreciation for and understanding of the works themselves and literature as a whole. Through various modes, we will also strive to be thoughtful, precise, and persuasive writers who may draw inspiration from the great works that we study. This extremely rigorous, college level course will challenge students to work up to, and sometimes push them beyond their previously thought potential. This course is designed for students with a particular affinity for reading and discussing literature. To that end, students are expected to maintain independent reading books outside of the required texts. Each semester culminates in a research project of the instructor's choosing. Required texts may include: *Hamlet*, *Heart of Darkness*, *Slaughterhouse V*, *Their Eyes Were Watching God*, and *The Power and the Glory*. (1 credit)

*Approval Process* – Students who have successfully completed either English III or AP Language may apply for this course. Students are admitted to this course at the discretion of the English Department. The Department Chair, AP Language teacher(s), AP Literature teacher(s), and English III teachers evaluate student applications to determine which students will be most successful in the course. The successful applicant will have demonstrated a sincere interest in literature, a particular facility with writing, and the willingness and ability to be a valuable class participant in seminar-style discussions. Students are required to submit a recommendation form to their current English teacher and submit one graded paper with teacher comments as part of the application process.

## **English for Speakers of Other Languages (ESOL)**

*\*Incoming freshmen or transfer students who are not native English speakers must supply a Test of English as a Foreign Language (TOEFL) score.*

An English for Speakers of Other Languages student must complete English II: American Literature to fulfill the Georgetown Prep English requirement.

### **American Studies**

This course is an overview course designed to introduce ESOL students in their first year at Prep to US history and government. All first-year ESOL students must take this course. In addition to a focus on the mastery of the content, emphasis will also be given to the development of the necessary academic skills in English: reading, writing, listening, and speaking. This course is a supplemental class designed exclusively for ESOL students and does not take the place of another course at Prep; at the conclusion of this course, students will enter the Georgetown Prep Social Studies Department progression. (1 credit)

### **Foundations of English I**

As an intermediate level course for international students needing significant reinforcing and refining of their language skills, Foundations of English I

places great emphasis on the development of reading and writing skills. Toward that end, students will focus on developing a much deeper foundation in academic vocabulary and will review grammar fundamentals, including parts of speech.

Additionally, students will be introduced to authentic works of literature and will begin to develop the ability to analyze short stories and novels during the second semester of the course. Upon the successful completion of this course, students will proceed into Foundations of English II before advancing into English I and eventually into English II. (1 credit)

*Prerequisite:* TOEFL score and placement by Department Chair.

### **Foundations of English II**

As an advanced-level course designed to prepare students for success in Georgetown Prep's English Department course offerings, Foundations of English II helps students strengthen their academic vocabulary foundation, master proper paragraph structure, write with greater sophistication, and read, comprehend, and analyze novels, short stories, and essays. Upon the successful completion of this course, students will proceed into English I or English II at their instructor's discretion. (1 credit)

*Prerequisite:* TOEFL score and placement by Department Chair

## **Fine Arts**

### ***Visual Art***

#### **Freshman Art**

This half-year Visual Arts Course fulfills one half of the Fine Arts credit needed for graduation. The intent of the course is to have all students, talented in art or not, get basic experiences in visual literacy. This goal is reached through extensive projects focusing on the main techniques of art making and a comprehensive understanding of the aesthetics of 20th century visual art from around the world. Students will also work with the six basic elements of art as well as the seven basic principles of design to explore and become competent in the fundamentals of art. (0.5 credit)

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

The Foundations of Art course is a year-long course which focuses on building a strong foundation in the arts for students who are willing to commit to and engage in a deeper connection with the Fine Arts. This class fulfills the Fine Arts credit necessary for graduation. This course will more intentionally lay the foundation for a trajectory of courses in the visual arts at Georgetown Prep. There is no prerequisite in terms of artistic talent, only in terms of artistic interest. To be considered for the course, a student must apply prior to the start of freshman year. (1 credit)

#### **Global Art & History**

This course will allow certain sophomores to enroll in an art history course in order to fulfill the history requirement while also continuing to learn, develop, and advance their talents in art. This course will specifically teach global history through traditional means AND through the production of artwork. This course will be taught as an alternative to the traditional sophomore global history course and be designed for students that have a predilection for art and wish to continue pursuing their art development, while also fulfilling the 4-year social studies requirement. Balanced between history and art, this course will provide historical context, content, and background of the various time periods, religions, cultures, and geographies of civilizations throughout the world. This course will raise questions about how and why art was and is made and by whom. How is art defined, valued and presented? Students will discuss the canon of art history through the lens of both inclusiveness and exclusion. This course will raise questions about narratives such as race, cultural identification, social class, sexual orientation, and gender. (1 credit)

#### **Arts Exploration: Think like an Artist**

This course is intended to foster the further development of upperclassmen students' artistic talents. This upper level art class is a non-AP course available for students interested in continuing their art education in their junior and/or senior year. Students in this course will have the opportunity to independently work in a multitude of media to create a series of work based on contemporary themes. Students will be asked to demonstrate their continued understanding of the principles and elements of art and design. The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, figure/ground relationship) can be articulated through the visual elements (mass, volume, color/light, form, plane, line, texture). This class will build off of media and concepts discussed in previous art classes, from foundations of studio art to more specific 2D, 3D, and digital media courses. This course is intended to encourage mastery and discovery of both new and familiar media. (1 credit)

#### **Advanced Placement Art History**

This a college-level introductory art history survey in which students learn to identify, examine, and critically analyze major forms of art from prehistory to the present. While the curriculum, requirements, and standards are extremely demanding and rigorous, the rewards are extraordinary. Students will significantly improve critical thinking and writing skills and expand visual literacy, and they will develop an understanding of the diverse cultural and historical contexts of painting, sculpture, architecture, and other media. Perhaps most importantly, students will confront the whole range of human experience, stretch their minds and imaginations to embrace new ideas and places, and develop a deeper understanding of what drives us as a species—our fears, our loves, and our beliefs. This course fulfills the social studies requirement for senior year. (1 credit)

#### **Advanced Placement Art & Design: Drawing**

AP Art & Design is a full-year course. AP Art & Design is offered to seniors who have taken multiple art courses or who have the permission of the instructor and the Academic Dean to register. This course is designed for the student who is seriously interested in the practical experience of art, and may or may not be interested in pursuing art after high school. The value of the course is based in the experience of creating and completing the portfolio with a group of their peers. Students enrolled in the course are required to take the AP exam – which means they are responsible for completing and submitting the portfolio in its entirety. Failure to do



this will result in the failure of the course. The AP Art & Design: Drawing course consists of the production of a portfolio (exam) to be submitted to the College Board for college credit. Students create a portfolio of work to demonstrate inquiry through art and design and the development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. (1 credit)

### **Ceramics**

This course provides an introductory exposure to ceramics and the use of clay as a fine art medium. In this course, students will learn basic hand-building techniques (such as: coil, pinch and slab) and how to use the potter's wheel to create thrown work. Forming techniques, surface development and glazing, along with kiln firing practices will be introduced. Students will learn basic terminology in relationship to ceramics as well as the history of the art form and contemporary practices. Both the functional and sculptural ceramic traditions will be explored. Students will engage in class critiques, and learn the meaning, design, and technical processes used to create ceramic art objects. (1 credit)

## ***Music***

### **Freshman Music**

This one-semester course provides an introductory experience to Western music and its historical, religious, economic, and scientific elements that set the unique direction it followed over the last 15 centuries. Major topics include an examination of Western musical notation and its historical evolution; the elements of musical sound; the physics of sound and music; the properties of musical instruments; the history of recording and the techniques involved in making a modern recording. The course concludes with a brief history and survey of Western music from the Middle Ages to the early 20th century with an emphasis on the unique sociological factors that set Western music apart from music of other cultures and the music as an effect of those factors. An additional goal is to help students improve study skills, improve organizational skills through writing and essays, enhance critical listening skills, and give students a beginning understanding of music and the humanities as an integral to the fabric of Western culture. In conjunction with the Freshman Art course,

this course fulfills the Fine Arts requirement necessary for graduation. (0.5 credits)

### **Audio Engineering**

The goal of this unique music class is to teach students the fundamental skills of audio engineering in both a live and studio setting. The classroom format will be centered around music creation and live production, in which students will learn and master the basics of audio engineering - tracking, mixing, and editing - using Garage Band and Pro Tools software. Garage Band serves as an excellent platform for beginner audio engineers to later transition to Pro Tools, the industry standard software used in most professional recording studios, including the Fanone Recording Studio at Georgetown Prep. Additionally, students will take the engineering fundamentals learned in Garage Band and Pro Tools and directly apply them in the field as they learn to operate the technological audio and lighting systems in the Figge Theatre. Students in Audio Engineering are responsible for the audio and lighting production at all school assemblies and concert events at Georgetown Prep. (1 credit)

### **Video Production**

This unique course will focus on the creation of video projects highlighting the members and organizations within the Georgetown Prep community. Students will learn how to create and edit the audio, graphic, and video elements necessary to produce professional videos in a variety of genres. The class culminates with a cross curriculum final project in which each Video Production student will design a comprehensive media platform for the original music of a partner student in Audio Engineering including a music video, an artist logo, album artwork, and online representation. Original video and music projects will include collaboration with sports teams, clubs, administrative offices, service trips, and academic offices. The class will utilize iMovie, Final Cut Pro, Garageband, Protools, Soundcloud, and Photoshop to produce multimedia projects. Class time and assignments will be split between individual skill set development and group projects. (1 credit)

## ***Performance Groups***

### **Jazz Ensemble**

This course is a performance outfit centered around musical repertoire for jazz ensemble. The focal point of the course is several performances that take place over the academic year. Rehearsals are used as instructional time where students learn the music theory and the skills necessary to perform as a

member of an ensemble, and also as a soloist. Incoming freshmen with sufficient ability to perform in the ensemble may commit to the ensemble for a year as a substitute for the Freshman Music course requirement. Students in grades 10 through 12 may also participate each year until graduation. The class meets one evening a week for the entire academic year. Additional rehearsals are added before and after school close to performances dates. (0.5 credits)

*Prerequisite:* A basic level of proficiency playing one of the traditional jazz instruments. Woodwind (clarinet, saxophone, etc.), brass (trumpet, trombone, etc.), keyboard, guitar/bass, and percussion instruments are all needed in the ensemble. Membership is by audition.

### **Prep Singers I**

Prep Singers I is a beginning choir for high school freshmen. Emphasis is on proper vocal technique, and singing in unison and in parts. Repertoire is based on choral standards for high school students as recommended by the National Association for Music Educators and the American Choral Directors Association. Students participate in two major concerts – Christmas and Spring concerts. They will also participate in some service projects and smaller concerts. This course fulfills the freshman Art requirement at Georgetown Prep. The class meets as a regularly scheduled course during each academic day for the entire academic year. Additional rehearsals are added after school, close to performance dates. (1 credit)

*Prerequisite:* No prior experience singing is necessary nor is the ability to read music required. Students must pass an audition process for acceptance into the course.

