



Academy of the Holy Names

TO BE, RATHER THAN TO SEEM

2022 - 2023
High School
Course Guide



ACADEMY OF THE HOLY NAMES MISSION STATEMENT

The Academy of the Holy Names is a Catholic, independent school founded and guided by the Sisters of the Holy Names of Jesus and Mary. In a faith community of exceptional love, the Academy empowers students to be authentic individuals who, in pursuing their highest academic potential, engage in critical thinking, are inspired by creativity, and lead culturally aware, spiritually rich lives.

OUR VISION

The Academy's mission reflects the core values of the Sisters of the Holy Names and calls students to develop their full potential. Our motto, clearly understood and acted upon, encourages students:

To Be Faith-Filled

An Academy student has a personal and active faith in God. Learning in an environment rich in values, students are responsible to self and others.

To Be Inquisitive

An Academy student is a seeker of truth: always learning, always questioning, always exploring.

To Be Innovative

An Academy student is an "out-of-the-box" thinker who utilizes creativity and intellect to find new approaches to solving problems.

To Be Independent

An Academy student is a self-reliant, confident leader who is able to think and act autonomously. While not afraid of taking risks, Academy students pursue a balanced and healthy lifestyle.

To Be Just

An Academy student is a catalyst for positive change. Guided by integrity, reason, and fairness, Academy students build community—internally, locally, and globally—by reaching out in service to others.

ACCREDITATION

The Academy of the Holy Names is fully accredited by AdvancED (Cognia) and the Florida Council of Independent Schools. It holds membership in the National Catholic Education Association, the National Association of Independent Schools and the Florida High School Athletic Association.

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INSTRUCTIONAL PROGRAM

GRADUATION REQUIREMENTS A minimum of 27 credits is required. Basic requirements include the following:

English	4.0 credits
Mathematics	4.0 credits
Theology	4.0 credits
Social Studies (must include Global Studies*, 20th Century History and American Government*, United States History, and Economics)	3.5 credits
Science (must include Physics, Chemistry and Biology)	3.0 credits
World Languages (three consecutive years of the same language)	3.0 credits
Fine Arts	1.0 credit
Health and Fitness	1.0 credit
Electives	3.5 credits

*AP Human Geography may be taken in place of Global Studies in freshman year with AP European History replacing 20th Century History and American Government in the sophomore year. AP Government and Politics may be taken in senior year in lieu of American Government in sophomore year.

PLACEMENT POLICY

The academic departments rely on a variety of data and input for assessing student placement. Taking honors or Advanced Placement courses are significantly more challenging and may be taught at an accelerated pace compared to college prep classes. No special concessions will be made to alter the pace or course due to lack of student performance.

A student may request an honors or Advanced Placement course if she successfully completed the previous course. A student must maintain a 75 percent or higher grade average in the first semester to stay in the honors or Advanced Placement course. If the grade average is below 75 percent, the student will move down one level for the second semester.

ADVANCED PLACEMENT AND HONORS COURSES

Advanced Placement and Honors courses are offered in six academic subjects. Students are required to take the AP exam(s) for the AP course(s) in which they are enrolled. If a student does not take the Advanced Placement exam at the end of the year, the student's transcript will reflect the course as Honors and given honors credit. Students may earn college credit for AP coursework should they earn a 3, 4 or 5 on the national exam. The fee for each AP exam is covered by the Academy.

The suggested recommendation is a maximum of four Advanced Placement (AP) courses per academic year. AP course loads over the recommended four courses will require administrative approval which will be based upon input from the college counselor and the teacher. Additionally, students who choose to take multiple AP level courses should consider the compounding demands these courses make on a student's free or extracurricular time. *Rising ninth grade students may request only one of two Advanced Placement courses available to them.*

Many factors should be taken into account when deciding on enrollment in an honors or AP level course. These include, but are not limited to:

1. Successful completion of the previous sequential course.
2. Demonstrated critical-thinking skills.
3. Demonstrated participation in class discussions.
4. Demonstrated commitment and work ethic shown by completing course work (homework, class work, projects, and labs) on time and with serious effort, including summer-time course assignments.
5. Demonstrated strong writing ability.
6. Record of good attendance.

INSTRUCTIONAL PROGRAM, continued

The Academy offers 22 Advanced Placement courses at various grade levels. The diagram below shows when the course begins being offered and its frequency across grade levels.

Advanced Placement Courses			
9th Grade	10th Grade	11th Grade	12th Grade
		Art and Design	Art and Design
	Art History	Art History	Art History
		Biology	Biology
		Calculus AB	Calculus AB
			Calculus BC
		Chemistry	Chemistry
	Computer Science A	Computer Science A	Computer Science A
Computer Science Principles	Computer Science Principles	Computer Science Principles	Computer Science Principles
		English Language and Composition	English Language and Composition
			English Literature and Composition
			Environmental Science
	European History	European History	European History
			Government and Politics
Human Geography	Human Geography	Human Geography	Human Geography
		Latin	Latin
		Microeconomics	Microeconomics
	Music Theory	Music Theory	Music Theory
		Physics C	Physics C
		Psychology	Psychology
		Spanish	Spanish
		Statistics	Statistics
		United States History	

INSTRUCTIONAL PROGRAM, continued

The Academy offers three designations. If a student fulfills the requirements in the Fine Arts, STEM and/or Global Seal of Biliteracy area, then her transcript will note the designation(s).

Academy of the Holy Names Fine Arts Distinction

Students who fulfill the following requirements before graduation will receive the appropriate Fine Arts designation on their transcript.

- ☐ **Exemplary Distinction:**
 - Minimum 4.5 fine arts credits
 - 0.5 credit Level I course
 - 1-2 credits Level II courses
 - 1-2 credits Level III-IV courses
 - One AP Course:
 - AP Art History, AP Art and Design, or AP Music Theory
- ☐ **Traditional Distinction:**
 - Minimum of 3.5 fine arts credits
 - 0.5 credit Level I course
 - 1-2 credits Level II courses
 - 1-2 credits Level III-IV courses
 - One AP Course:
 - AP Art History, AP Art and Design, or AP Music Theory
- ☐ **Participation in the Arts**
 - Complete 12 hours by spring of senior year, in appreciating, performing, and/or contributing your talents to the arts community outside the Academy
- ☐ **Portfolio:** Example(s) of your most exemplary work done at AHN
 - Performing Arts: upload a 3-4 minute audio/video file of a solo performance
 - Visual Arts: upload image files/presentation of 5 works of art
- ☐ Documented prior approval by Arts Distinction Coordinator must be obtained for external art courses.

Academy of the Holy Names STEM Distinction

Students who fulfill the following requirements before graduation will receive the appropriate STEM designation on their transcript. Students who have not yet received the appropriate scores will be considered STEM designation candidates on their transcript.

- Exemplary Distinction:
 - **Minimum** of 3.0 total credits
 - 3.0 credits of STEM Elective Courses
- Traditional Distinction:
 - **Minimum** of 3.0 total credits
 - 2.0 credits of STEM Elective Courses
 - 1.0 credit of Designated Advanced Placement Course
 - OR
 - 1.0 credit of STEM Elective Course
 - 2.0 credits of Designated Advanced Placement Courses
- Internship:
 - Verification of 12 hours
 - Internship opportunities are organized by the Academy and information dispersed within elective courses.
- Students must sit for and pass any required End of Course Exams, including the Advanced Placement Exam, to receive either distinction.
- **Qualifying Courses** (1.0 credit classes unless otherwise noted)

STEM Elective Courses <ul style="list-style-type: none"> ○ Introduction to Computer Science (0.5 credit) ○ Robotics (0.5 credit) ○ Introduction to Engineering Design ○ Principles of Engineering ○ AP Computer Science Principles* ○ AP Computer Science A* ○ Engineering & Technology Integration Honors ○ Dual Enrollment approved STEM course** 	Advanced Placement Courses <ul style="list-style-type: none"> ○ AP Biology ○ AP Physics ○ AP Calculus AB/BC ○ AP Statistics ○ AP Environmental Science ○ AP Chemistry ○ AP Computer Science Principles* ○ AP Computer Science A*
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* AP Computer Science A and AP Computer Science Principles may each count only **once** as a qualifying STEM elective **OR** as an Advanced Placement course.

**Dual Enrollment elective course may only be applied if taken as a second or third elective; student must take at least one full credit of STEM elective courses at AHN. The Dual Enrollment elective course will count towards one of the three total credits. Documented prior approval by STEM Coordinator must be obtained to take external STEM courses.

Global Seal of Biliteracy

The Global Seal of Biliteracy recognizes students who attain a specific level of proficiency in two or more languages.

Academy offers the Global Seal of Biliteracy at two award levels:

Functional Fluency: This level credentials language learners at the Intermediate-Mid level.

Working Fluency: This level credentials language learners at the Advanced-Low level.

Students who fulfill the requirements below in world language and English before graduation will receive the appropriate award level on their transcript.

WORLD LANGUAGE REQUIREMENT		
APPROVED TESTS & ASSESSMENTS	FUNCTIONAL FLUENCY AWARD	WORKING FLUENCY AWARD
College Board Advanced Placement (AP) Exam	3	5
Avant STAMP 4S*	5 or higher on all 4 parts	7 or higher on all 4 parts
ALIRA (Latin) administered by Language Testing International	14 or higher	A-1 or higher

ENGLISH REQUIREMENT		
Global Seal candidates in the U.S. must MEET both World Language and English qualifying criteria		
APPROVED TESTS & ASSESSMENTS	FUNCTIONAL FLUENCY AWARD	WORKING FLUENCY AWARD
ACT Exam	18	21
SAT Exam	480	540

DUAL ENROLLMENT

The Academy partners with the universities below to offer students the opportunity to take college-level courses during junior and/or senior year. Interested students should see their college counselor for more information regarding dual enrollment eligibility, application, tuition, and registration.

University of Florida - ONLINE

- Open to Juniors and Seniors
- Meet UF admissions requirements
- Enroll for fall or spring semester – no summer semester
- Meet deadlines for course registration
- Student pays tuition (credits per hour), fees, books, etc.

University of South Florida - Tampa Campus

- Open to Juniors and Seniors
- Meet USF admissions requirements
- Enroll for fall or spring classes – no summer semester
- Meet deadlines for course registration
- Student pays tuition (credits per hour), fees, books, etc.

CO-CURRICULAR PROGRAMS

SPIRITUAL DEVELOPMENT

The mission statement of the Academy addresses our desire to foster the spiritual development of each student. This is done through the theology program and through a variety of special opportunities available for worshiping, praying, reflecting, sharing and growing together as a faith community.

Retreat experiences provide sabbath time for deepening one's relationship with God, growing in self-knowledge, and building community. Each grade participates in a one-day retreat during the school year appropriately themed for their high school journey. Retreats take place during the school day and are held both on and off-campus. All students are required to participate in the retreat program.

Through the generosity of local priests, the Academy celebrates the Sacrament of Reconciliation twice a year. A communal prayer service, together with the opportunity for individual confession and absolution, is celebrated during Advent and Lent.

Throughout the course of the year, the entire Academy community gathers to celebrate the Eucharist: at the beginning of each semester, on holy days and special feasts and occasions. Parents and family members are invited to join in these celebrations. It is our expectation that all students are part of these gatherings; parental support of this policy is expected and appreciated.

COMMUNITY SERVICE

Faithful to the mission and intention that each student at the Academy becomes the greatest person that she can become, we recognize that service to others is a key component to that achievement. Our community service is our commitment to the mandate of the Gospel, as well as the vision of Blessed Marie Rose in founding the community of the Sisters of the Holy Names of Jesus and Mary. Recognizing that each student is uniquely gifted, we provide and foster opportunities for all members of the AHN community to share their time, talent and treasure within the larger Tampa community and indeed, the world.

The Academy of the Holy Names requires each student to complete at least 100 hours of community service prior to graduation. A minimum of 25 hours of service must be performed each year. Students are encouraged to pace out their service activity throughout the year. The hours must be submitted by the beginning of June for freshmen through juniors, while final SENIOR community service hours are due by the beginning of April.

Each project to which a student commits herself should reflect the goal of serving the disadvantaged, be it economically, physically, spiritually or developmentally. Projects may be done through the student's place of worship, through community or civic organizations, or through other not-for-profit agencies. Under no circumstances will students accumulate service hours for service to anyone in her family, even if that family member belongs to one of the above-mentioned groups of people.

MISSION WEEK

Each spring the Academy conducts a special mission focused program for all high school students. Mission work (local, national, or international) provides students deeper spiritual connections. Student participation is expected and parents are encouraged to participate through their support of, and assistance with, this program.

GUIDANCE SERVICES

The Guidance Department strives to address the “whole person” spiritually, socially and academically. The guidance program is designed to meet the needs of the students in a developmental approach throughout the four years. Through small-group and individual guidance, students are assisted in building a system of values and decision-making processes, which provide the foundation for personal choices, career search and college selection. The personal counselors, college counselors, and learning resource specialists work closely with students and parents to counsel students through the course selection process.

Freshmen are strongly encouraged to keep a study hall in their schedule for their first semester.

CO-CURRICULAR ACTIVITIES

Participation by all students in the organizations, clubs and activities at the Academy of the Holy Names serves to assist students in the development of their talents and capabilities beyond what is covered in the regular curriculum. Students, through their participation in extra-curricular activities, have the opportunity to work with others, give service to others, and broaden their interests.

Each organization at the Academy is strongly committed to service to others as an integral part of the overall philosophy. Participation in the extra-curricular activities encourages students to develop initiative, leadership and both personal and social responsibility.

The Academy sponsors over 30 civic, vocational, service, and co-curricular clubs, each under the supervision of a faculty/staff moderator.

Honor Societies:

French Honor Society
International Thespian Society
Latin Honor Society
Mu Alpha Theta
National Art Honor Society
National Beta Club
National Dance Education Honor Society
National English Honor Society

National Forensic League
National Honor Society
Rho Kappa
Quill and Scroll National Honor Society
Spanish Honor Society
Science National Honor Society
Tri-M Music Society

Athletic Teams:

Basketball
Crew
Dance
Cross Country
Golf
Lacrosse

Soccer
Softball
Swimming
Tennis
Track
Volleyball

COURSE SELECTION PROCESS AND POLICIES

Thoughtful planning during course selection time should eliminate the need for schedule changes. Students are encouraged to consult with their college counselors to ensure that the courses being selected are appropriate and fulfill their needed requirements for graduation. Freshmen and sophomores are strongly encouraged to fulfill required electives prior to selecting additional electives. Parental involvement is also essential in the process as students evaluate choices. Since student course requests are used to build the master schedule, fewer conflicts will result when the information used is accurate.