### **Instrumental Ensemble**

Open to students at a middle to advanced level on all instruments including brass, woodwind strings, keyboard, and percussion. Audition is required, virtually or in person. Students will work on improving their individual technique, ensemble playing, and music theory. Students will have the opportunity to participate in other school ensembles such as chamber orchestra, pit band for the spring musical, drum line, or liturgical ensemble. This class will fulfill the Fine Arts requirement for freshman year. (1 credit)

Students must pass an audition process for acceptance into the course.

### **Prep Singers II (A Cupola Hoyas)**

A Cupola Hoyas is a vocal ensemble for advanced students. The music consists of 3-4 part harmonies of varying styles including pop, rock, and music from the Renaissance, Baroque, Classical, and Romantic periods. Students must be very strong singers with the ability to sing their part without accompaniment. This class continues on the foundations of singing and musicianship that were established in Prep Singers I. Prep Singers performs two formal concerts each year, Christmas and Spring, in addition to on- and off-campus concerts at area hospitals, senior centers, and churches. Students are expected to audition for the Maryland All State Chorus and participate in the Catholic High Schools Honors Choir. (0.5 credits)

*Prerequisite:* Participation in Prep Singers I. Students must pass an audition for this course.

### **Chamber Orchestra**

The Georgetown Prep Chamber Orchestra is an expansion of the string ensemble. A chamber orchestra is a small orchestra which can include the following instruments: violin, viola, cello, string bass, piano, oboe, clarinet, bassoon, French horn, trumpet and trombone. Repertoire includes Baroque, Classical, Romantic and Modern styles in addition to religious music and contemporary arrangements of popular songs. The orchestra gives two main concerts a year, performs off campus for service projects and supports school liturgies and major school functions.

The chamber orchestra is open by audition only. Students must be at a moderate to advanced level. It is not a group for beginning instrumentalists. Rehearsals can be both before and after school. Students must provide their own instruments. Music and folders are provided by the school. Students may take this class in fulfillment of the freshman music requirement and for credit all four years at Prep. (0.5 credits)

*\* Students with musical ability sufficient to pass an audition for the Prep Singers, the Jazz Ensemble, or the Chamber Orchestra may substitute a year as a member of one of those groups for the Freshman Music course. The auditions will be held throughout the first two weeks of the school year, and information will be readily available at that time about the timing and location.*

## **Mathematics**

***\*Placement in Mathematics courses is decided exclusively by the Math Department. All incoming freshmen students must complete a placement test if they would like to be considered for a class other than Algebra I. All incoming transfer students must also complete a placement test to ensure proper course placement.***

### **Algebra I**

The course emphasizes a multi-representational approach with concepts and problems expressed according to the Rule of 4: (1) graphically, (2) numerically, (3) analytically, and (4) verbally. Topics include order of operations, evaluation of expressions, using rules of exponents, radical expressions and equations, solving and graphing linear equations and inequalities, modeling with word problems, quadratic functions, the quadratic formula, polynomial, rational and exponential functions, ratio, proportion, elementary statistics and probability. (1 credit)

### **Intermediate Algebra**

This course builds upon core algebraic concepts and moves at an accelerated pace through the study of expressions, equations, and functions to prepare students for advanced mathematics courses. Topics including linear, quadratic, exponential, logarithmic, polynomial, and trigonometric functions will be studied to provide the foundation needed for the future study of calculus. Applications to real-world problems will be studied in conjunction with each unit when appropriate. A TI-84 graphing calculator is required. (1 credit)

### **Geometry**

This first course in geometry uses Euclid's Elements as the text. Topics include definitions, axioms, postulates, angle and line relationships, properties of parallel lines, congruence theory, triangles, Euclid's proof of the Pythagorean Theorem, circles, perimeter and area of plane figures, surface area and volume of solids, similarity, ratio, proportion, geometric constructions and algebraic applications. This course has a primary focus on geometric proof, both direct and indirect. A straightedge and compass are required. (1 Credit)

### **Geometry & Trigonometry**

This course covers a mixture of Euclidean geometry and algebra. The Geometry portion of the course includes definitions, axioms, postulates, angle and line relationships, properties of parallel lines,

congruence theory, triangles, Euclid's proof of the Pythagorean Theorem, circles, perimeter and area of plane figures, surface area and volume of solids, similarity, ratio, proportion, geometric constructions and algebraic applications. This course has a primary focus on geometric proof, both direct and indirect. A straightedge and compass are required. The algebra section of the course covers a variety of Algebra II/Trigonometry topics including, but not limited to, radicals, factoring, rational and piecewise functions, systems of equations, and trigonometry. (1 credit)

### **Algebra II/Trigonometry**

This course is a continuation of the study of algebra focusing on the study of functions and an introduction to the study of trigonometry. With the help of the graphing calculator, we will examine a wide variety of functions, including polynomial, rational, exponential, logarithmic, and trigonometric functions. In addition to understanding the graphs of functions, we will also study modeling and applying functions with practical applications. Solving equations and systems of equations will be integral to the course of study this year. Other topics include factoring, exponents, radicals, solving polynomial equations, polynomial division, elementary probability, inverse functions, and complex numbers. During our study of trigonometry, the course will include trigonometric ratios, graphing trigonometric functions, solving trigonometric equations, using trigonometric identities, transformations, inverse trigonometric functions, and the Laws of Sines and Cosines. A TI-84 graphing calculator is required. (1 credit)

### **Algebra III / Trigonometry**

This is an accelerated course of study designed to help students master precalculus mathematics. Material covered in this course includes traditional advanced algebra and trigonometry topics, plus material from our precalculus course of study. This course emphasizes a multi-representational approach, with concepts and problems expressed according to the "rule of four." That is, students will express functions and other mathematical concepts (1) graphically, (2) numerically, (3) analytically, and (4) verbally. A TI-84 graphing calculator is required. (1 credit)

### **Precalculus**

The course emphasizes a multi-representational approach with concepts and problems expressed according to the Rule of 4: (1) graphically, (2) numerically, (3) analytically, and (4) verbally. An exploration at a greater level of abstraction of the elementary functions (linear, quadratic, polynomial

and rational) and their transformations, the transcendental functions: exponential, trigonometric functions and their inverses and logarithmic functions, composition, asymptotic behavior, polar coordinates, complex numbers, solving and graphing systems of equations and inequalities, elementary probability and statistics, and modeling with word problems. A TI-84 graphing calculator is required. (1 credit)

### **Introduction to Calculus**

This course is divided into two parts. Part I is a study of the elementary functions – polynomial, rational, linear, logarithmic, trigonometric and inverse trigonometric – and rates of change – with an eye towards calculus. Topics are examined according to the Rule of 4: (1) graphically, (2) numerically, (3) analytically, and (4) verbally. Part II is a beginning study of the calculus of a single variable. Topics include limits, continuity, derivatives, and anti-derivatives. The use of technology is an important part of this course. A TI-84 graphing calculator is required. (1 credit)

### **Applied Calculus**

Applied Calculus is a senior-level class that will introduce students to the study of calculus and its application to other fields such as biological sciences, economics, health sciences, population growth, physics, finance, and sustainability. Course materials and problems will be represented graphically, numerically, symbolically, and verbally, thereby encouraging students to expand their knowledge. The course covers differentiation as the practical understanding of the derivative as an instantaneous rate of change and integration as an understanding of accumulated change and other applications of the definite integral. It includes the connection between the derivative and definite integral in the Fundamental Theorem of Calculus. The course will also cover probability density functions, geometric series and mathematical modelling using differential equations. In order to be approved for this class, students must demonstrate a solid understanding of functions (polynomial, rational, logarithmic, exponential, and trigonometric). Students must also show a genuine interest in mathematics and desire to study calculus. (1 credit)

### **Advanced Placement Calculus AB**

The course follows the Advanced Placement AB Calculus syllabus. The course emphasizes a multi-representational approach with concepts and problems expressed according to the Rule of 4: (1) graphically, (2) numerically, (3) analytically, and (4) verbally. Topics include limits and continuity,

differentiation and integration with applications, the Fundamental Theorem of Calculus, numerical approximations and elementary differential equations. The use of technology is an important part of this course. A TI-84 graphing calculator is required. Students are required to sit for the AP Exam. (1 credit)

### **Advanced Placement Calculus BC**

This course covers all the topics in the Advanced Placement BC Calculus syllabus and goes beyond. The course emphasizes a multi-representational approach with concepts and problems expressed according to the Rule of 4: (1) graphically, (2) numerically, (3) analytically, and (4) verbally. Topics include vectors and vector-valued functions, parametric equations, polar functions and polar area, differentiation, integration and the Fundamental Theorem of Calculus, improper integrals, sequences and series, Taylor expansions with Lagrange Error Bound, and logistic differential equations. Topics covered beyond the BC syllabus include integral applications to physics and engineering, biology and economics – work, electricity, energy, hydrostatic force, moments, centers of mass, Poiseuille's Law, cardiac output, consumer surplus, present and future value – surface area, probability, advanced techniques of integration, epsilon-delta definition of limit, curvature, modeling using differential equations, predator-prey systems and Fourier series. A TI-84 graphing calculator is required. Students are required to sit for the AP Exam. (1 credit)

### **Advanced Placement Calculus AB/BC**

This course combines in a single, one academic year program all of the topics covered in the Advanced Placement Calculus AB and Advanced Placement Calculus BC courses. Refer to the immediately preceding paragraphs for a description of those topics. The content and pacing of this course are demanding. Placement into this course is by invitation only. Students are required to sit for the Advanced Placement Calculus BC Exam. (1 credit)

### **Multivariable Calculus**

Multivariable Calculus, also known as Calculus III, is an extension of the concepts of single variable calculus to several variables. In single variable calculus, students are accustomed to finding the area under a curve. In multivariable calculus, students will find the volume under a surface. Instead of evaluating single integrals, students will evaluate double and triple integrals. Students will do a lot of graphing in three-dimensional space, and most of the topics covered will be explored in three-dimensions. Topics of the class include vectors and vector valued

functions in 2-space and 3-space, cylindrical and spherical coordinates, partial derivatives, limits, continuity, differentiability, directional derivatives, the gradient, maxima and minima, optimization using Lagrange multipliers, parametric surfaces, double and triple integrals, change of variables and the Jacobian, line integrals, vector fields, surface integrals and the classical theorems of Green, Gauss and Stokes. (1 credit)

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***The following courses are year-long elective courses which DO NOT fulfill the Mathematics requirement:***

#### **Advanced Placement Statistics**

The Advanced Placement Statistics course of study introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes, as follows:

- Exploring Data. Describing patterns and departures from patterns.
- Sampling and Experimentation. Planning and conducting a study.
- Anticipating Patterns. Exploring random phenomena and using probability.
- Statistical Inference. Estimating population parameters and testing hypotheses.

All students participating in this course will take the nationwide AP Statistics Exam in the spring. Students who successfully complete the course and the AP Exam may be eligible to receive credit, advanced placement, or both for a one-semester introductory college statistics course. A TI-84 graphing calculator is required. (1 credit)

*Prerequisite:* Successful completion of Algebra II or III, and approval of the Math Department chairperson.