However, if a course change is needed, the following policies will be implemented. Entry into a class will be considered if there is space available in the class the student wishes to enter, and if the student is free to take the class at the time it is offered. Seniors have scheduling preference over juniors, sophomores, and freshmen; juniors over sophomores and freshmen; sophomores over freshmen. Schedules are subject to change, to include leveling of classes, up until the first day of regular classes.

A course change request may be initiated for any of the following reasons:

- A. Scheduling errors
- B. Scheduling preference
- C. Teacher-initiated course change
- D. Counselor-initiated course change
- E. Student/Parent-initiated course change - \$25 for each change request

To make a student/parent-initiated course change request during the drop/add period outlined below, the student must first discuss the matter with her current instructor. Schedule changes will not be made to switch teachers. Approval by administration must be given before any schedule changes take effect. Students must follow their current schedule until a new schedule is published in Veracross.

The drop/add period allows for schedule changes at the beginning of the year for a year-long course and at the beginning of each semester for a semester-long course.

For a **year-long course**, the course change request window is through **August 26, 2022**.

For a **semester-long course**, the course change request window is through **August 26, 2022 (first semester)** or **January 12, 2023 (second semester)**.

No requests to drop or add courses will be made before or after the dates above. The exception is when the first semester grade average of a year-long honors or Advanced Placement course is below a 75. The student will be transferred to the next lower level for the second semester. No fee will be incurred in this instance.

Study Hall Options

Every student is provided one study hall each semester. A student may choose to take an elective course (semester or year-long) in lieu of one or two study halls. We highly recommend freshmen keep one study hall in their first semester schedule for study skills sessions and juniors keep one study hall in their second semester schedule to accommodate ACT/SAT test prep sessions.

GRADUATION REQUIREMENT CHECKLIST (27.0 credits needed to graduate)

Courses in bold print are required for graduation

ENGINEERING and TECHNOLOGY	HEALTH AND FITNESS (1.0 credit required)
Computer Science Principles (1.0) AP [9-12]	Fit for Life (0.5) (also summer) [9-12]
Computer Science A (1.0) AP [10-12]	Health for Life (0.5), in-person or ONLINE (also summer) [9-12]
Introduction to Computer Science (0.5) [9-12]	
Introduction to Engineering Design (1.0) Honors [9-12]	MATHEMATICS (4 credits required)
Principles of Engineering (1.0) Honors [10-12]	Algebra I (1.0) [9]
Engineering and Technology Integration (1.0) Honors [11,12]	Algebra II (1.0) College Prep, Honors [9,10]
Robotics (0.5) [9-12]	Geometry/Trigonometry (1.0) College Prep (also summer), Honors [10,11]
	Advanced Mathematics Topics (1.0) College Prep [12]
ENGLISH (4 credits required)	Calculus (1.0) Honors [12], AB AP [11,12], BC AP [12]
English I (1.0) College Prep, Honors [9]	Pre-Calculus (1.0) CP, Honors [11,12], Accelerated Honors [11]
English II (1.0) College Prep, Honors [10]	Statistics (1.0) College Prep [12], AP [11,12]
English III (1.0) College Prep, Honors [11], AP Language [11,12]	
English IV (1.0) College Prep, Honors, AP Literature [12]	SCIENCE (3 credits required)
Creative Writing I (0.5), II (0.5/1.0) Honors [10-12]	Physics (1.0) College Prep, Honors [9]
Film Studies (0.5) College Prep [10-12]	Chemistry I (1.0) College Prep, Honors [10], AP [11,12]
Holocaust Literature (0.5) College Prep [10-12]	Biology I (1.0) College Prep [11], Honors, AP [11,12]
Newspaper Journalism I (0.5/1.0)/II/III (1.0) Honors [10-12]	Anatomy & Physiology (1.0) Honors [12]
	Biotechnology (1.0) Honors [11,12]
FINE ARTS (1 credit required)	Environmental Science (1.0) AP [12]
PERFORMING ARTS:	Forensic Science I (1.0) Honors [11,12]
Advanced Acting I (1.0), II/III (1.0) Honors [10-12]	Introduction to Neuroscience (1.0) Honors [11,12]
Dance Appreciation (0.5) [9-12]	Marine Science (0.5) College Prep [12]
Dance/Choreography/Performance (0.5) Honors [10-12]	Physics C (1.0) AP [11,12]
Independent Performing Arts Study (0.5/1.0) [11,12]	
Introduction to Acting (0.5) [9-12]	SOCIAL STUDIES (3.5 credits required)
Introduction to Strings (0.5) [9-12]	Global Studies (1.0) [9]
Introduction to Voice (0.5) [9-12]	20th Century History (0.5) College Prep, Honors [10]
Music Theory (1.0) AP [10-12]	American Government (0.5) College Prep, Honors [10]
Percussion Ensemble I (0.5), II/III (1.0) Honors [9-12]	United States History (1.0) College Prep, Honors, AP [11]
String Ensemble I (1.0), II/III/IV (1.0) Honors [9-12]	Economics (0.5) College Prep, Honors [11,12]
Technical Theatre Design & Production I, II (0.5) (also summer) [9-12]	European History (1.0) AP [10-12]
Vocal Music in Performance I (1.0), II/III/IV (1.0) Honors [9-12]	Government and Politics (1.0) AP [12]
VISUAL ARTS:	Human Geography (1.0) AP [9-12]
2-D Art III (1.0) Honors [10-12]	Law (0.5) [10-12]
3-D Art III (1.0) Honors [10-12]	Microeconomics (1.0) AP [12]
Art I (0.5) (also summer) [9-12] [Prerequisite for all Visual Arts courses]	Psychology (0.5) [10-12], (1.0) AP [11,12]
Art and Design (1.0) AP [11,12]	
Ceramics (0.5) [9-12]	THEOLOGY (4 credits required)
Darkroom Photography (0.5) [9-12]	Revelation of God (0.5) and Christology (0.5) [9]
Digital Art and Design Honors (0.5) [10-12]	Ecclesiology (0.5) and Sacraments (0.5) [10]
Digital Photography (0.5) [9-12]	World Religions (0.5) and Christian Morality (0.5) [11]
Drawing (0.5) [9-12]	Christian Lifestyles (0.5) and Catholic Social Teaching (0.5) [12]
History of Art (1.0) AP [10-12]	Peer Ministry (1.0) [12]
Painting (0.5) [9-12]	
Portfolio (0.5/1.0) Honors [11,12]	WORLD LANGUAGES (3 consecutive credits in same language required)
Sculpture (0.5) [9-12]	French I (1.0) College Prep; II/III CP, Honors [9-11]; future: IV (1.0) CP, H; AP [12]
Yearbook Journalism and Design I/II/ III for Editors (1.0) Honors [10-12]	Latin I (1.0) College Prep; II/III/IV (1.0) College Prep, Honors; AP [9-12]
	Spanish I (1.0) College Prep, II/III/IV (1.0) College Prep, Honors; V H; AP [9-12]

4-YEAR HIGH SCHOOL PLANNING SHEET

1. Identify the names of the courses you plan to take each year to meet graduation requirements and lead to your goals after high school. Courses already listed are required courses and are also bolded under the Graduation Requirement Checklist.

2. Please note:

Credits required for graduation are located in parentheses next to each department name.

Additional elective courses may be needed to fulfill the departmental graduation requirement (minimum total credits needed are listed at the bottom).

Elective courses may be taken as a replacement of a study hall for up to an additional credit per year.

Use H for Honors and AP for Advanced Placement when selecting courses.

This plan should become part of your personal school file that you keep at home and should be reviewed and updated yearly under the advisement of faculty, guidance and parents.

Class of 2023 - 2026				
Subject	Grade 9	Grade 10	Grade 11	Grade 12
English (4)	English I	English II	English III	4th year English course
Fine Arts (1)	0.5 credit in performing or visual arts	Additional 0.5 credit in either performing or visual arts		
Health and Fitness (1)	Fit for Life <u>and</u> Health for Life			
Math (4)	Algebra I or Algebra II	Algebra II or Geometry/Trig	Geometry/Trig or 3rd year math course	4th year math course
Science (3)	Physics	Chemistry	Biology	4th year recommended
Social Studies (3.5)	Global Studies or AP Human Geography***	20th Century History and American Government** or AP European History	United States History Economics*	Economics*
Theology (4)	Revelation of God and Christology	Ecclesiology and Sacraments	World Religions and Christian Morality	Christian Lifestyles and Catholic Social Teaching or Peer Ministry
World Languages (3) (three consecutive years of the same language)	French, Latin, or Spanish	French, Latin, or Spanish	French, Latin, or Spanish	4th year recommended
Electives (3.5)	Up to 1 additional 0.5 credit needed	Up to 1 additional credit needed	Up to 1 additional credit needed	Up to 4 additional credits needed
Total (27)				

*Economics may be taken in the Junior or Senior year.

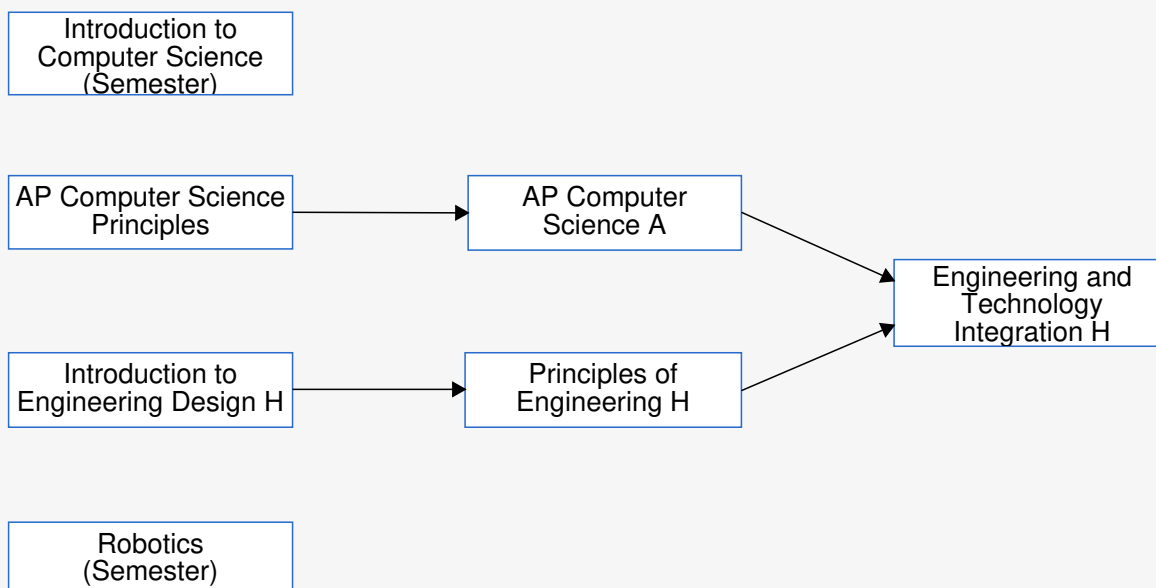
** AP Government and Politics may be taken in senior year in lieu of American Government in sophomore year.

***AP Human Geography may be taken in place of Global Studies in freshman year with AP European History replacing 20th Century History and American Government in the sophomore year.

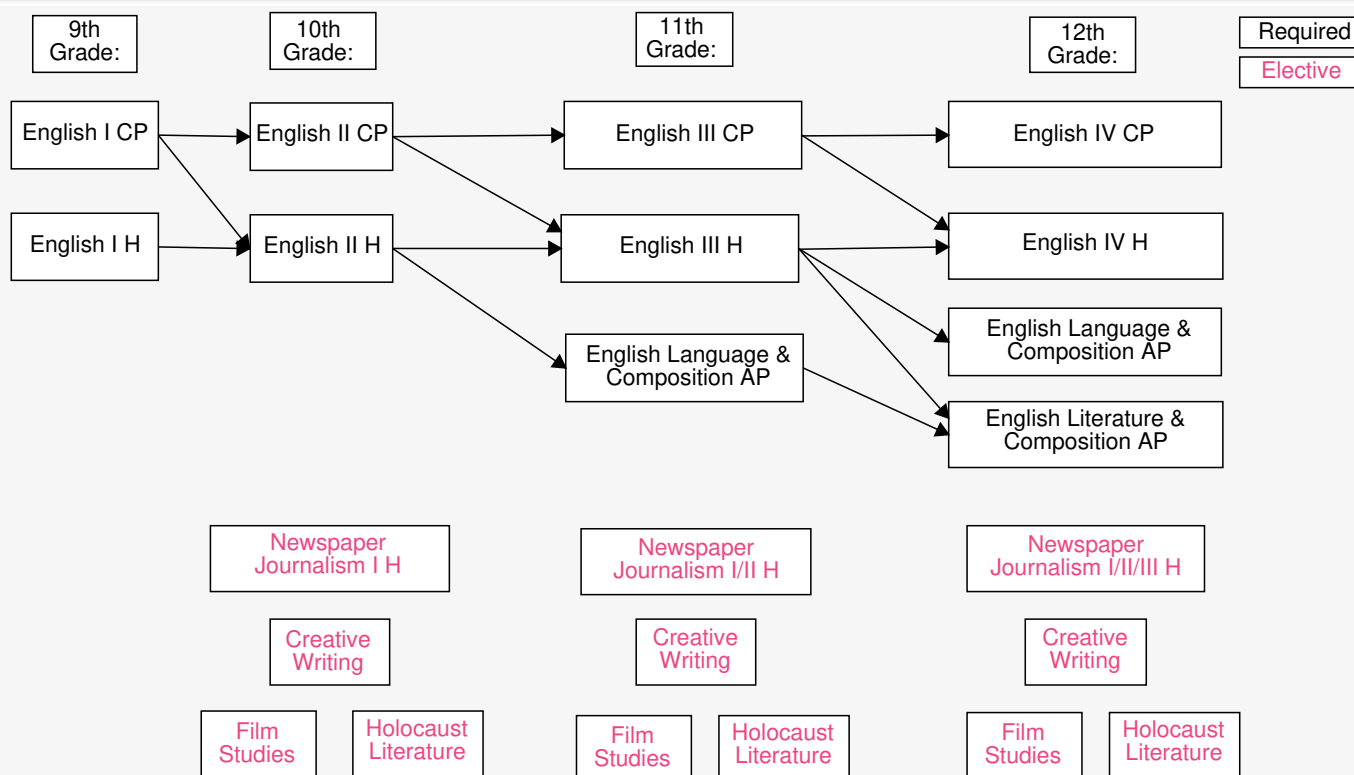
CURRICULUM SEQUENCE CHARTS for 2022-2023

To help plan your high school course of study, the department sequencing charts are available for Engineering and Technology, English, Fine Arts, Math, Science, Social Studies and World Languages. Please consult the course descriptions and placement policies section for more information on all course offerings.