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

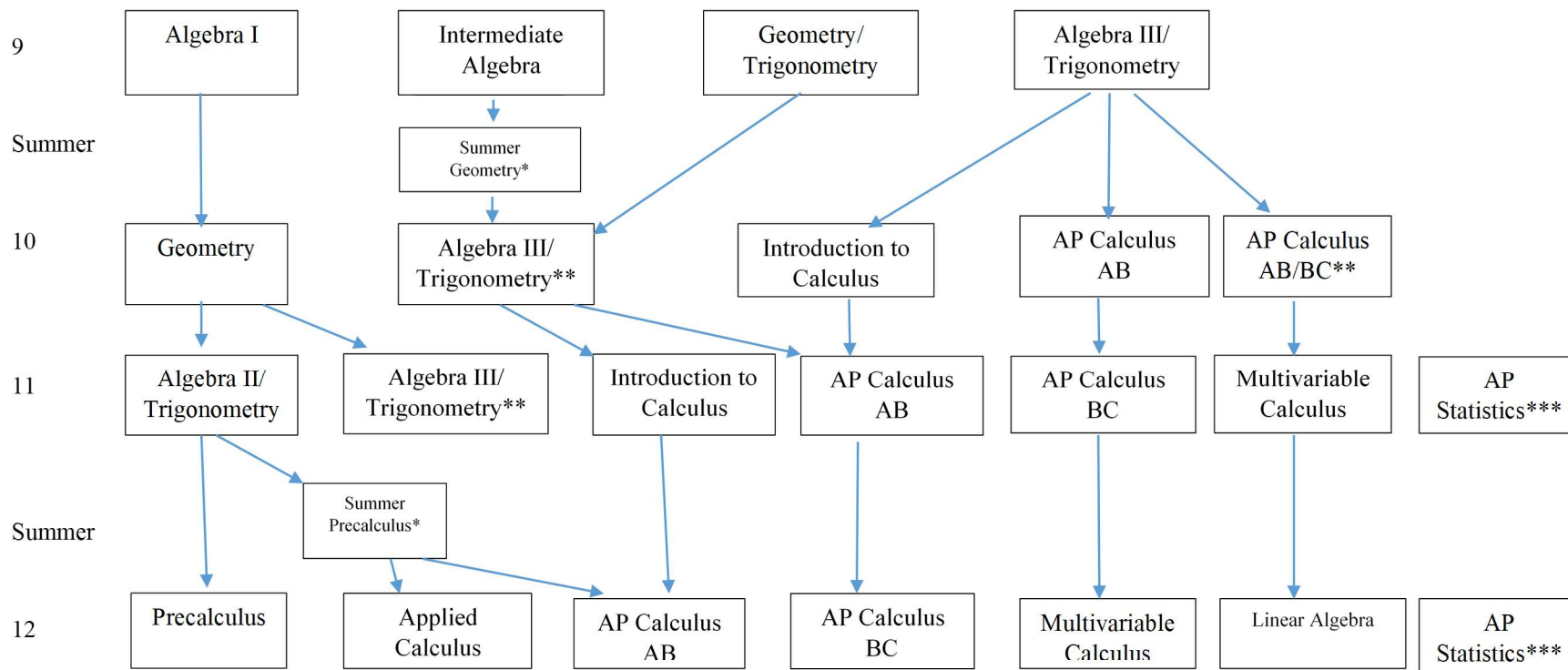
Implementing the curriculum specified by the College Board, the course is taught centering on the language JAVA and emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development; it is meant to be the equivalent of a first-semester college-level course in computer science. Upon successful completion, students should be able to read and understand a program description and then design and develop it to the specifications. It also includes the study of data structures, design, and abstraction. Coding of programs and methods is a fundamental part of the methodology. (1 credit)

*Prerequisite:* Precalculus or higher with a grade of 85% or higher recommend



## Georgetown Preparatory School Mathematics Course Sequences

Grade



The presumptive course placement for incoming freshman is Algebra I. We offer math placement exams to incoming freshmen who have completed either an algebra course, or both an algebra and a geometry course, in middle school. Students who earn a qualifying score on our math placement exam(s) are invited to begin their math studies with one of the courses shown to the right of the Algebra I box.

\* All summer courses are by invitation only.

\*\* Admission to AP Calculus AB/BC is by invitation only. Students invited to take this course have demonstrated by their performance in Algebra III/Trigonometry a capacity to complete in one year what would otherwise be a two-year sequence of study in our AP Calculus AB and AP Calculus BC courses.

\*\*\* AP Statistics is an elective course that requires Math Department approval. AP Statistics may not be taken in place of a math course.

All students enrolled in AP courses are required to take the associated AP exam.



## Modern Languages

Chinese, French, German, and Spanish are offered to all students. Levels I and II concentrate on basic vocabulary and grammar, as well as geography, culture, and current events. Level III focuses on improving conversational and writing skills. Two levels of the same modern language are required for graduation. AP courses are offered to those students who meet curricular requirements.

### Choosing a Modern Language

All Georgetown Prep students are required to study at least two years of a classical language and at least two years of a modern language. The vast majority of rising sophomores has completed Latin I and will continue with Latin II in their sophomore year. In addition, as sophomores, students add a modern language to their schedule. Prep offers four different modern languages: French, German, Spanish, and Mandarin Chinese. The Modern Language Department has created the following guide to assist students as they select a modern language to study.

### Why learn French?

*Familiarity with the diversity of culture in other countries is a major advantage for careers in today's global economy.*

- French is an important language in diplomacy.
- France is a leader in medicine, technology, and scientific research.
- France is a prime tourism destination.
- France is a leader in the world of art and literature.
- Knowing French will enrich your English.

### *Fun Facts about French:*

- French is the second most common language on the Internet.
- French is spoken on 5 of the world's continents.
- French provides the base for more than 35% of modern English vocabulary.
- French is the official language of 32 countries.
- It is estimated that someone who has never studied French already knows approximately 15,000 words and expressions in the language.
- French is the second foreign language taught in the U.S behind Spanish, and the only

language other than English taught in all countries.

Note: Facts and information on this page were adapted from: The American Association of Teachers of French - [www.frenchteachers.org](http://www.frenchteachers.org)

### Why learn German?

#### *Just the Facts...*

- German is the most widely spoken language in Europe and the third most popular in the world.
- Germany has the third largest global economy and is the number one export nation in the world.
- BMW, Adidas, SAP, Mercedes-Benz, Nivea, Audi, Bayer, Volkswagen and Siemens. They also developed aspirin, X-Ray technology, toothpaste, television and oh yeah...the theory of relativity.
- Germany is a leader in climate and energy policies – it decided in 2011 to decommission all nuclear power by 2022 with renewables including solar.
- German is the second most commonly used scientific language in the world and is required or recommended by many undergraduate and graduate programs at US universities. At the University of California, for instance, more majors recommend a knowledge of German as an important supplement than any other language.
- Knowing German can give you great advantages for employment even in the United States. German companies account for 700,000 jobs in the United States, and US companies have created approximately the same number of jobs in Germany.

#### *Step into German even outside the classroom!*

- The German culture is all around. German and Austrian composers have made tremendous contributions to classical music, and the traditions of Bach, Mozart or Beethoven and many others live on today.
- German is the largest heritage group in the US. Such cultural mainstays as kindergarten, the Christmas tree, and hot dogs and hamburgers were introduced by German immigrants to America. They founded multiple breweries, created Levi's jeans, invented ketchup, and created Hershey's chocolate.
- Many of the Western world's most important works of philosophy, literature,

music, art history, theology, psychology, chemistry, physics, engineering and medicine are written in German and continue to be produced in German.

#### *English is rooted in German*

- English is a Germanic language and as such they share many elements in common including dozens of words. It is estimated that more than a third of English non-technical lexicons are of Germanic origin, as are many English words.
- Once you learn the structure, actually speaking German is quite straight forward.
- Nonetheless, students who study German distinguish themselves as industrious, and as those who don't take the more common, easier languages.

#### *Why learn Spanish?*

1. *Spanish isn't a foreign language anymore.* In the U.S., Spanish is rising ahead of any other non-English language at a rapid pace, with a steady flow of new immigrants from Latin America and growth in the already large Hispanic population. According to a Pew Research Center report, an estimated 37.6 million people in the U.S. speak Spanish as their first language and analysts predict the Latino population will reach approximately 128.8 million by 2060, likely making it the largest Spanish speaking country in the world. Proportionally, Hispanics will rise from around 16% of the U.S. population in 2010 to 30% by 2050.

2. *Learning Spanish will help your career.* With such a large Latino population in the U.S. and booming Latin economies outside the U.S., employers are desperate for people who speak Spanish. There is a huge demand in the U.S. for Spanish-speakers in nursing, construction management, and media, among many other positions.

3. *It will unlock a world of travel destinations.* There are approximately 329 million native Spanish speakers in the world, and they populate some of the most beautiful destinations in the world. You can leave behind the tourist resorts in Cancun and explore thousands of miles of beautiful and inexpensive Latin American cities, beaches, and trails. Even if you do go to popular destinations in Mexico and the Caribbean, speaking the local language will help you get off the beaten path and see some real culture. And then of course you can book a trip to Spain and see the wonders of Barcelona, Madrid, Andalucia and more.

4. *You can enjoy amazing books and movies.* Around 100 successful authors from 54 countries voted "El ingenioso hidalgo Don Quixote de la Mancha" by novelist Miguel de Cervantes as the best book of all time, and while the 17th century book is widely available in other languages, it, like any book, is best in its original language. Other Spanish-language authors you'll want to read are Chilean poet Pablo Neruda, Gabriel García Márquez, Roberto Bolaño, Mario Vargas Llosa, and many more. And then there are the movies. Star directors Pedro Almodóvar, Alfonso Cuarón, and Guillermo Del Toro — who all have movies in their native language — are a short list of directors who represent the richness of Spanish-language cinema.

5. *Spanish is easy to learn.* Written Spanish is almost completely phonetic — look at any Spanish word, and you can tell how it is pronounced. While mastering the grammar of Spanish can be a challenge, basic grammar is straightforward enough and many vocabulary words are similar to English. Since the number of Spanish speakers in the U.S. continues to rise, it will become even easier and more common to learn and practice this language.

#### *Why learn Mandarin?*

1. *Mandarin is the most widely spoken language in the world.* Roughly 920 million people speak native Mandarin, spoken by almost 1 in 6 people. It is the most common dialect of China. You will meet native speakers all over the world. Every interaction we have is an opportunity for growth and to make new connections. Your efforts to learn the language of the Chinese people will be recognized and appreciated.

2. *Improve your artistic skills.* Instead of letters, the written words are iconographic characters created with brush-like strokes. There are eight basic strokes that are used to create these characters. To be able to create Chinese calligraphy is a work of art.

3. *Improve your musical skills.* Mandarin is a tonal language. This means that the particular tone you give to a word determines its meaning, just as a specific musical note has a certain pitch that defines how high or low the note is. Mandarin has five different tones for each word. The overall Mandarin vocabulary is smaller and grammar is simpler than other languages.