Engineering and Technology Sequence

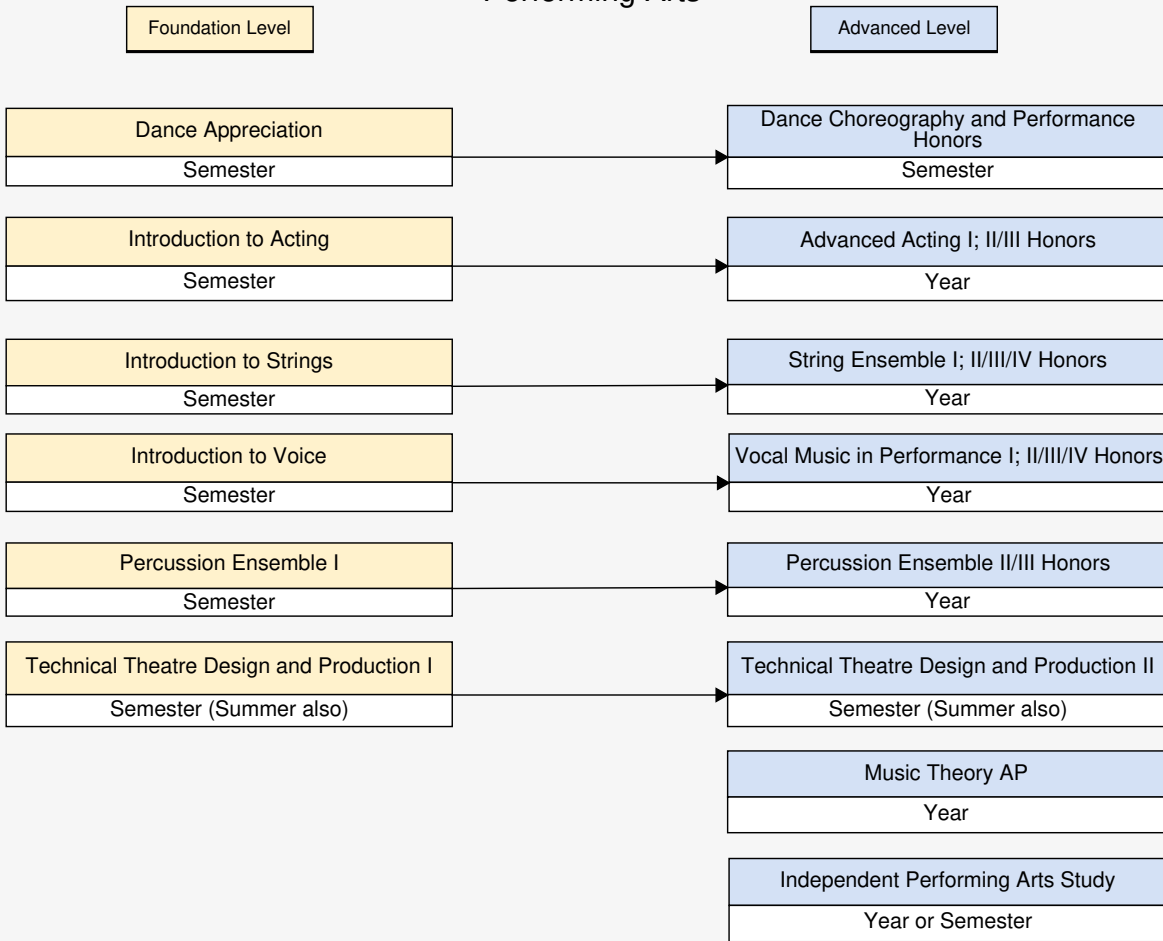


English Sequence

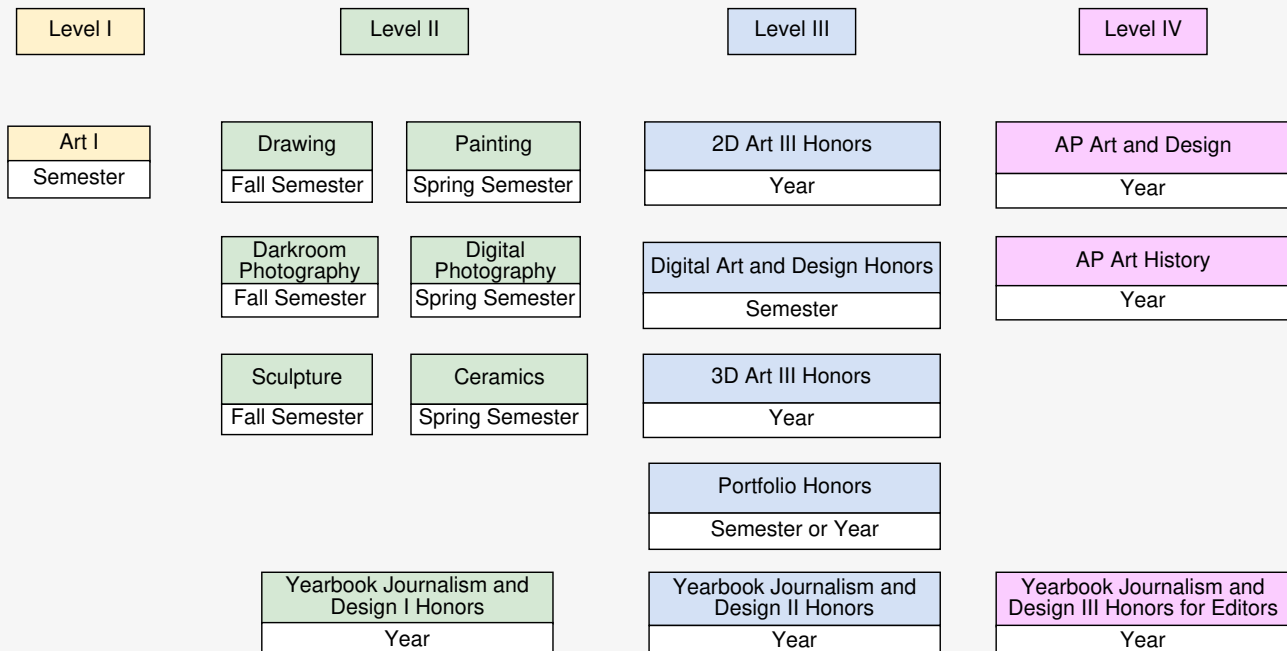


Fine Arts Sequence

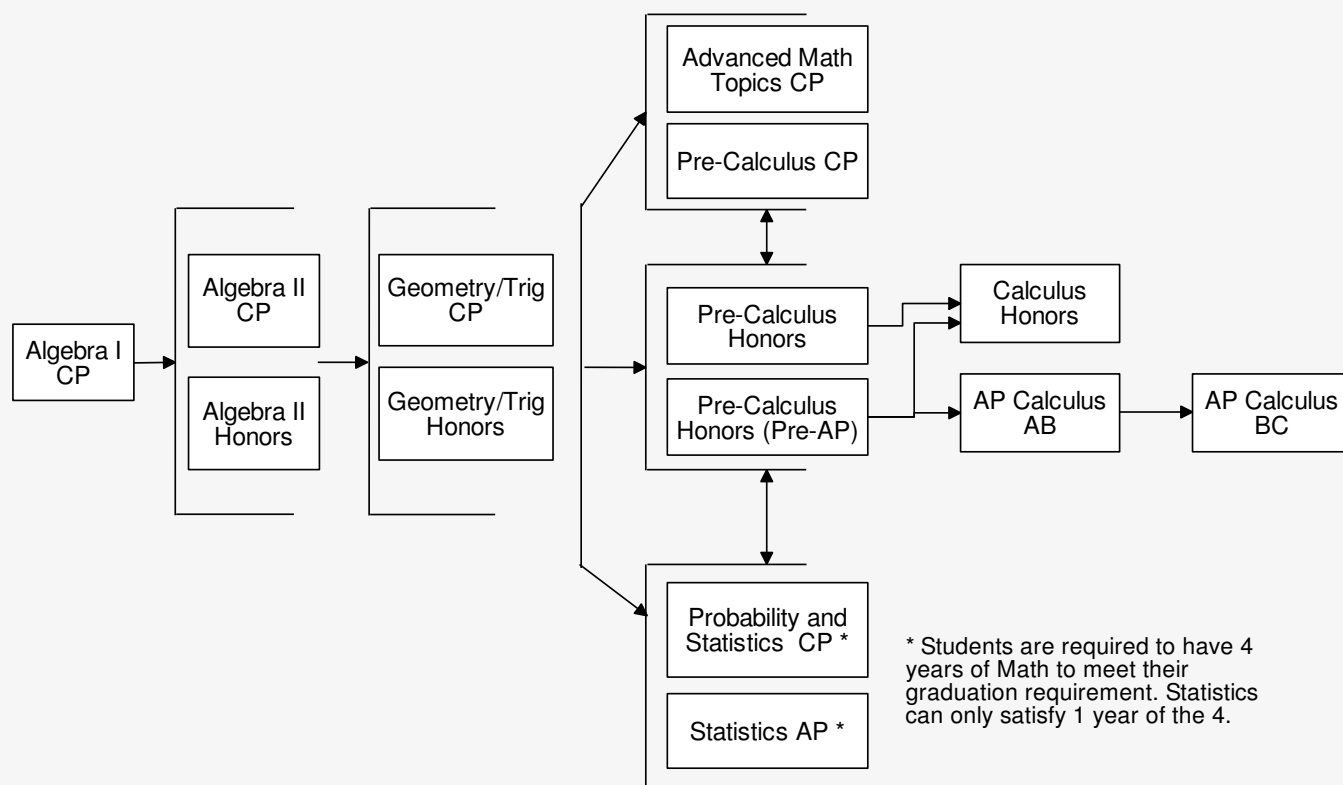
Performing Arts



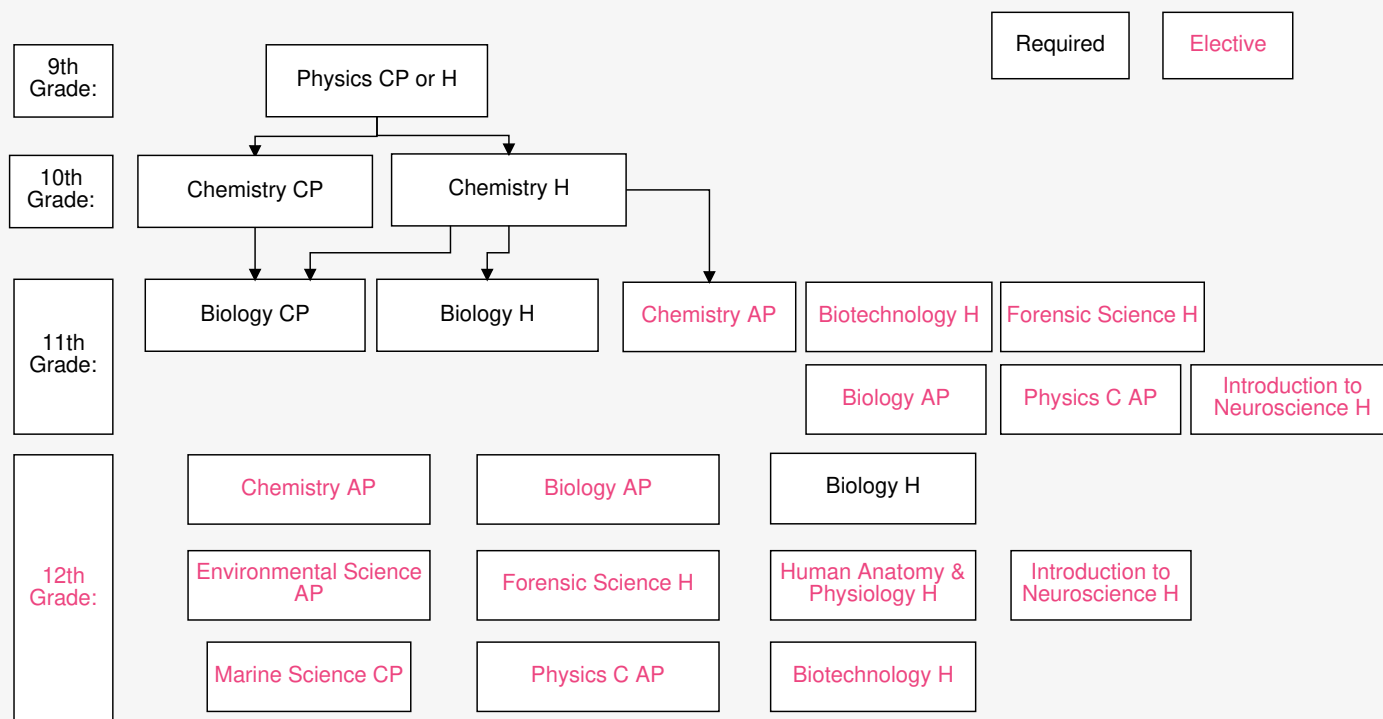
Visual Arts



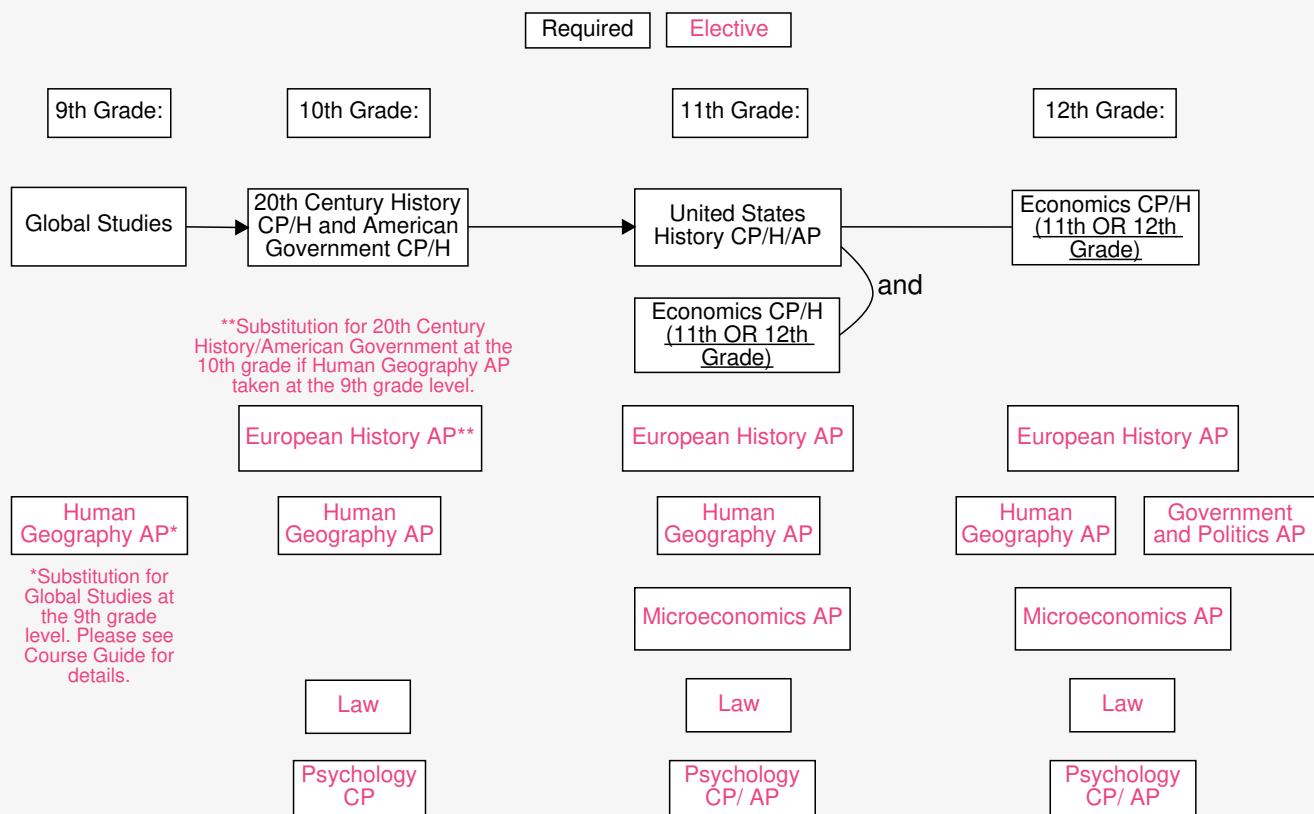
Math Sequence



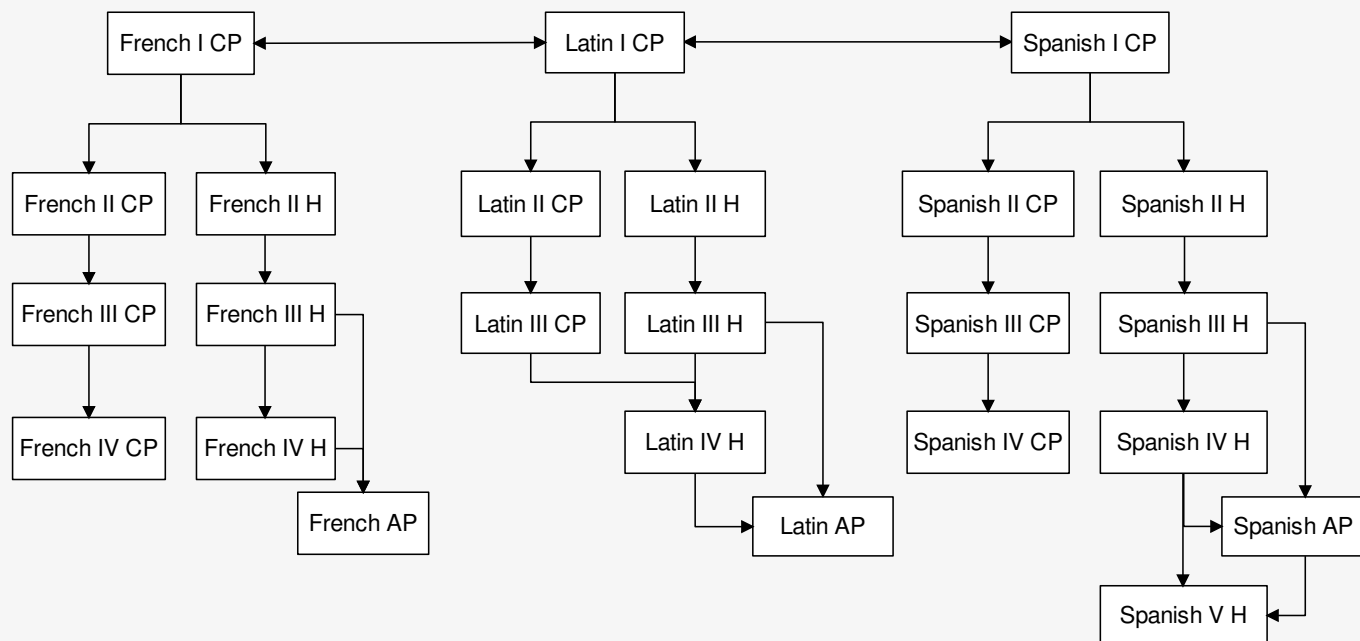
Science Sequence



Social Studies Sequence



World Languages Sequence



French I CP is also a 12th grade elective if 3 consecutive years of Latin or Spanish have been completed.

Summer 2022 Offerings			
For credit classes:			
Course	Duration/Dates/Time	Grade Level	Price
Art I semester credit (0.5)	July 11 - August 4 8:00 - 11:30 a.m. M - TH	Rising 9-12th students completing their visual arts prerequisite	\$550
Fit for Life semester credit (0.5)	June 6 - 30 8:30 - 11:30 am M - F	Rising 9-12th students needing to fulfill their fitness graduation requirement	\$550
Geometry/Trig College Prep year credit (1.0)	June 6 - August 4 8:00 - 11:30 a.m. M - F June 8:00 - 11:30 a.m. M - TH July/August No classes July 1 - July 17 No class August 1	Rising 10-11th students who have completed Algebra I and Algebra II	\$900
Health for Life (ONLINE) semester credit (0.5)	June 6 - 30 Check-ins 12:00 - 3:00 pm M - F	Rising 9-12th students needing to fulfill their health graduation requirement	\$550
Technical Theatre and Design semester credit (0.5)	June 6 - 30 12:00 - 3:00 pm M - F	Rising 9-12th students interested in learning technical stage lighting and sound management	\$550
Absence policy: For 1.0 credit classes, more than 4 days absent will forfeit credit. For 0.5 credit classes, more than 2 days absent will forfeit credit.			
Refund policy: Withdrawal prior to May 13, 2022 will be assessed a 25% withdrawal fee. No refunds will be given on or after May 14, 2022. All courses are subject to a minimum enrollment. If a course is cancelled, a full refund will be issued.			
Not for credit classes:			
Course	Duration/Dates/Time	Grade Level	Price
College Essay Workshop *no HS credit given	June 9 - 10 (Location: Jesuit HS with AHN and Jesuit college counselors) 12:00 - 3:00 pm TH 8:30 - 11:30 am FR	Rising 12th students	no charge
ACT/SAT Math Content Workshop *no HS credit given	June 20 - 29 12:00 - 3:00 p.m. M - F or July 25 - August 4 12:00 - 3:30 p.m. M - TH	Rising 11-12th students interested in preparing for national testing	\$300
AlgeBridge *no HS credit given	July 25 - August 4 12:00 - 3:30 p.m. M - TH	Rising 9th students strengthening their Algebra I skills (only for those students who have completed Algebra I)	\$300
AP Human Geography prep Rising 9th only *no HS credit given	August 1 - 4 12:00 - 3:00 p.m. M - TH	Rising 9th students with 90 NP or above on the High School Entrance Exam (HSPT) Reading section are recommended for the year-long course. Students with less than 90th percentile are not recommended for the year-long course, but may take it. Students at or above 60 NP in Reading are encouraged, but not required, to attend the summer class. Rising 9th students requesting AP Human Geography and who scored lower than a 60 National Percentile (NP) on the High School Entrance Exam (HSPT) Reading section are required to attend the one-week summer class.	no charge
Refund policy: Withdrawal prior to May 13, 2022 will be assessed a 25% withdrawal fee. No refunds will be given on or after May 14, 2022. All courses are subject to a minimum enrollment. If a course is cancelled, a full refund will be issued.			

COURSE DESCRIPTIONS AND PLACEMENT POLICIES

ENGINEERING and TECHNOLOGY DEPARTMENT

Engineering and Technology electives are project-based, student driven courses. As such, the time commitment for each course will vary based on student interest and ability. All engineering/computer course electives require students to take an end of course exam or AP examination.

Placement Policy

Any student may request an honors or Advanced Placement course if she successfully completed the previous course. A student must maintain a 75 percent or higher grade average in the first semester to stay in the honors or Advanced Placement course. If the grade average is below 75 percent, the student will move down one level for the second semester.

Introduction to Engineering Design Honors (9-12)

8600560

Year Course

1 credit

Prerequisite: Completion of Algebra I

Students are introduced to the engineering design process, applying math, science, and engineering standards to identify and design solutions to a variety of real problems. They work both individually and in collaborative teams to develop and document design solutions using engineering notebooks and 3D modeling software.

Semester Summative Course Work: 3-4 projects

Principles of Engineering Honors (10-12)

8600550

Year Course

1 credit

Prerequisite: Successful completion of Introduction to Engineering Design

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

Semester Summative Course Work: 1 cumulative project

Advanced Placement Computer Science Principles (9-12)

0200330

Year Course

1 Credit

Corequisite: Algebra II Honors

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

Semester Summative Course Work: 5-6 tests/projects and end of course presentation

Advanced Placement Computer Science A (10-12)

0200320

Year Course

1 Credit

Prerequisite: Successful completion of Computer Science Principles

AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

Semester Summative Course Work 5-6 tests/projects; end of course presentation

Engineering and Technology Integration Honors
(11,12)

8601910

Year Course

1 credit

Prerequisite: AP Computer Science A OR Principles of Engineering