4. *There are no verb conjugations.* The grammar of Mandarin is easier to understand because there are no verbs. This means that there are no verb tenses, no

verb conjugations, no subject-verb agreement, and no plurals.

*5. Explore the unique cultural traditions of China.*

With 5,000 years of history, it is one of the richest and oldest cultures in the world. Studying Mandarin is a door to exploring the stunning shrines, the Great Wall of China, and the fascinating food markets. You will achieve a deeper understanding of one of the most ancient civilizations.

*6. Mandarin is the key to the world of business.*

It is not only spoken in China, but also in Malaysia, Taiwan, Singapore, Indonesia, Thailand, Brunei, Philippines, and Mongolia. There are many international business opportunities in these countries. China maintains a strong economy and a powerful presence in the international trade market. With exposure to Mandarin and the Chinese culture, you will have a strong advantage in the business community.

## ***Chinese (Mandarin) Course Offerings***

Georgetown Prep offers five levels of modern standard Chinese, commonly called Mandarin, the language with the largest number of native speakers in the world. Simplified character writing form is used throughout the levels. The relationship between the Chinese language and the socio-linguistically appropriate use of language will be stressed throughout. The corresponding cultural knowledge is introduced at appropriate intervals to enrich students' understanding of Chinese culture

### **Chinese I**

Chinese I is an introductory course for beginners. This course is the first of four levels and acts as an introduction. The course presupposes no prior background with the language. Course objectives include introducing and practicing unique Chinese-language learning strategies; mastering Mandarin pronunciation, including the recognition and writing of Pinyin romanization; developing basic reading and writing skills (around 150 characters, 200 words); and developing the ability to participate in simple, practical conversations on everyday topics of greeting, sharing personal information and preferences, introducing others, and making plans about and discussing family and school life. The typical class format will include performances of basic conversations, narrative writing, presentation and discussion, and various types of communicative individual or group exercises. (1 credit)

### **Chinese II**

In this second-year Chinese course, students continue to improve their Chinese skills by using both pre-written and student-made language exercises. Cultural connections are made at appropriate intervals to familiarize students with the Chinese speaking world. Students learn to initiate and participate in daily communication, apply new vocabulary and more complex sentence patterns to fulfill the functions of expressing individual needs, describe circumstances, compare the similarities and differences of phenomena, and demonstrate culturally contextualized understanding. Students improve character literacy, authentic language production, and cultural competency. A variety of audio, visual, and textual materials are carefully selected based on the interests and preferences of the students, which optimizes the effectiveness of personalized experience. By the end of Chinese II, students will be able to write journals, share about topics related to their school and social life, and freely produce refined paragraphs of language for essential social communication. (1 credit)

### **Chinese III**

Students develop their essential Chinese language skills while gaining a deeper understanding of Chinese culture through engaging with various audio, visual, textual materials and increasing authentic language application experience. The course is designed for students who have had at least two years of Chinese study, and takes them into structured communication through comprehensive skill-enhancement with abundant task-based practical grammatical structures and sentence patterns. Students engage in group work, real-time speaking practice and personalized learning packets to improve constructive conversation skills in Chinese. Students are highly encouraged to enjoy applying Mandarin and to make productive mistakes within the course. By the end of this course, students will acquire a substantial amount of vocabulary and grammatical structures and be able to tell stories, write essays, compose songs and rhymes, discuss written and audio primary sources, and present speeches that are related to a wide variety of popular topics. The goal is to be able to function successfully in daily life in a Chinese-speaking environment. (1 credit)

### **Chinese IV**

This is a rigorous class that prepares students for the AP Chinese Language and Culture or the Advanced Chinese course the following year. Students continue to develop language competency while building proficiency in applying Mandarin in a variety of real-life situations. The course builds through unrehearsed listening and reading stories, engaging essays, and authentic projects. Classroom discussions and debates are conducted sequentially so that students develop both communication and language learning strategies. A variety of audio, visual, and textual materials are carefully selected based on the interests and preferences of the students, to reflect the diversity of students' lives, school experience, and personal/social issues. Students should be prepared for a range of collaborative and individual activities each week, including speaking in real time with each other and the instructor. Literature learning is embedded in each unit at this level, through which students gain a deeper understanding of the important role that idioms play in Chinese language, and how to apply those idioms in communication. By the end of this course, students will be able to relate past, present, and future experiences to engage in complicated social activities in Mandarin. (1 credit)

## ***French Course Offerings***

### **French I**

This course is an introduction to French language and culture. The course content and methodology are designed to promote an understanding of French culture and foster a desire to speak the language. Students are encouraged to communicate as much as possible in the target language and to be curious about the French speaking world. Students are given many opportunities to communicate in French by using new vocabulary and idioms and practicing them in context. (1 credit)

### **French II**

French II is a course that gives students the opportunity to review and to put into practice language learned in French I. In this course the present, passé composé, imperfect, and imperative tenses will be employed in reading, writing, listening and speaking situations. The future tense will be introduced. Language will be acquired through use in a variety of situations including stories, textbook activities, cultural content, and classroom discussion. Technology will be used to facilitate language acquisition. In French II focus will be placed upon communication skills. (1 credit)

### **French III**

In French III, students are expected to express themselves entirely in the French language. As Prep offers the AP exam in French IV, students are expected to be particularly committed to improving speaking and writing proficiency. After reviewing grammar concepts and vocabulary acquired in French I and II, students will learn how to communicate using all tenses. In addition to the passé composé and imperfect, future and conditional tenses will be employed systematically in reading, writing, listening and speaking situations. The infinitive and subjunctive mood are introduced and used in several different contexts. The course encourages the use of specific vocabulary, pronouns, transition words and tenses to enhance proficiency. Content and methodology continue to focus on French culture through songs, current events, and videos. Reading comprehension and writing will focus on the francophone world, French history and geography, and French painting. (1 credit)

### **Advanced Placement French Language & Culture**

During the French AP course, a wide variety of reading and listening comprehension materials are used, including newspaper articles, short videos, films, songs and excerpts from the works of major French authors. Students are required to follow

current events and are regularly exposed to podcasts, online news and music. The course is designed in such a way as to use various authentic written and audio sources to develop skills in the three types of communication while exploring the following themes: Tourism, Education, Employment, Immigration, Technology and Art. Each theme integrates one or more of the six AP Course Themes and is designed to develop cultural awareness of the French way of life. Within each unit, students work to improve their competency through formal and informal reading, writing and listening activities. Class discussions, vocabulary building and written responses will focus on various subtopics. Writing tasks include detailed summaries of articles, three-paragraph essays, and idiom-infused emails. (1 credit)

## ***German Course Offerings***

### **German I**

The purpose of this course is to introduce the students to the language, customs, culture and history of Germany and German-speaking countries. Students learn to master the fundamentals of the German language through practice in listening, speaking, reading, and writing. The course is designed around a task-based and communicative approach; students are engaged in solving concrete everyday tasks in the target language in order to master and improve all language skills. The goal is to immerse students in the language, therefore instruction is in German. The Learning Outcomes are based on the global scale of the ACTFL. By the end of the year, the student has the proficiency of level Novice Mid / High. This is the equivalent of “Basic user A1” on the Common European Framework of Reference scale. (1 credit)

### **German II**

This course is designed to expand the communicative skills acquired in German I. Students broaden their knowledge of the fundamentals of the German language through practice in listening, speaking, reading, and writing. The emphasis remains on speaking and listening comprehension but reading and writing become more intensive. There is also an emphasis on learning important reading and learning strategies. Course work is conducted in the target language. An optional student exchange trip to our partner school in Germany will be offered to students completing German II. The Learning Outcomes are Intermediate Low/ Mid / High on the ACTFL scale, the equivalent of “Basic user A2”. (1 credit)

### **German III**

This course expands upon previously learned grammatical, communicative, and cultural concepts of the German language and the German-speaking countries, which were taught in German I and II. The course is also designed to prepare the students for the AP course by focusing on both interpersonal and presentational communication in speaking and writing as well as interpretive reading and listening comprehension in formats which are used for the AP. There is a strong emphasis on practicing learning strategies. All audio and print text material are authentic, and instruction is in German. An optional student exchange trip to our partner school in Germany will be offered to German III students. The Learning Outcomes are Advanced Mid/ Advanced High on the ACTFL, the equivalent of “Independent user B1” on the Common European Framework of Reference scale. (1 credit)

## **Advanced Placement German Language & Culture**

The AP German course emphasizes the use of the language for active communication. The objectives of the course include: developing a strong command of both presentational and interpersonal writing and reading as well as interpretive reading and listening comprehension. Students read newspapers and magazine articles, contemporary fiction and non-technical texts, write emails and persuasive essays. In speaking, they express and debate ideas accurately and fluently. Instructional content includes topics such as the economy, environment, immigration, education, employment, technology, life in German-speaking countries, current events, art etc. The course is also designed to familiarize students with the AP test format. Students participate in several mini immersions and workshops outside the classroom. By the end of the year, students will have the proficiency of level Advanced Mid/ Advanced High on the ACTFL scale, the equivalent of “Independent user B1/ B2” on the Common European Framework of Reference scale. (1 credit)



## ***Spanish Course Offerings***

### **Spanish I**

This course is an introduction to the language, culture, and traditions of Spanish-speaking countries. Through a variety of integrated activities, we will develop speaking, listening, reading, and writing skills. The main goal of this course is to achieve basic communication skills in Spanish, with a focus on the proper use of the present and preterite tenses. Through an interactive, communicative approach, you will be provided the tools to help express yourself articulately, interact productively, and become a more competent communicator in Spanish. (1 credit)

### **Honors Spanish I**

Honors Spanish I is an accelerated course which gives students the opportunity to review and to put into practice language learned in their middle school language courses. In this course the present, present perfect, preterite and imperfect tenses will be employed in reading, writing, listening and speaking situations. Students will also have a brief introduction to the subjunctive mood, the conditional and the future tenses. Language will be acquired through use in a variety of situations including, stories, textbook activities, cultural content, and classroom discussion. This course will focus on communication skills and an exploration of topics and ideas through the use of Spanish. Technology will be used to enhance foreign language acquisition. (1 credit)

*Prerequisite:* Placement by Georgetown Prep Modern Languages Department Chair

### **Spanish II**

Spanish II is a course which gives students the opportunity to review and to put into practice language learned in Spanish I. In this course the present, present perfect, preterite and imperfect tenses will be employed in reading, writing, listening and speaking situations. The subjunctive mood, the conditional, and the future tense will be introduced. Language will be acquired through use in a variety of situations including, stories, textbook activities, cultural content, and classroom discussion. This course will focus on communication skills and technology will be used to facilitate foreign language acquisition. (1 credit)