Students learn how to complete a large-scale design project through collaboration with peers from other disciplines. Computer Science students & Engineering students will work together to ensure successful integration of previously learned skills to create one functional product. Course will be student directed and focused on solving a real-world problem aligned to the mission of the SNJMs.

Year Long Summative Work: 1 cumulative project and formal presentation

Introduction to Computer Science

(9,10 preferably)

0200305

Semester Course

0.5 credit

This course teaches the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem solving skills. Students will be able to program in JavaScript upon completion. The course is designed for complete beginners with no previous background in computer science. The course is highly visual, dynamic, and interactive, making it engaging for new coders. It is also geared for younger students who are exploring their interest in computer science and may not yet be ready for the AP level courses.

Semester Long Summative Work: 2-3 Tests, 2-3 Projects

Robotics

(9-12)

9410120

Semester Course

0.5 credit

Prerequisite: none

While using real-world tools as they apply the engineering design process, students will build robots, utilizing problem solving and critical thinking skills. Course will include building activities and challenges as well as coding opportunities.

Summative assessments: 3-5 unit tests, final project

ENGLISH DEPARTMENT

Placement Policy

Any student may request an honors or Advanced Placement course if she successfully completed the previous course. A student must maintain a 75 percent or higher grade average in the first semester to stay in the honors or Advanced Placement course. If the grade average is below 75 percent, the student will move down one level for the second semester.

English I College Prep

(9)

1001310

Year Course

1 credit

English I CP offers a study of literature that aims to engage and develop students' critical reading and analytical writing skills. The course is designed to create 21st century learners who will be prepared to meet and engage in the world with people of diverse cultures, ideas, and perspectives. Course texts span a variety of cultures, time and genre, such as lyric and epic poetry, drama, novels and graphic novels, and non-fiction essays. Students will be introduced to fundamental skills of academic writing and research. Research is incorporated throughout the year and will culminate in an MLA research project. In order to hone their writing and revision process, students will write in a variety of styles and genres, including literary criticism, creative work, and narrative nonfiction. In addition to reading, writing, and critical analysis, the course also addresses discussion and public speaking skills, including articulation and physical presence.

Student Expectations: English I CP students will focus on reviewing foundational academic writing skills, from paragraph form to analytical and narrative essays. Students will be instructed in the skill of annotation to promote active reading. Students expand their inquiry to consider the pivotal issues, broader ideas, and enduring questions that manifest beyond the texts. In the first semester, students will enhance their understanding of principles of critical thinking and apply that knowledge in writing, analysis, and oral presentations. Major texts may change from year to year, but previous works have included short stories, nonfiction, and longer works such as *Ms. Ice Sandwich*, *Persepolis*, *The Hunger Games*, and *Romeo and Juliet*. Yearly Summative Course Work: 4-5 tests, 4-5 essays, 4-5 extension activities, three trade novels, and one 3-4 page research paper (spring), and one text summative extension activity per unit.

English I Honors

(9)

1001320

Year Course

1 credit

English I Honors offers an intensive study of literature that aims to engage and develop students' critical reading and analytical writing skills. The course is designed to create 21st century learners who are prepared to meet and engage in the world with people of diverse cultures, ideas, and perspectives. Course texts span two millennia and include a variety of genres, such as lyric and epic poetry, drama, novels and graphic novels, and non-fiction essays. Students are introduced to fundamental skills of academic writing and research. Research is incorporated throughout the year and culminates in an MLA research project. In order to hone their writing and revision process, students write in a variety of styles and genres, including literary criticism, creative work, and narrative nonfiction. In addition to reading, writing, and critical analysis, the course also addresses discussion and public speaking skills, including articulation and physical presence.

Student Expectations: Students who are successful in this course are not only fluent readers but can also adapt themselves to a rigorous and fast-paced reading schedule. Successful students also find joy in the meticulous, at times painstaking, study of writing and literature. Honors-level students are already proficient in essay writing and close reading, and they demonstrate strong creative and critical thinking skills. Students expand their inquiry to consider the pivotal issues, broader ideas, and enduring questions that manifest beyond the texts. In the first semester, students will enhance their understanding of principles of critical thinking and apply that knowledge in writing, analysis, and oral presentations. In the second semester, students refine the written and oral assessments through sharpened critical thinking, in-depth research, and advanced writing techniques. Major texts may change from year to year, but previous works have included short stories, nonfiction, and longer works such as *The Joy Luck Club*, *Persepolis*, *The Odyssey*, *Romeo and Juliet*, and *Jane Eyre*.