### **Honors Spanish II**

This course is designed to prepare students for the AP Spanish Language & Culture course. After a brief review of grammar and vocabulary learned in Spanish I or Honors Spanish I, this course focuses on

core grammatical concepts necessary for students to communicate effectively in Spanish. The goal is for students to master more sophisticated Spanish grammar used in daily communication, such as Present Perfect, Past Perfect, Future and the Subjunctive Mood present and past. Such grammar tenses will be employed in reading, writing, listening and speaking situations. Language will be acquired through use in a variety of situations including stories, textbook activities, and classroom discussion. The main focus of Honors Spanish II will be for students to achieve a high level of oral and written communication. (1 credit)

*Prerequisite:* Spanish I (by teacher recommendation) or Honors Spanish I

### **Spanish III**

Spanish III is a course that provides students the opportunity to review and utilize language learned in levels I and II. In this course the present, past, and future tenses will be employed in reading, writing, listening and speaking situations. The subjunctive mood will also be practiced. Language will be acquired through the use of a variety of situations including stories, textbook activities, cultural events and content, movies, songs, and classroom discussion. The main goal of this course is to achieve effective communication skills in Spanish by utilizing all verb tenses, proper grammar, and appropriate vocabulary to become a competent communicator in Spanish. (1 credit)

### **Advanced Placement Spanish Language & Culture**

This course provides students with opportunities to demonstrate their proficiency in each of these three modes of communication: Interpersonal, Interpretative, and Presentational. The course is designed under the following themes: Global Challenges, Science and Technology, Family and Communities, Contemporary Life, Personal and Public Identities, and Beauty and Aesthetics. The AP Spanish Language and Culture course has been designed to provide advanced high school students with a rich and rigorous opportunity to study the language and culture of the Spanish-speaking world that is approximately equivalent to an upper-intermediate college or university Spanish course. It is expected that this course will be offered as the first step in the study of college-level Spanish after approximately three to five years of language study for classroom learners. (1 credit)

*Prerequisite:* Spanish 2 AND Pre-AP Summer course, Honors Spanish 2 or Spanish 3

**Advanced Spanish and Spanish-American Film and Literature**

This course is an intensive study of Hispanic and Spanish-American film and literature. It is designed for students who have completed AP Spanish Language or who are heritage speakers. Many short stories, poems, articles, and movies are represented from Spain, Latin America, and the United States. The students will advance their proficiency in Spanish through the varied opportunities of reading, writing, listening, and speaking. These skills are enhanced as we reflect on the many different voices and cultures that are included in the literary and cinematographic works in Spanish. (1 credit)

*Prerequisite:* AP Spanish Language and Culture

**Advanced Placement Spanish Literature and Culture**

The AP Spanish Literature and Culture course provides opportunities for student reflection on the relationship of a literary text to its artistic, historical,

socio-cultural, and geopolitical contexts. The course fosters students' appreciation for the richness of the Spanish language and Hispanic literature and culture. Students use the three modes of communication in the process of learning how to analyze a literary text. This class will be conducted entirely in Spanish appropriate to its level and covers the entire official AP Spanish Literature and Culture reading list. Literary texts are grouped by themes and presented in chronological order. Students will learn through a variety of interactive oral and written formats in Spanish. Additionally, students will analyze themes and features of artistic representations, audiovisual materials, and audio sources in Spanish related to course content. (1 credit)

*\*Please note, this is an excellent class for students who are native Spanish speakers as well as students who have completed AP Spanish Language.*

*Prerequisite:* AP Spanish Language and Culture OR native Spanish speakers

## **Science**

### **Biology**

This broad introduction to biology centers around the following main ideas: evolution, cells as a system, interdependent relationships, storage, transmission and retrieval of information, and the relationship of structure to function. (1 credit)

### **Honors Biology**

Honors Biology is a laboratory-based course designed for students with aptitude and motivation for a more challenging first-year biology course. We will explore how the big ideas in biology intersect across content areas, and how the simple building blocks of life are combined, rearranged and transformed into complex living systems. There will be an emphasis on molecular biology and inquiry-based learning. Advanced critical thinking skills are necessary for this writing and reading intensive course. Through analysis, synthesis, and application we will build academic skills and sharpen awareness for the beautiful symphony of God's greatest gift to humans: the diversity of life on Earth. (1 credit)

*Prerequisite:* An incoming freshman must take the Biology placement test to be considered for this course. Placement will be decided by placement test score and approval of Department Chair.

### **Chemistry**

This course aims to expand upon the knowledge learned in biology and the role chemistry plays in our daily lives. Chemistry is a central science. This is an activity-based course that requires students to think about the way chemistry affects us every day. It will explore the yearlong essential question of: What is matter and how does it behave? (1 credit)

### **Honors Chemistry**

Honors Chemistry is a rigorous introductory chemistry course. The class will emphasize an understanding of the microscopic basis for why macroscopic phenomena occur rather than memorization of the phenomena themselves. Honors Chemistry will also demand greater dexterity with mathematics and problem solving than regular Chemistry. The course will develop students' ability to reason critically and scientifically, to justify claims with evidence, and to effectively communicate their ideas. (1 credit)

*Prerequisite:* Biology and approval of Department Chair. In addition, the students best equipped for

success in this class have advanced beyond Geometry in the Math curriculum.

### **Physics**

This year-long course covers several big ideas in Physics: Newton's Laws, Conservation of Energy and Momentum, Electricity and Magnetism, and power generation. Each quarter, students will have a chance to showcase what they've learned during a 2-3 week project, creating something that applies the topics they've learned and writing a comprehensive paper about the experience. (1 credit)

### **Honors Physics**

This is a yearlong course in Physics intended for students who plan to study science in college and beyond. The central idea of this course is to provide training in critical thinking, analytical problem solving and quantitative reasoning, using the concepts of physics. While these skills are most applicable to Physics, it would also be fair to think of this course as a class in solving problems. We will learn to take whatever physical knowledge we have, whatever math skills we have, and learn how to analytically and methodically apply those skills to set up and solve problems, a skill that will be helpful in all walks of life. (1 credit)

*Prerequisite:* Biology, Chemistry, and approval of Department Chair. In addition, the students best equipped for success in this class have advanced beyond Algebra II or Algebra III in the Math curriculum.

### **Advanced Placement Biology**

This fast-paced, College Board certified course covers eight central themes in the study of Biology: science as a process; evolution; energy transfer; continuity and change; relationship of structure to function; regulation; interdependence in nature; and science, technology, and society. (1 credit)

*Prerequisite:* Biology, Chemistry, and approval of Department Chair. The student's prior Science class should have been an honors class.

### **Advanced Placement Chemistry**

AP Chemistry is designed to be the equivalent of an introductory chemistry course usually taken during the first college year. The course is designed for highly motivated students who wish to achieve the additional skills necessary to take the Advanced Placement Chemistry examination, and/or enroll in an honors program in college. It focuses on promoting enduring, conceptual understandings of Chemistry and the content that supports them.

Students will spend more time on inquiry-based learning of essential concepts and will also develop skills such as designing plans for collecting data, analyzing data, applying mathematical models, connecting concepts in and across domains, and effectively communicating results. The emphasis is on problem solving, laboratory, organization skills, independent study habits and self-discipline while engaged in chemical investigations. The course is structured around the six big ideas and seven science practices articulated in the AP Chemistry curriculum framework provided by the College Board. (1 credit)

*Prerequisite:* Honors Chemistry or Honors Physics and approval of the Department Chair. The student's prior Science class should have been an honors class.

### **Advanced Placement Environmental Science**

The AP Environmental Science course is a full-year course designed to be the equivalent of a one-semester, introductory college course in environmental science. Unlike most other introductory-level college science courses, environmental science is offered from a wide variety of departments, including geology, biology, environmental studies, environmental science, chemistry, and geography. The AP Environmental Science course is a rigorous science course that stresses scientific principles and analysis and includes a laboratory component; as such it is intended to enable students to undertake, as first-year college students, a more advanced study of topics in environmental science or, alternatively, to fill a basic requirement for a laboratory science and thus free time for taking other courses. (1 credit)

*Prerequisite:* Biology, Chemistry and Physics, and application and approval of Department Chair.

### **Advanced Placement Physics**

This course seeks to improve the problem solving and analytical skills of the student in the context of deep quantitative understanding of a limited set of physics concepts: motion, force, energy, momentum, rotation, gravity, oscillation, electricity, magnetism, and circuits. Laboratory experience is a central aspect of the course and is exploratory in nature, rather than formulaic. The curriculum is set out by the College Board and the course culminates in all students taking the AP Physics C Exams in Mechanics and Electricity & Magnetism. (1 credit)

*Prerequisite:* Honors Physics, concurrent or previous enrollment in Calculus, and approval of Department Chair.

### **Anatomy and Physiology**

This course aims to expand upon the knowledge learned in general biology with specific emphasis on the structure and function of the human body. The course will explore the organization of the body from the cellular to the organismal level. This broad introduction in human anatomy centers around the following big ideas: human body systems and their interdependence, risk factors for disease, bodily defense systems, bacteriology, and microbiology. Specific attention will be given to bodily systems, and how they function together. Case studies will provide examples of systems that do not work properly resulting in disease and/or illness. There will be practical application and connections to students' daily lives. (1 credit)

*Prerequisites:* Biology and Chemistry.

### **Introduction to Engineering Design (PLTW)**

Introduction to Engineering Design (IED) is a high school level foundation course in the Project Lead the Way Engineering Program. PLTW is an organization that builds curriculum implemented in many districts and independent schools across the country. In this class students are introduced to the engineering profession and a common approach to the solution of engineering problems, an engineering design process. Students will progress from completing structured activities to solving open ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Through both individual and collaborative team activities, projects, and problems, students will solve problems as they practice common engineering design and development protocols such as project management and peer review. Students will develop skills in technical representation and documentation of design solutions according to accepted technical standards, and they will use current 3D design and modeling software to represent and communicate solutions. In addition, the development of computational methods that are commonly used in engineering problem solving, including statistical analysis and mathematical modeling, are emphasized. Ethical issues related to professional practice and product development are also presented. (1 credit)

*Prerequisites:* Biology, Chemistry, & at least concurrent enrollment in Physics, and approval of Department Chair

### **Principles of Engineering (PLTW)**

Principles of Engineering (POE) is a high school level foundation course in the PLTW Engineering

Program. PLTW is an organization that builds curriculum implemented in many districts and independent schools across the country. In this class students will be exposed to some of the major concepts that they will encounter in a post-secondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. Students have

the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APB) learning. By solving rigorous and relevant design problems using engineering and science concepts within a collaborative learning environment, APB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem-solving skills. (1 credit)

*Prerequisites:* Honors Physics, or a recommendation from standard Physics teacher.

## **Social Studies**

### **Western Civilization**

This course is designed to introduce students to the study of western civilization through a blend of political, social, economic, religious, and cultural history. Beginning with the early ancient civilizations of Egypt and Mesopotamia and ending with the aftermath of the First World War, this course covers about 4,000 years of history. Through lectures, presentations, critical thinking exercises, group activities, and vibrant class discussions, students are exposed to the narrative of European history. (1 credit)

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### ***Sophomore Year Social Studies Options***

#### **Global History**

The Global History course is a general survey of the history of China, India, Middle East, Africa, and Latin America. Students will examine the major historical developments from the early rise of agriculture to the modern period. The course is divided into four different historical periods. Each period will be examined thematically, allowing students to compare and contrast civilizations, trading networks, and cultural issues. (1 credit)

#### **Advanced Placement World History**

The AP World History course is designed to develop a greater understanding of the evolution of global processes and contacts, and interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The AP syllabus is followed and students are prepared for the AP exam in May.