Yearly Summative Course Work: 6 summative essays (outside of class), 6 unit tests (with ACT-style multiple choice questions), 5 trade novels, 6 speaking and listening assessments and one 4-5 page research paper (spring).

English II College Prep

(10)

1001340

Year Course

1 credit

This course is comprised of 4-5 units of study, some units being paired with a novel that is primarily read outside of class. The English II CP course builds on the skills developed Freshman year, as students continue to analyze and discuss a variety of short stories, essays, poems, and speeches. Through Socratic style discussions and critical reading, students will be prepared to use their skills in a range of academic and social settings. Students will further develop their writing skills by composing various styles of essays, personal narratives, journal reflections, and a formal research paper. Novels change from year to year, but in the past have included *The Invisible Man*, *The Secret Life of Bees*, and *The Miracle Worker*. Students will have many opportunities to display mastery through a variety of summative and formative assessments.

Student Expectations: English II CP students are expected to be comfortable with the essay writing and revision process, but will have opportunities to improve these skills throughout the course. Students will work individually and in small groups to further develop literature analysis and discussion skills. Students are expected to participate in class, using the instructional time to increase understanding of the curriculum.

Yearly Summative Course Work: 4-5 essays, 4-5 tests (with ACT style multiple choice questions) per unit, 4-5 projects or presentations with additional projects paired with trade novels, and a 4-5 page research paper (spring).

English II Honors

(10)

1001350

Year Course

1 credit

This course is comprised of 6 units of study, each unit being paired with a novel that is primarily read outside of class. The English II Honors course involves a challenging pace of reading with a variety of summative and formative assessments in which students have the opportunity to display mastery. The curriculum builds on the skills developed Freshman year, as students continue to analyze and discuss a variety of short stories, essays, poems, and speeches. Novels change from year to year, but in the past have included Dracula, Catcher in the Rye, The Great Gatsby, Brave New World, and All The Light We Cannot See. Through Socratic style discussions and critical reading, students will be prepared to use their skills in a range of academic and social settings. Students will further develop their writing skills by composing various styles of essays, personal narratives, journal reflections, and a formal research paper.

Student Expectations: In English II Honors, it is expected that students are already proficient in the essay writing and revision process, and that they are able to demonstrate strong critical thinking skills. The honors student is expected to be an active participant in class discussions in which she provides insightful analysis of the literature being read. The honors student is self-motivated and displays an interest in the learning process and content, taking the opportunity to further research the subject matter to enrich her understanding. Because of these things, she is expected to be an advocate for herself and seek guidance when needed.

Yearly Summative Course Work: 6 essays per unit, 6 tests (with ACT style multiple choice questions), and 6 projects or presentations with additional projects paired with trade novels, and a 4-5 page research paper (spring).

English III College Prep

(11)

1001370

Year Course

1 credit

English III CP is an American Literature course which covers fiction, non-fiction, poetry and drama from approximately 1776 to 1985. The class will cover 4-5 units from the textbook with each unit exposing students to a range of skills and develop their ability to write in a range of different styles one of which will be a research paper. Students will also read 3 novels independently outside of class followed by a summative assessment which demonstrates an understanding of the text. Novels have included Sleepy Hollow and other Short Stories, Mockingjay and The Help but are subject to change year to year. Students will be able to show skills through a range of different summative and formative assessments.

Student Expectations: In English III CP students will be expected to read independently outside of class. Preparing for class will mostly involve reading selection text in advance and coming to class with questions ready to complete a variety of scaffolded pieces of work to assist with understanding of the texts. Students should be able to work independently on a range of different writing tasks, be comfortable with the revision process but will have the opportunity to work on and improve these skills in class. They will also be expected to participate fully in guided class discussion.

Yearly Summative Course Work: 4-6 essays, 4-6 tests, 4-6 projects, cumulative exam (fall and spring), and one 4-5 page research paper (spring).

English III Honors

(11)

1001380

Year Course

1 credit

English III Honors is an American Literature survey course, covering fiction, non-fiction, poetry, and drama from approximately 1776 to 1985. English III Honors not only covers 6 units over the course of the year which includes 10-20 reading passages in each unit, but students are also required to read one novel or play independently per unit. Sometimes we might discuss the novels in class, but most of the time it will be the student's responsibility to read the material on their own, whether it is discussed or not. These novels will be tested through a combination of traditional tests, projects, and essays. and will vary from unit to unit. These novels may change from year to year, but in the past they have included Uncle Tom's Cabin, Ethan Frome, King Lear, Howard's End, Beloved, The Age of Innocence, The Invention of Wings, and The Sun Also Rises.

Student Expectations: In English III Honors, students are expected to do work independently outside of class and come to class with an proficient understanding of the reading. This means that out-of-class preparation for class will vary depending on the speed and accuracy of your reading. If students do not understand the assignment after one reading, it is expected that the student will read it again to increase understanding. If students find they are struggling in one or more areas (reading comprehension, for example) it is expected that the student will seek help, and advocate for themselves. Tests are a combination of writing and multiple choice designed to assess a student's understanding.

Yearly Summative Course Work: 6 tests, 6 novel assessments (test, essay, or project), 6 essays (inside or outside of class), cumulative exam (fall and spring), and one 6-8 page research essay (spring).

Advanced Placement English Language and Composition

(11-12)

1001420

Year Course

1 credit

Prerequisite: English II Honors or English III Honors

This college-level course is meant to mimic a freshman-level college composition course. As such, it is taught on the college level, and contains college-level material. The expectations for performance, participation, and conduct are necessarily increased from what students have previously encountered in more traditional levels of education. Students are expected to read and synthesize materials completely on their own and come to class with a fluent understanding of the material. At the AP level we do not stop to check for comprehension -- it is expected that you will come in with complete understanding and work in class to extend that understanding. Students who rely on secondary sources, like SparkNotes, as a replacement to reading the primary texts, are less likely to be successful in this course. Reading varies from year to year, and from teacher to teacher, but reading from previous years have included A Room of One's Own, Culture and Anarchy, The Handmaid's Tale, The Bell Jar, Hamlet, Rosencrantz and Guildenstern are Dead, To the Lighthouse, Beloved, Dante's Inferno, Teaching to Transgress, Alias Grace, Reading Lolita in Tehran, All the Light We Cannot See, The Sun Also Rises, The Great Gatsby, and Vindication of the Rights of Woman.

Student Expectations: Students will be required to write extensively. AP Lang has three main essay types: rhetorical analysis, synthesis, and argumentative. These are almost always in-class, timed essays (40 or 55 minutes, depending). Essay scoring follows College Board guidelines, and reflects how the student will perform on the AP exam. Whenever there is no homework assigned, the expectation is that students will use that time at home to work on skills they may be weak in (write an essay for practice, for example). If students find they are struggling in one or more areas (reading comprehension, for example) it is expected that the student will seek help, and advocate for themselves.

Yearly Summative Course Work 6-8 in-class AP style essays (some with a home revision component), 5-6 tests (almost entirely written, with very little recall multiple choice - any multiple choice is AP-style), one cumulative, and one 8-10 page argument research paper (spring).

English IV College Prep
(12)
1001400
Year Course
1 credit

English IV CP is a British Literature survey course covering fiction, non-fiction, poetry and drama from 750 to the present day. This course is comprised of 4-5 units of study, some units being paired with a novel that is primarily read outside of class. The English IV CP course builds on the skills developed junior year, as students continue to analyze and discuss a variety texts. Through Socratic style discussions and critical reading, students will be prepared to use their skills in a range of academic and social settings. Students will further develop their writing skills by composing various styles of essays both in and out of class, personal narratives, journal reflections, and a formal research paper. Novels change from year to year, but may include *The Book Thief*, *Beautiful Creatures*, *The Alchemist*, and *Sold*.

Student Expectations: In English IV CP students will be expected to read independently outside of class. Preparing for class will mostly involve reading selection text in advance and coming to class with questions ready to complete a variety of scaffolded pieces of work to assist with understanding of the texts. Students are expected to be comfortable with the essay writing and revision process, but will have opportunities to improve these skills throughout the course. Students will work individually and in small groups to further develop literature analysis and discussion skills. Students are expected to participate in class, using the instructional time to increase understanding of the curriculum.

Yearly Summative Course Work: 12-15 assessments per unit of study (essays, ACT style multiple choice questions, and projects or presentations) with additional projects paired with trade novels, and one 4-5 page research paper (spring).

English IV Honors
(12)
1001410
Year Course
1 credit

English IV H is a British Literature six-unit survey course covering fiction, non-fiction, poetry and drama from 750 to the present day. Students in English IV Honors will integrate all the language arts skills gained throughout their education. The curriculum affirms these skills and equips the students to be lifelong learners. Students continue to explore expressive, expository, argumentative, and literary contexts with a focus on British and World literature. The emphasis in English IV Honors is on critical analysis of texts through reading, writing, speaking, listening, and using media/technology. The course fosters intellectual curiosity by encouraging students to generate thought-provoking questions and topics and to research diverse sources. Students will learn to evaluate these sources to distinguish valid and appropriate sources from those not as desirable. As an extension of the curriculum, students will read a variety of trade novels to possibly include *The Narrative of Sojourner Truth*, *The Importance of Being Earnest*, *Annie John*, *The Alchemist*, 1984, and *Sold*.

Student Expectations: The course requires students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives reflected in the quality of student performance in oral language, written language, and other media/technology. The honors student is expected to be an active participant in class discussions in which she provides insightful analysis of the literature being read. The honors student is self-motivated and directed and is expected to seek help from her instructor as needed for additional support.

Yearly Summative Course Work: 18 assessments (in or out of class essays, tests, and novel extension projects, and one 6-8 page research paper (spring).

Advanced Placement English Literature and Composition
(12)

1001430

Year Course

1 credit

Prerequisite: English III Honors or Advanced Placement English Language and Composition

The AP English Literature and Composition course is intended to give you the experience of a typical introductory college literature course. It includes intensive study of representative works from various genres, periods, and cultures, concentrating on works of recognized literary merit. Reading in the course builds on the reading done in your previous English courses. You'll learn to read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. You'll also learn to consider the social and historical values a work reflects and embodies. Careful attention to both textual detail and historical context provides a foundation for interpreting a text. Novels and plays vary from year to year but have included works by Shakespeare (Othello, Titus Andronicus, Macbeth, Twelfth Night), The Poisonwood Bible, Frankenstein, Heart of Darkness, Candide, The Dollhouse, The Kite Runner, A Thousand Splendid Suns, and As I Lay Dying. Writing is also an integral part of the AP English Literature and Composition course and of the AP Exam. Writing assignments in the course will address the critical analysis of literature and will include expository, analytical, and argumentative essays. In addition, creative-writing assignments such as response and reaction papers, freewriting, or keeping a sketchbook and journal will help you see from the inside how literature is written. The goal of both types of writing assignments is to increase your ability to explain clearly and cogently what you understand about literary works and how you interpret them.

Student Expectations: At the core of this course is extensive reading, and critical interpretation and analysis in the form of student lead Harkness discussions, collaborative and individual research followed by student led presentations, and timed in-class essays and AP style multiple choice questions. AP students are expected to take an active role in their academic development through self-advocacy, for example teacher conferences if necessary, rigorous out-of-class reading and developed study skills necessary to keep up with the demands of the course.

Yearly Summative Course Work: 8-10 timed essays and 4-6 AP style multiple choice tests, one midterm (2 AP essays written in a timed setting) and one 8-10 page extensively researched paper (spring).

ENGLISH DEPARTMENT ELECTIVES

Creative Writing I

(10-12)

1009320

Semester Course

0.5 credit

This course serves as an introduction to different genres of creative writing. Genres include poetry, fiction, memoir, flash fiction, and experimental forms of writing. Students will submit work for potential publication in Excursions.

Semester Summative Course Work: 3-4 unit portfolios, 3-4 formal writing assignments

Creative Writing II Honors

(10-12)

1009335

Semester or Year Course

0.5 or 1 credit

Prerequisite: Creative Writing I

This honors-level course is an advanced class in creative writing and publication culture. In addition to writing in the genres of poetry, fiction, memoir, and one-act plays, students in CWII H will serve as the editors for Excursions. CWII students will be responsible for the selection of creative works for publication, as well as putting together the magazine. All units culminate in a portfolio, and the production of the magazine is also graded.

Semester Summative Course Work: 3-4 portfolios, 3-4 topics of interest in the publication world

Newspaper Journalism I Honors
(10-12)

1006300

Year Course or Semester Course (fall only)

1 credit or 0.5 credit

This course may only be taken as either a year-long course or a fall semester-only course. No spring semester-only course offered.

This honors course develops students' skills in planning, interviewing, photographing, writing and editing news, features and multimedia in the process of publishing the online school newspaper, Achona. In learning the basics of good journalism, students will develop an awareness of the history and evolution of journalism and of ethical use of information. Students will use their articles as a way of creating an online digital portfolio of their writings and media products that may be submitted as part of their applications to colleges or universities.

Student Expectations: This course is 90% student-led and the newspaper is 100% student produced. As such, this course requires students to be strong independent workers who can work well under short time constraints. Students are responsible for publishing articles on a weekly basis which serves as their summative assessments for the course.

Fall Semester-only Summative Course work: Approximately 10 stories produced and published

Yearly Summative Course Work: Approximately 25 stories produced and published

Newspaper Journalism II Honors
(11, 12)

1006310

Year Course

1 credit

Prerequisite: Newspaper Journalism I Honors

This honors course continues the development of skills learned in Journalism I and provides students the opportunity to command a leadership role as they function as assistant editors or editors during the production of the online newspaper, Achona. Students will continue to collect an online digital portfolio that may be submitted as part of their applications to colleges or universities.

Student Expectations: This course is 90% student-led and the newspaper is 100% student produced. As such, this course requires students to be strong independent workers who can work well under short time constraints. Students are responsible for publishing articles on a weekly basis which serves as their summative assessments for the course. In addition, as serving as editors and assistants to editors, Journalism II students will also have the extra responsibility of managing the staff and staff's articles on top of their own articles.

Yearly Summative Course Work: Approximately 25 stories produced and published

Newspaper Journalism III Honors
(12)

1006320

Year Course

1 credit

Prerequisite: Newspaper Journalism II Honors

This honors course develops mastery of the advanced skills learned in Journalism II Honors and offers students the opportunity to function as editors-in-chief or section editors responsible for the production of the Achona online newspaper. As part of the sequence of three honors journalism courses, students will have developed a comprehensive online digital portfolio that may be submitted as part of their applications to colleges or universities.