This course is for highly motivated sophomores who have been strongly recommended by their Western Civilization teacher, and have demonstrated advanced skills in writing, reading comprehension, and academic commitment as demonstrated by grades of 90% or better in Western Civilization. (1 credit)

#### **Global Art & History**

This course will allow certain sophomores to enroll in an art/history course in order to fulfill the history

requirement while also continuing to learn, develop, and advance their talents in art. This course will specifically teach global history through traditional means AND through the production of artwork. This course will be taught as an alternative to the traditional sophomore global history course and be designed for students that have a predilection for art and wish to continue pursuing their art development. Balanced between history and art, the teacher of this course will provide historical context, content, and background of the various time periods, religions, cultures, and geographies of civilizations throughout the world. This course will raise questions about how and why art was and is made and by whom. How is art defined, valued and presented? We will discuss the canon of art history through the lens of both inclusiveness and exclusion. This course will raise questions about narratives such as race, cultural identification, social class, sexual orientation, and gender. (1 credit)

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### ***Junior Year Social Studies Options***

#### **United States History**

This is a classic survey course in United States History. This full year course provides a foundation for a sophisticated appreciation of the history of the United States, with the aim of analyzing the American experience from the settlement of the colonies through the mid-to-late 20th century. Historical thinking skills will be developed through a mixture of lecture-discussion, small group conversations, group work, individual projects, writing assignments and class presentations. The course is reading intensive and will emphasize expository writing skills based on primary and secondary sources. In addition, an emphasis on understanding contemporary issues is a hallmark of the course. (1 credit)

#### **Advanced Placement US History**

This is a survey course that prepares juniors to take the AP examination in U.S. History by studying and writing about the people, events, and forces that have shaped the American experience from Pre-Columbian America to the present. All students in the course will sit for the AP exam in the spring. A student who wishes to apply for AP U.S. History must have achieved a minimum grade of 85 in the AP World History course, or at least the low 90s in Global History. In addition, the student's PSAT reading scores must indicate that he possesses the skills

necessary for success in a reading intensive course. Finally, the student must receive the recommendation of his World History teacher. (1 credit)

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### ***Senior Year Social Studies Options***

#### **Advanced Placement Art History**

This a college-level introductory art history survey in which students learn to identify, examine, and critically analyze major forms of art from prehistory to the present. While the curriculum, requirements, and standards are extremely demanding and rigorous, the rewards are extraordinary. Students will significantly improve critical thinking and writing skills and expand visual literacy, and they will develop an understanding of the diverse cultural and historical contexts of painting, sculpture, architecture, and other media. Perhaps most importantly, students will confront the whole range of human experience, stretch their minds and imaginations to embrace new ideas and places, and develop a deeper understanding of what drives us as a species—our fears, our loves, and our beliefs. This course fulfills the social studies requirement for senior year. (1 credit)

#### **Advanced Placement Economics**

This course is a standard yearlong course in college-level economics. In the first semester macroeconomics is treated: Public Finance, Inflation, Recession, The Federal Budget, Keynesian Theory, Supply-Side Theory and Monetarist Theory will be the chief subjects of discussion. In the second semester, the course will turn its attention to microeconomics: Theory of the Firm, Elasticity, Utility Functions, Perfect and Imperfect Competition; Labor and Resource Markets will be treated. The student will sit for two separate AP exams in May: one in Macro, the other in Micro. Students are selected by the department for this course based on their previous history and math grades. A competitive candidate has come from AP US History with a B average or above or US History with an A average and comparable grades in upper level mathematics. (1 credit)

#### **Advanced Placement Modern European History**

This course is designed as a college-level survey of European history from the Renaissance to the modern era of the European Union. In addition to basic exposure to the factual narrative the goals of this course are to develop an understanding of some of the principal themes of modern European history as well as an ability to analyze historical evidence. Through a seminar approach, students are expected to present their work and discuss daily readings, all the

while focusing on political, diplomatic, social, and economic themes. Textbook readings are supplemented by extensive work with primary sources (written work and images). (1 credit)

#### **Advanced Placement US Government and Politics**

This year-long course is an intensive college-level survey that explores the formal and informal structures of the government and the processes of the political system in the United States. The course is organized around three broad topics. First, through the study of the Constitution, the course explores the basic “rules of the game” and the logic underlying the structures of the American government. Second, the course analyzes those who participate in politics and raises the specific question of what motivates a citizen to engage in political activity and how they organize themselves for collective action. Third, the course examines how the institutions of our national government--the Presidency, the Congress, and the Supreme Court --operate to channel competition and to perform the essential task of choosing the "winners" and "losers" in public conflicts. (1 credit)

#### **Advanced Placement US Government and Comparative Government and Politics**

This offering is a two-semester course. During the first semester, students will explore the fundamentals of the U.S. political system including the institutions of national government--the Presidency, the Congress, and the Supreme Court. The Electoral College, political parties, campaign finance, voting behavior, the media, and interest group politics will be covered extensively. AP Comparative Government is covered in the second semester. This course will explore the conceptual framework necessary to develop an understanding of some of the world's most diverse political structures and practices. Six countries form the core of this comparative study – United Kingdom, Iran, Nigeria, Mexico, the Russian Federation, and the People's Republic of China. An emphasis on themes such as globalization, immigration, democratization, and citizen-state relations will be highlighted. The course is intended to prepare students for the two Advanced Placement exams held annually in May. (1 credit)

#### **Advanced Placement Psychology**

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and

methods psychologists use in their science and practice. (1 credit)

### **Advanced Placement Human Geography**

AP Human Geography is a year-long course that will prepare students to live in an increasingly interconnected world. Students will not simply learn to read maps, as in typical geography courses. They will be able to use and apply geospatial technology (known as Geographic Information System, or GIS) to see the clear (and sometimes unseen) connections between people and places. In order to better understand the role of the environment in human societies, we will explore the ways humans have understood, used, and altered Earth's surface. Students will also address some of the most consequential issues facing humans in the 21st century, including economic development, international migration, shifting political power, societal inequality, rural and urban land use, climate change, and environmental abuses. (1 credit)

### **Economics**

This course is designed to prepare a senior to successfully encounter college courses in macro- and microeconomics. It will use a college-level economics textbook and will familiarize the student with all of the topics normally addressed in a year-long college course. In macroeconomics, that includes aggregate demand, aggregate supply analysis, national income accounting, monetary and fiscal policy and externalities. In microeconomics, that includes the theory of the firm, the costs of production, perfect and imperfect competition, and wage determination. Graphical analysis will be a central component of the course. (1 credit)

### **American Politics**

This course is a survey of American government, intended to prepare students to develop as an

informed and knowledgeable participant in domestic politics. We discuss political ideology, along with the development of our political system and its governmental institutions. Upon course completion students will be able to critically examine the role of the national government and its relationship to the concept of liberty in a pluralistic society. This is a course designed for seniors to further students' understanding of the intricacies of the three branches of government and those forces that shape public policy decisions. Special attention is paid to current events as a vehicle for observing national, state, and local issues of importance. (1 credit)

### **Introduction to Sociology**

This course introduces students to sociology, a social science that examines human societies, their interactions, and the processes that preserve or change them, and will help students grow in their understanding of how our personal lives are affected by our place in society. During this course, we will explore ways of looking at the world that allow us to recognize how the events and experiences of our lives are part of group dynamics, of social institutions, and cultural meanings. As part of this course, students will analyze a diverse set of topics that sociologists – not to mention the general public – find fascinating. These topics include dynamics between and among gender, racial, and age groups; social institutions such as the family, government, media, church, and school; and societal disorder in the form of crime, deviance, and revolution. Finally, in addition to an analysis of the social forces of the past, present, and future which govern behavior and influence social life, this course will also feature a discussion of the causes of social problems, the processes by which they are brought to public attention, and the attempts to solve them. (1 credit)



## **Theology**

### **Theology I: Introduction to Catholic Christianity and the Society of Jesus**

This course will act as an introduction to the beliefs and practices of Catholic Christianity. The nature of faith and religion, the Judeo-Christian tradition, Jesus' teachings, the messianic hope in the person of Jesus, sacraments and liturgical practice, prayer and spirituality, and issues of ethics and social justice are explored throughout the year. Special emphasis will be placed on the history and spirituality of the Society of Jesus, also known as the Jesuits, of whose tradition Georgetown Preparatory School is a part. Students will learn about the founder of the Jesuits, St. Ignatius of Loyola, as well as other important Jesuits, Ignatian spirituality, and vocabulary particular to the Society. Previous experience with Catholic Christianity may be helpful, but is not required, since the purpose of the course is to bring students from various backgrounds and beliefs to an understanding of the faith that will enable them to develop their knowledge further and to prepare them for their future years of study. (1 credit)

### **Theology II: Introduction to the Bible**

The first semester of this course will serve as an introduction to the Hebrew Scriptures. Students will examine its formation, history, content, and relevance, both in a historical and contemporary context. Most people are familiar with the stories of Adam and Eve, Noah's Ark, the Exodus, David and Goliath, etc. In this course, students will actually examine these texts in an attempt to discover who wrote the stories, why these stories were written, how the stories have been redacted, and how these stories are relevant today. The second semester of the course will serve as an examination of the Christian Testament. The process in which these texts will be examined will be the same as the Hebrew Bible, in that an emphasis will be placed not only on contemporary interpretation of the texts, but also on the Bible's *sitz im Leben* (life-setting). Once again, the focus will be to move beyond mere familiarity with the biblical stories of Jesus and the early Christians and actually examine the texts in an attempt to understand the critical issues of authorship, redaction, intent, and relevance in both historical and contemporary contexts. (1 credit)

### **Theology III: The Ethical Life**

It was the desire of St. Ignatius Loyola that the Jesuit school educate the virtuous person who would be active in the public arena. Toward this end, Theology III is a year-long course in Christian ethics, both

personal and social. In the first semester we will examine what it means to be virtuous and how to make ethical decisions by drawing on the classical philosophical traditions, social psychology, and the Christian spiritual call to build the Kingdom of God. We will also engage in an in-depth study of the Holocaust and human behavior through the memoir *Night* by Elie Wiesel. In addition, we will explore what the early Jesuits called becoming "Contemplatives in Action" by spending time exploring prayer, reflection and grounding our action in the world in a prayerful and mindful context. Students will learn what it means to pay attention to their interior life and let that reflective life guide their actions in the world. In the second semester we will examine through the lens of Catholic Social Teaching what it means to live a faith that does justice. We will study various justice issues in preparation for the service learning that will happen in the summer, so the students are prepared to go beyond the classroom to help build the just world we all long for. Greg Boyle's *Tattoos on the Heart* will be our guide during the 2nd semester along with *See, Judge, Act* by Erin Brighman. (1 credit)

### **Theology IV – The Spiritual Quest: Self-Knowledge, World Religions, & Ignatian Spirituality**

The spiritual quest for wholeness and flourishing is at the heart of human existence. This course challenges you to awaken to the spiritual dimension of life in three stages. First you seek greater knowledge of yourself by analyzing your ways of learning, your experiences of religion and spirituality, and your identity and worldview. You employ academic methods and spiritual practices to discern and clarify your deepest desires, values, influences, and personality. In Stage Two you are acquainted with other spiritual quests from Indigenous, Hindu, Buddhist, Jewish, and Muslim traditions. You see how different religious identities are distinctive ways of living and being in the world. You become aware of global religious diversity, capable of building inter-religious relationships, and adept at interpreting the roles religion has played historically and is playing today. Along the way, you deepen your understanding of yourself and your context, grow by absorbing all that is true and good in these traditions, and practice various forms of prayer and meditation. The final stage is a capstone experience of Ignatian spirituality. You learn Ignatian skills, practices, and styles of prayer from *The First Spiritual Exercises* of St. Ignatius. You become capable of an Ignatian spiritual life revolving around contemplation, reflection, discernment, and action as your journey continues beyond Prep. (1 credit)



## BEYOND THE CLASSROOM



## **Standardized Testing for College Admission**

Standardized tests are just one of the many factors a college or university may consider in the admissions process, and there are several types of standardized tests a student will sit for over the course of his high school career.