Student Expectations: This course is 90% student-led and the newspaper is 100% student produced. As such, this course requires students to be strong independent workers who can work well under short time constraints. Students are responsible for publishing articles on a weekly basis. In addition, as serving as editors and assistants to editors, Journalism III students will also have the extra responsibility of managing the staff and staff's articles on top of their own articles.

Yearly Summative Course Work: Approximately 25 stories produced and published

Film Studies
(10-12)

1005364

Semester Course

0.5 credit

This semester-long course is intended to examine and analyze the impact of film on our society and culture. Through this medium of storytelling, we will examine film through a variety of lenses, exploring how these films convey meaning to viewers, how they impact societal values, and how they provide insight to worlds beyond our own. This course will be divided into thematic units and will allow students to demonstrate skills in cultural and media literacy, as well as hone their critical eye through the production of analysis based projects and written responses.

Semester Summative Course Work: 1-2 formal film analysis essays, 1 movie logline/movie trailer project, and 2 film analysis projects

Holocaust Literature
(10-12)

1005301

Semester Course

0.5 credit

A study of the Holocaust through a variety of genres, including poetry, novels, short stories, plays, memoirs, and children's literature, in order to gain a better understanding of the ideas presented by the Holocaust as a significant event in world history. Students will study the origins and development of the Holocaust and its political, cultural, economic, and social implications through the lenses of a variety of writers.

Semester Summative Course Work: Two project based and one written analysis/reflection.

FINE ARTS DEPARTMENT

Placement Policy

Any student may request an honors or Advanced Placement course if she successfully completed the previous course. A student must maintain a 75 percent or higher grade average in the first semester to stay in the honors or Advanced Placement course. If the grade average is below 75 percent, the student will move down one level for the second semester.

PERFORMING ARTS

Introduction to Acting

(9-12)

0400370

Semester Course

0.5 credit

This course is a joyful introduction to acting for the stage. In this course, students are taught that acting is observing and doing. It lays the groundwork for building students' confidence when acting. Students learn the basics of theatre, the basic elements of acting, how to create a character, different theatre forms, theatre history, how to prepare for an audition, perform and grow as an ensemble player and as an individual actor. Through improvisation and simple scripted scenes and monologues, one performance project, and/or practical application, students identify what makes performances believable and explore the tools used to create and execute them. Upon completion of this course, students have gained confidence and a strong foundation in acting. Public performances may serve as a culmination of specific instructional goals. Students are presented with opportunities to perform outside of class.

Summative Course Work: 3 routines/monologues

Advanced Acting I

(10-12)

0400380

Year Course

1.0 credit

Prerequisite: Introduction to Acting; admission to this class is by instructor approval.

Building on the confidence and acting tools obtained in Introduction to Acting, students take a closer look at character development. Students focus on further developing characters through observational and written research that enables them to bring a character to life and make it their own. Students take a close look at various characters and begin establishing a style for their character work. Students justify and articulate their creative choices and begin developing a "critical eye."

Yearly Summative Course Work: 6 routines/monologues

Advanced Acting II Honors

(11-12)

0400390

Year Course

1.0 credit

Prerequisite: Intro to Acting and Advanced Acting I; admission to this class is by instructor approval.

Building on the strong character work obtained in Advanced Acting I, students begin to further develop their technique and the concentration for their acting. They learn how to select material and define themselves as an actor. Students explore scriptwriting and directing in addition to their acting concentration. Students explore concentrations in musical theatre, dramatic acting, comedies, film and poetry slams (a form of competitive performance poetry). Students are required to define in a written format the technique that works for them and select a concentration of study and begin sharpening their focus. Students perform both in class and on stage in an ensemble and individually.

Yearly Summative Course Work: 2 scripts and performances

Advanced Acting III Honors

(12)

0400400

Year Course

1.0 credit

Prerequisite: Intro to Acting and Advanced Acting I and II; admission to this class is by instructor approval.

Acting III enables students to work independently by applying the acting skills they have learned. Students are required to present/perform in a one-act, dramatic monologue, comedic monologue and poetry slam of their choosing. Students are required to keep a video log of their rehearsals for each assignment to support the development of the character they are performing. Students will be asked to critique one community theatrical event each semester. Students in AAIH are required to assist the Director with the Spring Musical each year and coordinate the Student Directed Theatrical Presentation in January of each school year. Additionally, auditioning for one community theatre program during the year is encouraged.

Yearly Summative Course Work 4 scripts and performances

Dance Appreciation

(9-12)

1303440

Semester Course

0.5 credit

Dance Appreciation is a comprehensive overview of dance as an art form, as entertainment, and as a social activity. Specific dance genres such as ballet, jazz, lyrical, hip-hop, and world dance forms and the importance of the roles of dancers, choreographers and the audience are also the focus of this course. This course is designed to give the student a foundation level understanding of dance as an art form and its historical and cultural significance from ancient times into the 21st Century. Students examine various dance masters and journal weekly on the prompt questions provided. Students collaborate and work individually on the creation of dances to support their understanding of each dance genre introduced.

Semester Summative Course Work: 8 scenes/monologues and one project

Dance/Choreography/Performance Honors

(10-12)

0300390

Semester Course

0.5 credit

Prerequisite: Dance Appreciation; admission to this class is by instructor approval.

This course is designed for dancers who have demonstrated mastery of the basics in two or more dance forms. In addition to a strong emphasis on technique students are introduced to the methods and tools used in composing dances. Students will explore the ways we move, tempo and energy. Students learn to critique dances with a critical eye and are required to critique one dance per semester from an outside dance studio. A performance is required in the fall and students are required to create four full length dances to demonstrate understanding. Students will be required to direct the Student Directed Series performance related to dance.

Semester Summative Course Work: 2 presentations, 3 choreographed performances and one final exam performance

Introduction to Voice

(9-12)

1303440

Semester Course

0.5 credit

This course is a comprehensive introduction for students who desire to actively learn how their voice works and how it can be used vocally. Students explore the mechanics of singing, discovering their voice and developing their technique. Students with little or no experience in vocal ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on gathering confidence, understanding basic concepts, making tone and breathing to sing. Public performances may serve as a culmination of specific instructional goals. Students are presented with opportunities to perform outside of class.

Summative Course Work: 3 tests and 3 choral performances

Technical Theatre Design & Production I/II

(9-12)

0400410/ 0400420

Semester or Summer Course

0.5 credit

Students focus on developing the basic tools and procedures for creating technical elements of the theatre process including lighting, properties (props), scenery, paint, and sound. Knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and materials are central to success in this course. Students also learn the basics of design, including presentation and documentation, the organizational structure of theatre production, and creative work in a collaborative environment. Students who successfully complete this course would be prepared to staff crew teams for theatre performances during the school year.

Vocal Music in Performance I

(9-12)

1303450

Year Course

Admission to this class is by audition only.

This a performance-based class of students referred to as “The Quarter Notes.” Students with singing experience work on every aspect of performance. Students find their artistic voice and learn to work collaboratively through song. Students perform on campus and in the community and competitively, when appropriate. Students gain an understanding of notes, clefs, time, basic rhythms, rests and meter. They begin to develop an understanding of intervals. There is also an emphasis on song selection and preparation. In addition to the required performances, students write one essay first semester, and one essay second semester related to music. As a student in VMIP you are scheduled for twenty performances a year-this is both internal and external. Performances are required and written assignments are given when a student is unable to perform at a scheduled performance.

Yearly Summative Course Work: 2 essays and 20 performances (internal and external – required; written assignments are given when a student is unable to perform at a scheduled performance)

Vocal Music in Performance II Honors

(10-12)

1303460

Year Course

1.0 credit

Prerequisite: Intro to voice or Vocal Music in Performance I

Building on the requirements of VMIP I, students at a level II explore the major scale, the minor scale and musical keys and key signatures. In addition to the required ensemble performances, students are required to perform solos.

Yearly Summative Course Work: 5 essays and 20 performances (internal and external – required; written assignments are given when a student is unable to perform at a scheduled performance)

Vocal Music in Performance III Honors

(11-12)

1303470

Year Course

1.0 credit

Prerequisites: VMIP Level I & II

Building on the requirements of VMIP I and II, students at a level III explore seventh chords, chord progressions, melody and harmony. Students at a level III are required to direct smaller ensembles within the Quarter Notes for certain performances. Various listening exercises are required for a level III student.

Yearly Summative Course Work: 5 essays and 20 performances (internal and external – required; written assignments are given when a student is unable to perform at a scheduled performance)

Vocal Music in Performance IV Honors

(12)

1303475

Year Course

1.0 credit

Prerequisites: VMIP I, II & III.

Students in Vocal Music in Performance IV have mastered the requirements of VMIP I-III and work more independently on their musical performances. An emphasis on leadership and preparing for college auditions is given to a level IV student. Advanced harmony, jazz harmony and transposition will be introduced. Students are required to prepare a classical piece in French or Italian that they feel best demonstrates their abilities. Yearly Summative Course Work: 1 classical piece in French or Italian and 20 performances (internal and external – required; written assignments are given when a student is unable to perform at a scheduled performance

Introduction to Strings

(9-12)

1302440

Semester Course

0.5 Credit

This course is for the student with prior music experience on a solo instrument such as piano or voice but no prior experience playing *string instruments and wants to develop and explore musicianship through a collaborative process. Students will cover the fundamentals of instrument string technique, string theory, critical listening, and ensemble skills through the study, rehearsal and performance of string ensemble music. Students will develop the physical and cognitive skills that will prepare them for participation in the String Orchestra. *String Instruments include violin, viola, cello & bass. Public performances may serve as a culmination of specific instructional goals.

Performance Summative Course Work: 3 Ensemble Pieces, 1 public performance

String Ensemble I; II/III/IV Honors

(9-12)

1305410; 1305420/ 1305430/ 1305440

Semester or Year Course

0.5 or 1.0 Credit

Prerequisite/s: Introduction to Strings or Audition required; Student provides her musical instrument (e.g., borrow, rent, purchase)

This course is for students with previous experience playing *string instruments, and who wants to develop or explore musicianship through the collaborative process of performing in a string ensemble. Student musicians will focus on furthering their technical facility, music literacy, listening skills, expressiveness, and aesthetic awareness. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. During this course, the musician will have a wide scope of instruction and musical awareness with an emphasis on stringed instrument performance. Public performances will be required to serve as a culmination of specific instructional goals throughout the year.

*String Instruments include violin, viola, cello & bass.

Music/Performance Summative Course Work: 8 Ensemble Pieces, 4 Public Performances

Percussion Ensemble I

(9-12)

1302460

Semester Course

0.5 Credit

Recommended foundation class for Music Theory AP

Students with previous and/or little or no experience in an instrumental ensemble develop basic musicianship and ensemble performance skills through the study of percussion instruments. Students will cover the fundamentals of playing percussion instruments and develop competency in foundational percussion performance and music theory. Students will learn rhythmic and melodic reading, listening skills, sight-reading and ensemble skills through the study, rehearsal, and performance of music. Students will develop the physical and cognitive skills that can be applied to a variety of instruments. Students will learn to self-assess and collaborate as they rehearse, perform and study different musical styles/genres. The ensemble will perform for special school events.

Performances will be required.

Music/Performance Summative Course Work: 6 Cadences, 3 public performances

Percussion Ensemble II/III Honors
(10-12)

1302470/1302480

Year Course

1.0 Credit

Prerequisite: Percussion Ensemble I

Students will further their skills in rhythmic and melodic reading, listening skills, sight-reading and ensemble skills through the study, rehearsal, and performance of music. Students will continue to develop the physical and cognitive skills that can be applied to a variety of instruments. Students will continue to self-assess and collaborate as they rehearse, perform and study different musical styles/genres. The ensemble will perform for special school events.

Performances will be required.

Music/Performance Summative Course Work: 6 Cadences, 3 public performances

AP Music Theory
(10-12)

1300330

Year Course

Prerequisite: All students must complete a pre-assessment theory exam: The pre-assessment exam is given to measure students' current music theory knowledge

AP Music Theory is a college-level course for highly motivated students with a serious interest in analyzing music. Students will complete coursework equivalent to that of a first-year college course in music theory. Students will engage in written work as well as sight-singing, ear-training, and melodic and harmonic dictation practice. Through these practices' students will develop the ability to recognize, understand, and describe the basic processes that are heard and presented in an advanced music score.

Project Summative Course Work: 2 Original Compositions, 2 Song Arrangements

Independent Performing Arts Study
(11-12)

1302450

Year Course or Semester Course

1.0 or 0.5 Credit

Prerequisites: Theory evaluation testing and/or survey required for acceptance into this course. A dedicated commitment to pursuing music at a collegiate level is required.

Building on the introductory, intermediate and honors level performing arts classes, this course allows students to explore in depth any one of the following areas of study: Songwriting, Musical Theatre, Music Business or an Instrumental Focus (piano, strings, winds, brass, or percussion). After declaring your area of study, based on the four disciplines offered in this course, you will work with one of the two instructors scheduled to teach this area of study. Independent Study has been designed to afford students an opportunity to explore their respective area of interest, at a deeper and more meaningful level.

Yearly Summative Course Work: Four performances (Music Business required to assist in the preparation of those performances)

Semester Summative Course Work: Two performances (Music Business required to assist in the preparation of those performances)

VISUAL ARTS

Course Sequencing

- Level I Course
- Level II Courses
- Level III Courses
- Level IV Courses

AP Art and Design:

- A portfolio review and interview with instructor
- Successful completion of summer assignments

AP History of Art:

- Love of art and an interest in how cultural constructs shaped Western Invented Images and forms and how artists responded to those influences.
- Interview with instructor
- Successful completion of summer assignments

Level I Course

Art I (Prerequisite for all other visual arts courses)

(9-12)

0101300

Semester or Summer Course

0.5 credit

In this introductory visual arts course, students study and produce art in the context of art and design. Students acquire the basic language of art, including the elements and principles of art and design, through its application to historical works and students' works. Students are introduced to the creative process for problem-solving in order to develop creative and meaningful solutions in both design exercises and art projects. Students study drawing through direct observation, practicing basic techniques and skills necessary to draft ideas in intermediate art courses. Art history is incorporated to inform students about concepts and contexts, as well as to seek inspiration from other artists for students' idea development. Each student maintains a sketchbook to document class notes, exercises, and their creative processes. Student artwork is evaluated through class critiques and written analysis and reflection.

Project Summative Course Work: 4 studio projects, one art history theme project

Level II Courses

Drawing

(10-12)

0101310

Semester Course (typically offered first semester)

0.5 Credit

Prerequisite: Art I

Students develop their artistic voice in drawing media through deeper study and practice that furthers their technical and conceptual development. Through a variety of materials, including pen and ink, charcoal, and watercolor, the course focus on drawing and mark-making techniques through gesture, contour, value and form. Direct observation and studies of still life, figures and interior/exterior spaces serve guided practice and subject matter for creating compositional solutions. Exemplar artists and historical underpinnings support students' technical and idea development. Sketchbooks are used for class notes, exercises, and documentation of the creative process for each project. Students partake in class critiques to support self and peer evaluation and write about their work to note artistic development and success.

Project Summative Course Work: 4 studio projects, 2 studies.

Painting

(10-12)

0101310

Semester Course (typically offered second semester)

0.5 Credit

Prerequisite: Art I

This studio art course provides students exploration in painting along with further technical and conceptual development in their artistic expression. Students explore a variety of painting methods, while applying color theory and light and shade. Analysis of exemplar artists and historical underpinnings support students' technical and idea development. Sketchbooks are used for class notes, exercises, and documentation of the creative process for each project. Students partake in class critiques to support self and peer evaluation and write about their work to note artistic development and success.

Project Summative Course Work: 4 studio projects.

Darkroom Photography

(10-12)

0108310

Semester Course (typically offered first semester)

0.5 Credit

Prerequisite: Art I

Students develop their artistic voice in photo-based media as they learn the fundamental concepts of the art of photography. Course content includes a brief history of photography from its inception through modern/current photography. Students become familiar with the basic mechanics of a camera and apply design principles and rules of composition, while learning to control exposure, depth of field, lighting, and film development processes. Students will use a variety of media and materials such as 35 mm black and white film, single lens reflex camera, digital camera, dark room, computer application, filters, cyanotypes, and pen hole photography. Through the study of different photography genres and exemplar photographers, and through the routine use of the creative process, students visually and verbally communicate their ideas through visual concepts, tools, and techniques. Ongoing art criticism processes are used to evaluate, explain, and measure artistic growth in personal or group works.

Project Summative Course Work: 4 studio projects.

Digital Photography

(10-12)

0108370

Semester Course (typically offered second semester)

0.5 Credit

Prerequisite: Art I

Students develop their artistic voice in photo-based media as they learn the fundamental concepts and tools for creative handling of digital images post-production. Working in digital photography, students learn to consider color theory while applying design principles and rules of composition. Students primarily work with Adobe Photoshop along with additional software and technologies to produce digitally manipulated images, graphics, designs and animations. Through the study of different concepts, design products, and exemplar artists, and through the routine use of the creative process, image gathering, image editing, students visually and verbally communicate their ideas through visual concepts, tools and techniques. Ongoing analysis and critiques support students' visual responses to assignments and self-evaluation and celebrate artistic growth. Project Summative Course Work: 4 studio projects, 2 mini projects.

Sculpture

(10-12)

0111310

Semester Course (typically offered first semester)

0.5 Credit

Prerequisite: Art I

This course provides students with the opportunity to explore various 3-D media such as clay, plaster, and wire as a vehicle for self-expression. Students design and direct their solutions while learning the basic processes of additive and subtractive sculpture: carving, modeling, and surface design. Research on significant cultural traditions and related artists is required. Sketchbooks record creative-process notes, research, exploration of compositional alternatives, and documentation of processes. Students partake in class critiques to support self and peer evaluation and write about their work to note artistic development and success.

Project Summative Course Work: 4 studio projects.

Ceramics

(10-12)

0111310

Semester Course (typically offered second semester)

0.5 Credit

Prerequisite: Art I

Students gain a deeper understanding of communicating their personal voice through the use of clay as a 3-D medium. This course provides students with the opportunity to design and direct their solutions while learning the basic processes of slab and coil building, wheel throwing, surface design, glazing, and firing. Research on significant cultural traditions and related artists is required. Sketchbooks record creative-process notes, research, exploration of compositional alternatives, and documentation of processes. Students partake in class critiques to support self and peer evaluation and write about their work to note artistic development and success.

Project Summative Course Work: 4 studio projects.

Yearbook Journalism and Design I Honors

(10-12)

1006300

Year Course

1 credit

Prerequisite: Art I

This course provides students a hands-on experience in photojournalism, story-writing, and layout design in the production and annual publishing of the school's yearbook Echoes. Students develop graphic design skills in digital photography, typography and layout, utilizing technological tools and applications including Adobe InDesign and Photoshop. Students explore traditional and contemporary design strategies and principles in order to visually communicate effectively. Along with ongoing practice in interviewing, writing, and editing, students combine their visual and verbal skills to recapture Academy student life through a theme.

Project Summative Course Work: 10-12 spreads done both individually and collaboratively.

Level III Courses

2D Art III Honors

(11-12)

0101320

Year Course

1 Credit

Prerequisites: Art I; and either 2D Art II—Drawing and/or Painting, Photography and Digital Imaging, or Yearbook Journalism and Design I or II Honors

Students who have taken intermediate courses in drawing, painting, photography, and/or digital imaging further their artistic development by pursuing more complex ideas and advanced techniques to create increasingly more self-directed artworks suitable for inclusion in a portfolio. Students are encouraged to both strengthen skills and expand their range of media, incorporating both digital and traditional tools and techniques. Students produce works that evidence an accomplished level of formal quality and delivery of expressive artistic voice and style. Through both individual and collaborative research, ideation, application, and written analysis and evaluation, students are challenged to reflect on their creative process and artistic development, and also support the work of their peers as an art community.

Project Summative Course Work: 8-10 studio projects, one critical analysis essay.

3D Art III Honors

(11-12)

0101350

Year Course

1 Credit

Prerequisites: Art I; and either 3D Art II – Sculpture and/or Ceramics

Students who have taken intermediate courses in sculpture and ceramics further their artistic development by pursuing more complex ideas and advanced techniques to create increasingly more self-directed artworks suitable for inclusion in a portfolio. Students are encouraged to both strengthen skills and expand their knowledge of and techniques in three-dimensional media. Students produce works that evidence an accomplished level of formal quality and delivery of expressive artistic voice and style. Through both individual and collaborative research, ideation, application, written analysis and evaluation, students are challenged to reflect on their creative process and artistic development, and also support the work of their peers as an art community.

Project Summative Course Work: 8 studio projects, one critical analysis essay.

Portfolio Honors

(11-12)

0109330

Semester or Year Course

0.5 or 1 credit

Prerequisites: Successful completion of Art I and 1-2 additional credits in visual arts and teacher approval.

Building on previous knowledge and experience, students work in a self-directed environment to develop a body of artwork that visually explores a theme or concept, articulated and supported by the creative process and a written artist statement. Students may work in materials and media they've previously studied, as well as expand on skills through research. Students demonstrate an increasingly more sophisticated understanding of concept, composition, and design principles as applied to a 2-D surface or a 3-D product. Students regularly analyze and reflect on aesthetics and art issues individually or as a group. In keeping with the rigor expected in an advanced setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical and cultural knowledge.

Project Summative Course Work: 8-10 studio projects, one critical analysis essay.

Digital Art and Design Honors

(10-12)

0108370

Semester Course

0.5 Credit

Prerequisites: Art I; and Photography and/or Digital Imaging or Yearbook Journalism and Design I or II Honors

Building a strong understanding of the art of visual communication, students in this course develop their artistic voice through an in-depth focus on graphic and digital design. Students explore foundations of graphic design in digital media using Adobe software and apps. Projects will focus on communication through type, graphics, and layout for both print and digital formats. Studying the history graphic design, as well as current trends, will inform the creative process, and students will be challenged to analyze, ideate, and communicate visual concepts. Ongoing analysis and critiques support students' visual responses to assignments and self-evaluation and celebrate artistic growth.

Project Summative Course Work: 3 studio projects, 2-3 mini projects.

Yearbook Journalism and Design II Honors

(11-12)

1006310

Year Course

1 credit

Prerequisites: Yearbook Journalism and Design I Honors and teacher approval; demonstrated level of success and commitment in prerequisite course.

Building on the skills obtained in Yearbook Journalism & Design I Honors, students undertake more in-depth leadership roles as senior staff members or editors. Sharpening their skills in graphic design and good journalism, students actively research traditional and contemporary design aesthetics in order to develop and design the layout templates for the yearbook. Students work collaboratively to build a strong conceptual and visual theme and actively critique and edit their work and the work of their peers. Staff and editors at this level grow in their use of organization, communication, and time management skills in order to meet the demands of production schedules and publication deadlines.

Project Summative Course Work: 10-12 spreads done both individually and collaboratively.

Level IV Courses

Advanced Placement Art and Design

(11, 12)

0109300

Year Course

1 credit

Prerequisites: Successful completion of Art I, plus 1-2 additional credits in visual arts and teacher approval. It is recommended that students take a study hall in order to fulfill the studio lab requirements (4-6 hours outside of class/week). The AP Studio Art course is designed for advanced art students who desire in-depth artistic experiences and growth toward mastery in the concept, composition, and execution of their ideas. Maximizing on prior arts experiences and particular strengths, students choose either the 2D Design, 3D Design, or Drawing portfolio to focus the direction of their artistic growth. In building a labor-intensive portfolio, students strengthen and expand their abilities through experience with a variety of concepts, techniques and approaches. The creative process also becomes deeply integrated into students' studio habits: the inception of the idea, formulation of the expressive and formal intentions, execution showing technical versatility and skill development, completion of the work, and evaluation. In the concentration section of the portfolio, students develop a body of work that investigates an idea of personal interest, finding their unique artistic voice and creative autonomy. Students are required to present an exhibit reflecting a highly accomplished level of visual and verbal articulation of ideas and submit a portfolio to the College Board in the spring.

Project Summative Course Work: 16-24 studio projects, one presentation, and one artist gallery talk.

Advanced Placement History of Art
(10-12)

0100300

Year Course

1 credit

Prerequisites: 2 yrs. history, recommendation from history, English and art teacher; Art I is encouraged, but not required. The central questions in this course include: What is art and how is it made? Why and how does art change? And, how do we describe our thinking about art? With these core questions as the foundation, the curriculum explores the history of art and architecture through geographic, cultural, chronological and thematic relationships. Guided by the core questions, students master effective and precise articulation of an artwork's meaning and function, its maker's approaches, and the ways it reflects and affects its historical and cultural context. Daily practice of questioning techniques, discussion methods, analysis, guided discovery, and independent learning enable students' development of critical thinking and visual literacy skills, with which they can mine meaning from any artwork they encounter throughout their lives. Project Summative Course Work: two essays, 3-5 peer teach presentations.

Yearbook Journalism and Design III Honors for Editors
(12)

1006320

Year Course

1 credit

Prerequisites: Yearbook Journalism and Design I Honors and teacher approval; demonstrated level of success and commitment in prerequisite course.

Building on the leadership experience in Yearbook Journalism & Design II Honors, students undertake lead editor roles in visioning, conceptualizing, and managing the organization of the yearbook. Students actively research traditional and contemporary design aesthetics in order to develop and design the organization, layout, and typography schemes for the yearbook. They set the example for collaboration, for a strong conceptual and visual theme; and, they actively solicit and integrate ideas from the staff. Editors critique and edit the work of the staff for visual and verbal engagement and unity. Staff and editors at this level uphold the standards of the yearbook through their modeling of graphic design and journalism skills; and, they hold staff accountable to the demands of production schedules and publication deadlines. Project Summative Course Work: 12-24 spreads done both individually and collaboratively.

HEALTH AND FITNESS DEPARTMENT

Fit for Life

(9-12)

1506320

Semester or Summer Course

0.5 credit

This course will help students become physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of physical activity. Students will be guided to become informed consumers on matters related to lifelong physical activity and fitness, taking responsibility for setting individualized goals, and making plans for active living. To accomplish this overarching goal, students will learn a variety of self-management skills, including self-assessment to help to empower them to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, stress and time management, and movement activity for a lifetime. Students will learn that a sound mind in a sound body is essential and requires that each individual make positive lifestyle choices and becomes a proactive decision maker. Students are expected to be prepared in appropriate workout clothes to actively engage in all physical activities.

Semester Summative Course Work: 3-4 physical assessments, 1-2 self-assessments, 2 tests/projects, 1-2-mini labs, 2-3 mini-projects, and 1 final project (summative and formative assessments may include writing components)

Health For Life

(9-12)

0800310

Semester or Summer Course

0.5 Credit

This course provides the necessary facts, skills, strategies and behaviors to achieve a proactively balanced life of health and wellness. The focus is on assisting students to be positively engaged in daily personal wellness choices. This holistic and fundamental approach to health and wellness issues include mental, emotional, physical, social, and spiritual health components. The curriculum emphasizes self-esteem and a sense of responsibility of all behaviors and decisions. Students will effectively use communication skills to enhance personal, family and community goals; obtain the skill development and tools necessary to access, analyze, and evaluate health information, products, and services to become literate consumers, understand health promotion and disease prevention, and use goal-setting and decision-making skills to address issues related to personal, family, and community health and wellness; identify and practice health-enhancing behaviors to make positive and educated decisions, to promote a healthy and balanced lifestyle and to reduce health risks to live safer, healthier lives as mature and independent young women.

Semester Summative Course Work: 3-4 tests, 2-4 projects, 2-4 presentations, 1 final exam (summative and formative assessments may include writing components)

Health For Life (ONLINE)
(9-12)

0800310

Semester Course or Summer Course

0.5 Credit

This course provides the necessary facts, skills, strategies and behaviors to achieve a proactively balanced life of health and wellness. The focus is on assisting students to be positively engaged in daily personal wellness choices. This holistic and fundamental approach to health and wellness issues include mental, emotional, physical, social, and spiritual health components. The curriculum emphasizes self-esteem and a sense of responsibility of all behaviors and decisions. Students will effectively use communication skills to enhance personal, family and community goals; obtain the skill development and tools necessary to access, analyze, and evaluate health information, products, and services to become literate consumers, understand health promotion and disease prevention, and use goal-setting and decision-making skills to address issues related to personal, family, and community health and wellness; identify and practice health-enhancing behaviors to make positive and educated decisions, to promote a healthy and balanced lifestyle and to reduce health risks to live safer, healthier lives as mature and independent young women.

Semester Summative Course Work: 3-4 tests, 2-4 projects, 2-4 presentations, 1 final exam (summative and formative assessments may include writing components)

MATHEMATICS DEPARTMENT

Placement Policy

Any student may request an honors or Advanced Placement course if she successfully completed the previous course. A student must maintain a 75 percent or higher grade average in the first semester to stay in the honors or Advanced Placement course. If the grade average is below 75 percent, the student will move down one level for the second semester.