**PSAT/NMSQT:** The PSAT/NMSQT is a practice test that helps students prepare for the SAT and identifies strengths and weaknesses in specific content areas. The PSAT/NMSQT is comprised of sections in math, critical reading, and writing, and is scored by section for a combined total between 320 – 1520 points. The test is administered at Georgetown Prep on a Wednesday in mid-October to all sophomores and juniors, and students are automatically registered through the school. Results from the PSAT/NMSQT are not shared with colleges and universities, but scores for eleventh grade students are used to determine qualification for National Merit standing.

**SAT:** The College Board’s standardized test used in the college admission process, the SAT, consists of five sections plus an optional essay. The maximum score is a 1600, and is the combined result of the Evidence-Based Reading & Writing section and the Math section. The SAT is offered seven times throughout the year, with several sittings offered at Prep. Please note, we recommend students sit for the SAT no more than 2-3 times. Even if the student wishes to test at Prep, it is the student’s responsibility to register himself for the SAT through his College Board account.

**ACT & ACT with Writing:** The ACT is another standardized test used in the college admission process. GP Students are invited to take a mock ACT each fall in order to help them decide whether it is a better fit for them, as compared to the SAT. The ACT consists of four sections (English, math, reading, and science) and includes an optional writing component. Since college admission committees rarely use the optional ACT essay, GP discourages its students from taking this part of the test. The ACT score is a composite of the four sections, with the highest possible being a 36. Similar to the SAT, the ACT is

offered seven times per year, with several sittings offered at Prep. Please note, we recommend students sit for the ACT no more than 2-3 times. Even if the student wishes to test at Prep, it is the student’s responsibility to register himself for the ACT through his ACT account.

**Advanced Placement (AP) Exams:** At Georgetown Prep, students enrolled in an Advanced Placement course are required to sit for the corresponding AP exam. AP exams are scored from 1–5 and demonstrate mastery of college-level work in the subject area. AP exam results are not a required part of the admission process at universities in the U.S. but a score of 3 or higher may result in a student being granted college credit or a higher-level placement when enrolling in post-secondary courses. Registration for AP exams is completed at the beginning of the school year and GP students will be discouraged from taking AP exams for courses in which they are not enrolled. During the college application and admission process, students may choose to self-report AP scores.

**English Language Tests:** For students who need to demonstrate proficiency with the English language as a part of the college application process, the three most widely accepted tests are the TOEFL (Test of English as a Foreign Language), the IELTS (International English Language Testing System), and Duolingo. It is important to check a college’s policies regarding English Language tests, as some will waive the requirement if a student meets alternate criteria

**Testing Accommodations/Extended Time:** Students with diagnosed learning differences or certain medical conditions who receive accommodations at Georgetown Prep may be eligible to receive accommodations or extended time for College Board and ACT tests. In order to be granted accommodations, there is a separate application process for each testing agency (the College Board for PSAT, SAT, SAT Subject Tests, and AP exams; the ACT for the ACT test). Please consult with Ms. Karen Napolitano, Director of Counseling Services, and Ms. Annie Gehringer, Testing Coordinator in the College Counseling Office, who can provide assistance with the accommodations application process.

## **Opportunities for International Study**

In many years, depending upon the public health context, the school offers a number of foreign exchange programs in association with high schools across the globe. Interested students should contact Rosita Whitman, the Director of International Programs.

### **ARGENTINA**

A unique opportunity to study at the Colegio del Salvador, Pope Francis' school, in Buenos Aires for two weeks in June and explore the historical sites of Buenos Aires including field trips to the Iguazu Falls and the Jesuit Missions. Students will live with their Argentinean counterparts who spend four weeks at Prep from late January through February. This trip is open to all students studying Spanish.

### **SPAIN**

Study at one of two Jesuit schools, the Jesus Maria El Salvador in Zaragoza, Spain or the Saint Ignasi School in Barcelona, Spain. Students will stay with host families. This program is open to third and fourth-year Prep students.

### **GERMANY**

These two exchanges are with our brother Jesuit school, Aloisiuskolleg, in Bonn and the Gymnasium Tegernsee near Munich taking place over Spring Break or for three weeks in June. In Bonn the students will live at the boarding school and in Tegernsee the students will live with German families.

The modern language department has started a new partnership with the Benedictine High School of Ettal, located in the beautiful Alps in Southern Germany. The goal of the exchange is to build lasting personal friendships between students in the two countries. Students from Ettal visit us in the spring time for two weeks. The families of our German students host them, they come to school to shadow their friend during the day, and participate in after school or weekend activities with our students and their families. In early June, our students visit their German friends in Southern Germany for two weeks. Part of their trip includes visiting sites in München; after München, our students get a taste of German life by meeting up with their friends in Ettal, shadowing them during class and after school

activities, and living in their homes. Naturally they also have plenty time to discover the beautiful sites around Ettal, such as the Alps or the fairy castles of Neuschwanstein and Linderhof. Some of our students opt for extending their German immersion by participating in German language camps following the exchange program.

### **DOMINICAN REPUBLIC**

Students have the opportunity to study at the Jesuit high school, Colegio Loyola, and live with a Dominican family during spring break. This is open to second and third-year students.

### **KOREA**

This program provides an opportunity to study and learn the basics of Korean language and culture for three weeks in a Catholic high school in Seoul, South Korea. Participants will have the opportunity to visit many sites including a guided tour of the Demilitarized Zone and the ancient Royal Palaces. Student will live with a host family.

### **ITALY**

This program provides an opportunity to study and learn at the Scuola Massimo, a Jesuit school in Rome. Ancient Rome comes alive for the lucky senior who submits a 150-word essay detailing his ambition to study and live in Rome with a host family. This opportunity takes place during the first two weeks in June.

### **TAIWAN**

This unique program, sponsored by the Scholl Foundation, sends two rising seniors to study Chinese at the TCFSH High School in Taichung Taiwan. Students will stay with a host family. This opportunity includes a fully paid round trip airfare and excursions in Taiwan.

### **GEORGETOWN PREP GLOBAL SCHOLARS PROGRAM**

Global Scholars is an honors group where students focus on academics in a cross curricular context and global citizenship. During the year, students participate in monthly seminars culminating in a trip during Spring Break – past trips have included Italy, Great Britain, and Israel. Global Scholars is open to Sophomores and Juniors. Accepted applicants who complete Global Scholars will have it added to their transcripts as an honor completed at Georgetown Preparatory School.

## **Service Programs**

Service is at the core of a Jesuit education. It has been a long tradition at Georgetown Prep for students to reach out to those who are experiencing economic poverty or who are otherwise disadvantaged or marginalized. The goal is for students at Prep to see the world beyond themselves, and work to erase those lines that keep people on the margins of society. Through these experiences, Prep students become “Men for and with Others.”

### ***Freshman Service:***

The freshman service program is designed to put St. Ignatius’ Prayer for Generosity into action. All freshmen take part in a day of service where they work with Special Olympic athletes. In addition, one Saturday or Sunday during the year, each freshman will go with a small group of his classmates to KEEN, SHARE, the Father McKenna Center, or the Aged Woman’s Home to volunteer.

*KEEN (Kids Enjoy Exercise Now)* is a volunteer organization that provides free one-on-one recreational opportunities for children and young adults with mental and physical disabilities. At each session, Prep students are paired with a participating athlete for a variety of age-appropriate activities.

*SHARE* is a food distribution warehouse in Hyattsville, MD for area shelters. Prep students sort and distribute food to shelter representatives and low-income families who pay a nominal amount for groceries.

*The Father McKenna Center* works to meet the needs of the homeless and people of very low-income in Washington, D.C. Its programs include a men’s daytime drop-in center, a food pantry, rent and utility assistance, a cold weather hypothermia shelter, and a small transitional living program. Students will eat lunch with the homeless men and assist in the food pantry or clothing closet.

*The Aged Woman’s Home of Georgetown* was founded in 1868 to house women who were left stranded and in dire straits following the end of the Civil War. To this day, the home serves women over the age of 62, who are without sufficient funds to support themselves in the community. Students participate in social activities with residents and assist with special projects.

### ***Sophomore and Junior Service:***

All sophomores and juniors complete a minimum of twenty hours of community service with a program of their choosing, provided that the program provides direct contact with those on the margins of society. In addition, all sophomores take part in a day of service where they work with Special Olympics athletes.

### ***Senior Service:***

Seniors are required to complete a minimum of fifty hours of service during the summer prior to their senior year. The goal is to immerse themselves and be in solidarity with those they serve. This service assists in forming their outlook on the world in which they live and their fellow man. During their senior year, Prep students will stay connected with and advocate for the people they served. Rising seniors may elect to complete their summer service by participating in one of Prep’s immersion trips.

### ***Traditional Summer Immersion Sites –***

*Apopka* - Prep partners with the Hope Community Center in Apopka, Florida, just outside of Orlando. Hope Community Center was founded by the Sisters of Notre Dame to serve community members going through hard times. Apopka has a large migrant community from all countries in Latin America that have endured the struggles of immigration for a long time. Students will stay in pairs with families in the community, eating meals, conversing, and playing games. During the day, they will work in vegetable fields and plant nurseries alongside other members of the community. They will also attend presentations and engage in discussions with the employees at Hope. By living and working with these families they will gain a greater understanding of life as an immigrant in the U.S.

*Encuentro* – Located in the El Paso-Ciudad Juarez border region, the Encuentro Project is a joint project run by the Jesuits, the Marist Brothers, and the Sisters of St. Francis of the Holy Family. Students will encounter and minister to migrant, refugee or vulnerable immigrant persons, in shelters, guest houses and/or parishes. Additionally, students will participate in workshops on Catholic Social Teaching and migrant/border realities. Students will stay in El Paso and travel to Ciudad Juarez on certain days.

*Flathead* – Prep partners with the Jesuit community that serves the Flathead Reservation. We will be stationed at the Saint Ignatius Mission Church in Saint Ignatius, Montana. During our visit we will engage in conversations about Native American history in the region and the role that the Jesuits

played in that history. We will meet various members of the Native American community and engage them in conversation about their culture, traditions, history and challenges. We will have trips to various museums that show the rich history of the region. Prep will also have the opportunity to visit Glacier National park where we will discuss issues of environmental justice, mainly climate change and its effect on glaciers at the park. After this immersion trip the students should have a deeper understanding of life as a Native American in the United States as well as the effects of global warming at Glacier National Park.

*Ivanhoe* – Ivanhoe is a small town of about 600 aging residents in the economically-depressed Appalachian region of southwest Virginia. It is approximately 6 hours away from DC, just off Route 81. Ivanhoe, once a prosperous manufacturing town, has very high unemployment and has never quite been the same since a Union Carbide plant left the town and took many jobs with it. By the 1980s the last of the mineral companies closed and the local economy was decimated. Through the work of Maxine Waller and the Ivanhoe Civic League, the residents of Ivanhoe refuse to allow their town to die.

*Los Angeles Urban Plunge* – Following in the footsteps of Father Greg Boyle, students will tour Homeboy Industries and meet employees who run the Homeboy Bakery, the Homegirl Café, and the printmaking department, all of which were established to serve high-risk, formerly gang-involved men and women. While in Los Angeles, our Prep delegation will immerse ourselves in the community of Dolores Mission in the Boyle Heights neighborhood. During the week, we will attend a Spanish service at the church, feed the homeless who are given shelter and food by the parish, and engage in thoughtful dialogue with laypeople and clergy members who minister to the poor and homeless. Lastly, we will immerse ourselves in Ignatian spirituality, as we consider the complicated landscape of the urban poor of East L.A.

*NOLA* – Prep partners with Habitat for Humanity in New Orleans to provide well-built, affordable housing to low-income families. Habitat's belief is that housing is the surest means to lift people out of poverty; its mission seeks to put God's love into

action, bringing people to build homes, communities, and hope. Prep joins with Habitat and its partner families to continue to rebuild housing destroyed by Hurricane Katrina in 2005. Habitat partner families must hold a mortgage and give 350 hours of sweat equity toward their down payment; 100 of those hours are spent on the house they will purchase; the remaining 250 hours are on Habitat builds in their new neighborhood.

*Pine Ridge* – History refers to Lakota people as the Sioux, yet the people refer to themselves as the Lakota Nation. This trip will take place within the Pine Ridge Indian Reservation, where a respectful and generous people have been forced to live on land that is not conducive to farming, ranching or industry. Students will perform physically strenuous labor, visit The Red Cloud Indian School, the Badlands, Mt. Rushmore, and experience a Native American Sweat.

*Senegal: Trees for the Future* – Trees for the Future is ending hunger and extreme poverty for farmers in developing nations. Many small farmers in Senegal struggle to eke out a living because of farmland that has degraded over time. Planting trees can begin the process of revitalizing the land and give farmers a chance to get ahead. Through our "Forest Garden Approach" we train farmers to plant and manage Forest Gardens that sustainably feed families and raise their incomes by 400%. Students will be assigned to a family and get hands-on experience helping their families with work in the field and at home.

*Somos Amigos* – Prep partners with International Samaritan, a group that works hand-in-hand with people living in garbage dump communities. It was founded in 1994 by Fr. Don Vettese, S.J., after he was horrified to see the conditions of these communities. The group engages in a variety of projects, such as the building of schools, nurseries, and medical centers, in an effort to raise their standard of living. Students will assist International Samaritan by helping to paint and build these facilities, and will also interact with the residents of the communities.

## **Retreat Programs**

Since the founding of the first Jesuit college in 1548, Jesuit education has placed great emphasis on the spiritual formation of each student. Today, Georgetown Prep continues preparing students to lead meaningful lives as leaders in the professions, the arts, government, and the Church. The Campus Ministry team plans and directs retreat programs at each grade-level.

### **Freshman Year: “*Finding God in All Things*”**

On this one-day retreat, students reflect on their experience at Georgetown Prep as they explore what it means to be a student at a Jesuit school. While hiking along the Appalachian Trail, students are invited to consider the Jesuit motto “Finding God in All Things,” while participating in small group discussions centered on the themes of self-awareness, spirituality and service.

### **Sophomore Year: “*The Grad at Grad Values*”**

The goal of this overnight retreat is to lead the sophomores to reflect on the five “Grad at Grad” values of a Jesuit education. Through a series of peer led discussions and talks, as well as various activities themed on each of the Grad at Grad values, students delve deeper into the meaning of Jesuit education and how to be of service to the world.

### **Junior Year: “*Putting Love into Action*”**

The four-day junior retreat, Kairos, encourages the student to examine his life through the relationships he has experienced. The retreat challenges the student to deeper self-examination than previous retreats. Many students long remember Kairos as the highlight of their Prep experience.

### **Senior Year: “*Living the Fourth*”**

During this overnight retreat, seniors focus on three key questions: Where have I been? Where am I now? Where am I going? As students reflect on their challenges and successes in “Living the Fourth,” particular attention will be paid to the Kairos and summer service experiences and to imagining what it means to live out of these experiences in life beyond Georgetown Prep.



## Athletics

The Georgetown Prep athletic program is designed to provide an environment in which each student is given the opportunity to become a spiritually, intellectually, and physically stronger person. Prep focuses on each student as a complete person and encourages him to explore all aspects of human experience. It is the goal of Prep's athletic department to foster an atmosphere that enables the student-athlete not only to be coached the intricacies of his individual sport but to learn the values and lessons of life that are closely associated with the Ignatian experience.

Georgetown Prep has a lasting and well-known reputation of fielding teams that respect the traditions and high standards of each individual sport. The school is a member of the Interstate Athletic Conference (IAC) and competes against The Bullis School, The Episcopal High School, The Landon School, St. Albans School, and St. Stephen's & St. Agnes School in conference play. Our student-athletes compete with determination, desire, and integrity. Prep has won 91 conference championships and numerous tournaments since the start of the 2000 school year. Our athletes and coaches bring honor to their school and earn respect and admiration from their opponents. Prep has won the IAC Founder's Cup presented to the school for overall athletic excellence 12 of the past 14 years.

### Fall

- Cross Country
- Football – Freshman
- Football - Junior Varsity
- Football – Varsity
- Soccer – Freshman
- Soccer - Junior Varsity
- Soccer – Varsity

### Winter

- Basketball – Freshman
- Basketball - Junior Varsity
- Basketball – Varsity
- Hockey - Varsity II/JV
- Hockey – Varsity
- Indoor Track & Field
- Swimming & Diving
- Wrestling - Junior Varsity
- Wrestling – Varsity

### Spring

- Baseball - Junior Varsity
- Baseball – Varsity
- Fencing
- Golf - Junior Varsity
- Golf – Varsity
- Lacrosse - Junior Varsity
- Lacrosse – Varsity
- Outdoor Track & Field
- Rugby – A
- Rugby – B
- Tennis - Junior Varsity
- Tennis - Varsity

## Co-Curricular Activities

Clubs at Georgetown Prep complement the school's rigorous academic curriculum by offering a diverse selection of extracurricular activities that allow students to develop leadership skills, pursue interests, form relationships, and gain valuable life experiences.

As a Jesuit institution committed to developing "men for others," Georgetown Prep supports clubs that provide opportunities for students to be of service to both the Prep community and society while developing themselves through new experiences.

Students are strongly encouraged to actively participate in existing clubs and develop new clubs, which will make a positive contribution to campus life.

Student clubs and organizations at Prep are overseen by the Dean of Students Office.

The following clubs have been active this year:

### ***Club Name:***

Arrupe Society  
*Best Buddies*  
Biology Club  
*Black Student Association*  
Board Game Club  
*Book Club*  
Business Club  
*Chemistry Team*  
Chess Club  
*Classics Club*  
Coding Club  
*Computer Science Club*  
Cooking Club  
*Current Events*  
Cyber Security Club  
*DC Sports Club*  
Diplomacy Society  
*Drum Line*  
Engineering Design & Prototyping Club  
*Environmental Club*  
  
Families4Families  
*Fencing Team*  
  
Film & Editing Club  
*Financial Analysis Club*  
Fishing Club  
*French Club*  
German Club  
*GP Unidos*  
Hippocratic Society (Science and Medical)  
*International Relations Club/OAS*  
Intramurals

### ***Moderator(s):***

Rashad Dorsey  
*Mary Pullano*  
Yushan Bai  
*Chase Smith*  
John Decaro  
<blank>  
Andy Swaminathan  
*Joanna Scimeca*  
John DeCaro  
*George Hendren*  
Ramon Tusell  
*Ramon Tusell*  
Valerie Franck  
*Will Wolf*  
Gary Goodweather (P '25)  
*Chase Smith*  
Dacque Tirado  
*Bradley Boyle*  
Chris DeFeo  
*Joe Nardella*  
*Bill Haardt*  
Ryan Eskow  
*Rosita Whitman*  
*Byron Neslund*  
Sean Gaiser  
*Tom Gigot*  
Brett Graham  
*Kirsten Keppel*  
Erika McGinn  
*Ramon Tusell*  
Joanna Scimeca  
*Rosita Whitman*  
Chase Smith  
Scott Urick

*Irish American Heritage Club*

Jazz Band

*Keyboard Club*

Korean Club

*Literary Magazine*

Little Hoya Newspaper

*Mandarin Club*

MarComm Club

*Math League*

Mock Investment Club

*Multiverse Club*

Music Appreciation Club

*National Honor Society*

Oasis/Recording Studio

Photography Club

*Ping Pong Club*

*Poker Club*

Pottery Club

*Prep Players*

Quiz Bowl

*SADD*

*Ski and Snowboard Club*

South Asian Student Association

*Spanish Club*

Spectrum Alliance Group

*Speech and Debate Club*

Stock Market Club

*Student Government*

String Ensemble

*Trap & Field Team*

Wounded Warriors Club

*Yearbook*

*Bob Barry*

Alvin Trask

*Tony Ashur*

John Glennon

*Ryan Eskow*

Leah Hepburn

*Bonnie Bai*

Connie Mitchell

Michael Foster

*John DeCaro*

Patrick Butcher

Karen Napolitano

Marcos Poole

*Erika McGinn*

Sean Gaiser

Michael Foster

*Andy Swaminathan*

*Damon McGraw*

Robin Russell

*Colin Brown*

*Brandon Rothenberg*

Bob Brewer

*Ryan Eskow*

*Joe Nardella*

George Hendren

*Antonieta Singer*

Karen Napolitano

Brian Kaufman

Marcos Poole

*Yushan Bai*

*Tom Venker*

Tony Ashur

*Brett Graham*

*Josh Furnary*

Kurt Kaufmann

*Ryan Eskow*

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**2020-2021**

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