Algebra I College Prep

(9)

1200310

Year Course

1 credit

This course provides the foundation for more advanced mathematics and develops skills needed to solve mathematical problems. Content includes sets, variables, structure and properties of the real number system, first degree equations/inequalities, relations and functions, graphs, systems of linear equations/inequalities, integral exponents, polynomials, factoring, rational algebraic expressions, irrational numbers, radical expressions, quadratic equations and mathematical problems.

Summative Course Work: 5-7 tests and 1 semester exam

Algebra II College Prep

(9-10)

1200330

Year Course

1 credit

Prerequisite: Algebra I

This course continues the study of the structure of algebra and provides the foundation for applying these skills to other mathematical and scientific fields. Content includes the review and extension of the structure and properties of the real number system, relations, functions and graphs, polynomials and rational expressions, quadratic equations and inequalities, polynomial functions, rational and irrational exponents, logarithms and complex numbers.

Summative Course Work: 5-7 tests and 1 semester exam

Algebra II Honors

(9-10)

1200340

Year Course

1 credit

Prerequisite: Algebra I

This course presents an in-depth study of the topics of Algebra II with emphasis on theory, proof and development of formulas, as well as their application. Content includes algebra structure, first-degree equations in one and two variables solved algebraically and graphically, systems of equations and inequalities, functions and relations, polynomials and rational expressions, exponents and radicals, logarithms, complex numbers, conic sections and polynomial equations.

Summative Course Work: 6-8 tests and 1 semester exam.

Geometry & Trigonometry College Prep

(10-11)

1211310

Year or Summer Course

1 credit

Prerequisite: Algebra II

This course emphasizes critical thinking involving the discovery of geometric relationships and applying deductive reasoning skills to prove theorems. Content includes logic and reasoning, the study of Euclidean Geometry of lines, planes, angles, triangle similarity, congruence, geometric inequalities, polygons, and circles, area and volume, and basic trigonometry.

Summative Course Work: 5-7 tests and 1 semester project/exam.

Geometry & Trigonometry Honors

(10-11)

1211320

Year Course

1 credit

Prerequisite: Algebra II Honors

This course emphasizes critical thinking involving the discovery of geometric relationships and applying deductive reasoning skills to prove theorems. Content includes logic and reasoning, the study of Euclidean Geometry of lines, planes, angles, triangle similarity, congruence, geometric inequalities, polygons, and circles, and area and volume. Students will extensively study the relationships between trigonometric functions, both graphically and algebraically, including derivation of the unit circle.

Summative Course Work: 6-8 tests and 1 semester project/exam.

Pre-Calculus College Prep

(11-12)

1202330

Year Course

1 Credit

Prerequisites: Algebra II and Geometry & Trigonometry

This course expands on mathematical processes covered in prior courses, culminating in deeper analysis of linear, quadratic, polynomial, exponential and trigonometric functions. Students focus on solving equations involving combination, composition, transformations, piecewise functions, and the theory of limits. Summative Course Work: 5 – 7 tests and 1 semester exam.

Pre-Calculus Honors

(11-12)

1202340

Year Course

1.0 credit

Prerequisites: Algebra II and Geometry & Trigonometry Honors

This course expands on mathematical processes covered in prior courses, culminating in deeper analysis of linear, quadratic, polynomial, exponential and trigonometric functions. Students focus on solving equations involving combination, composition, transformations, piecewise functions, and the theory of limits. This course is intended as preparation for Calculus Honors.

Summative Course Work: 6 – 8 tests and 1 semester exam.

Pre-Calculus Accelerated Honors

(11)

1202341

Year Course

1 credit

Prerequisites: Algebra II Honors and Geometry & Trigonometry Honors

This course builds on the content of previous courses and is intended as a strong preparation for AP Calculus. Topics studied in depth are how the properties and graphs of functions determine higher level properties such as limits and derivatives; elementary probability and statistics; conics; polar and parametric functions; and sequences and series.

Summative Course Work: 7-8 cumulative tests. Note that no homework is assigned, collected, or graded in this course. Quizzes will be given daily.

Statistics & Probability College Prep

(12)

1210300

Year Course

1 credit

Prerequisite: Geometry & Trigonometry

Note: Students are required to have 4 years of Math to meet their graduation requirement. Statistics can only satisfy 1 year of the 4.

This course introduces students to the concepts used to collect, analyze, and draw conclusions from data. Statistical methods are presented with a focus on understanding both the suitability of the method and the meaning of the result. Methods and measurements are developed in the context of applications. Topics covered are averages and variation, correlation and regression, probability, data distribution, and hypothesis testing. Summative Course Work: 5 – 7 tests and 1 semester exam.

Advanced Placement Statistics

(11, 12)

1210320

Year Course

1 credit

Prerequisite: Geometry & Trigonometry

Note: Students are required to have 4 years of Math to meet their graduation requirement. Statistics can only satisfy 1 year of the 4.

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data (describing patterns and departures from patterns), Sampling and Experimentation (planning and conducting a study), Anticipating Patterns (exploring random phenomena using probability and simulation) and Statistical Inference (estimating population parameters and testing hypotheses). Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course.

Summative Course Work: 5 cumulative tests modeled after AP exam, 1 semester project and 1 semester exam.

Advanced Topics in Mathematics College Prep

(12)

1298310

Year Course

1 Credit

Prerequisite: Completion of Algebra II and Geometry & Trigonometry

Advanced Topics in Mathematics provides students with a general survey of mathematical topics useful in our contemporary world and furthers their opportunity to strengthen their algebra skills. Students will use Algebra to solve real world problems, continue to develop their standardized test fluency and aptitude, and apply problem solving skills to establish mathematics strategies. Summative Course Work: 5 – 7 tests and 1 semester exam.

Calculus Honors

(12)

1202300

Year Course

1 credit

Prerequisite: Pre-Calculus Honors

This course is intended to be an overview of Calculus and provides a study of elementary functions and the general theory and techniques of differential and integral calculus. Topics include functions, graphs, limits, derivatives, and integrals.

Summative Course Work : 4-5 tests and 1 semester exam.

Advanced Placement Calculus AB

(11-12)

1202310

Year Course

1 credit

Prerequisite: Pre-Calculus Honors

This course is equivalent to College Calculus I and provides a study of elementary functions and the general theory and techniques of differential and integral calculus. Topics include functions, graphs, limits, derivatives and integrals. The course content includes all topics determined by the College Board for AP Calculus AB.

Summative Course Work: 5 tests (modeled after the AP exam), 1 calculator assessment, and 1 semester exam. Note that no homework is assigned, collected, or graded in this course. Quizzes will be given daily.

Advanced Placement Calculus BC

(12)

1202320

Year Course

1 credit

Prerequisite: AP Calculus AB or Pre-Calculus Honors (Pre-AP)

This course is equivalent to College Calculus II and extends the content learned in AB to different types of equations. Topics also include sequences and series. The course content includes all topics determined by the College Board for AP Calculus BC.

Summative Course Work: 5 tests (modeled after the AP exam), 1 calculator assessment, and 1 semester exam. Note that no homework is assigned, collected or graded in this course. Quizzes will be given daily.

SCIENCE DEPARTMENT

Placement Policy

Any student may request an honors or Advanced Placement course if she successfully completed the previous course. A student must maintain a 75 percent or higher grade average in the first semester to stay in the honors or Advanced Placement course. If the grade average is below 75 percent, the student will move down one level for the second semester.

Physics I College Prep

(9)

2003380

Year Course

1 credit

This course provides a conceptual background in the fundamental laws of nature that govern all forces and matter. The course provides a basic foundation for subsequent science courses. Content includes mechanics, properties of matter, heat, sound, light, electricity and magnetism. Laboratory work is an integral part of this course.

Yearly Summative Course Work: 8-10 tests/quizzes that are focused on conceptual understanding of the topics; 20-25 labs, 1-2 projects/presentations, 1 cumulative mid-term, 1 cumulative final exam.

Physics I Honors

(9)

2003390

Year Course

1 credit

Prerequisite: Algebra 1

This course provides a rigorous mathematical and conceptual background in the fundamental laws of nature that govern forces and matter. The course provides students with advanced lecture and laboratory experiences in direct preparation for the Advanced Placement Physics 1 course. The content includes kinematics, dynamics, energy, work and power, heat and thermodynamics, wave characteristics, light, sound, electricity, magnetism and atomic physics. Laboratory work is an integral part of this course.

Yearly Summative Work: 8-10 tests/quizzes focused on critical thinking skills and rigorous mathematical application of physics concepts; 20-25 labs, 1-2 projects/presentations, 1 cumulative mid-term, 1 cumulative final exam.

Chemistry I College Prep

(10)

2003340

Year Course

1 credit

Prerequisite: Physics I

This course applies the concepts of physics to atoms and molecules. The course provides students with the study of concepts as well as laboratory experience in the study of matter and the changes associated with matter. The topics include classification of matter and its changes, atomic structure, the periodic table, bonding, formation of compounds, nomenclature, reactions and equations, the kinetic theory, gases and their behavior, the mole concept, water and its solutions, acids and bases, oxidation-reduction reactions, and nuclear chemistry.

Yearly Summative Course Work: 20 Labs, 14 Tests, Cumulative Midterm and Exam

Chemistry I Honors

(10)

2003350

Year Course

1 credit

Prerequisites: Physics I Honors or Physics I and an appropriate mathematics aptitude

This course applies the concepts of physics to atoms and molecules. The course provides students with advanced lecture and laboratory experiences in direct preparation for the Advanced Placement Chemistry course. The content includes structure of matter, energy changes, atomic structure, nuclear chemistry, nomenclature, chemical reactions, stoichiometry, the gas laws, the periodic table, bonding, chemical kinetics, acids and bases and redox reactions. Laboratory work is an integral part of this course.

Semester Summative Course Work: 3-5 Tests, 3-5 labs

Biology I College Prep

(11)

2000310

Year Course

1 credit

Prerequisites: Physics I and Chemistry I

This course applies the concepts learned in CP physics and CP chemistry to a general overview of living systems. The course provides students with general exploratory experiences and activities in the fundamental concepts of life. Content includes scientific method and measurement, ecology, review of basic chemistry, cell biology and reproduction, basic principles of genetics, biological changes through time and classification, structure and function of the human body with comparisons to animals within each system.

Semester Summative Course Work: 4-5 tests, 3-5 labs, 1-2 projects

Biology I Honors

(11-12)

2000320

Year Course

1 credit

Prerequisites for 11th grade: Physics I and Chemistry I Honors

Prerequisites for 12th grade: Physics I, Chemistry I and AP Chemistry

This course applies the concepts learned in physics and honors chemistry to living systems. The course provides students with advanced lecture and laboratory experiences in direct preparation for the Advanced Placement Biology course. Content includes advanced review of chemistry, biochemistry, cell biology and reproduction, advanced cell physiology, principles of genetics, advanced molecular genetics, evolution and population genetics, classification and taxonomy, structures and function of the human body, and ecological relationships.

Semester Summative Course Work: 4-5 tests, 3-5 labs, 1-2 projects

Advanced Placement Chemistry

(11-12)

2003370

Year Course

1 credit

Special note: Students enrolled in this class must have taken Biology in their junior year or must take Biology I Honors or Advanced Placement Biology in their senior year.

Prerequisites: Physics I and Chemistry I Honors

This course includes topics regularly covered in the general chemistry course taken during the first college year. The emphasis is on developing a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course content includes structure of matter, states of matter, reactions, descriptive chemistry and laboratory experiences. The exact content is determined by the College Board. This course includes a required summer assignment.

Semester Summative Course Work: 3-5 Tests, 3-5 labs

Advanced Placement Biology

(11,12)

2000340

Year Course

1 credit

Prerequisites: Physics I, Chemistry I and Advanced Placement Chemistry or Biology I Honors

This course includes those topics regularly covered in an undergraduate college biology course for majors. The primary emphasis is on developing an understanding of science as a process rather than an accumulation of facts and application of biological knowledge and critical thinking to environmental and social concerns. Concepts studied fall within the following themes: science as a process, evolution, energy transfer, continuity and change, relationship of structure to function, regulation, interdependence in nature and science, technology and society. Personal laboratory experience in scientific inquiry is included. The exact content is determined by the College Board. There will be a summer assignment that will require an extensive review of all chemistry topics. A summative assessment is given the first week of school over this prior knowledge.

Semester Summative Course Work: 4 unit tests; 1 semester review test; 2-3 formal lab reports; 3-4 case studies

Advanced Placement Environmental Science

(12)

2001380

Year Course

1 credit

Prerequisites: Physics I, Chemistry I and Biology I

This college-level course focuses on the general scientific principles of biology, ecology, earth science, chemistry and physics in describing the environment and how human activities affect it. Topics include basic principles of ecology, population dynamics, resources, pollution, preservation concepts, food and agriculture and environmental ethics. Laboratory work is included. The exact content of the course is determined by the College Board. There is a summer assignment that includes the earth science concepts that are considered prior knowledge by College Board. There will be a summative assessment of this prior knowledge during the first week of school.

Semester Summative Course Work: 3-4 unit tests; 1 semester review test; 2-3 presentations; service learning project

Advanced Placement Physics C

(11,12)

2003425

Year Course

1 credit

Prerequisite(s): Pre-Calculus Honors/(Pre-AP) or Corequisite of Calculus AB or Calculus BC

Recommended: Physics I Honors and Chemistry Honors

Explore concepts such as kinematics; Newton's laws of motion, work, energy, and power; systems of particles and linear momentum; rotation; oscillations; and gravitation. You'll do hands-on laboratory work and in-class activities to investigate phenomena and use calculus to solve problems. The exact content is determined by the College Board.

Yearly Summative Work: 10 tests, 2 formal lab reports

Biotechnology Honors

(11-12)

2001320

Year Course

1.0 credit

Prerequisites: Honors Chemistry, Honors Biology. Can be taken concurrently with AP Biology.

The field of biotechnology shapes our understanding of the world. In this course, students will build molecular biology skills through hands-on activities and real-world applications. Topics include DNA analysis, bacterial transformation, PCR and more.

Semester summative coursework: 3-5 Unit tests, project, research paper

Forensic Science I Honors

(11-12)

2002480

Year Course

1 credit

Prerequisites: Physics, Chemistry, Biology (may be taken concurrently with Biology)

This course surveys key topics in forensic science, including the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, physical and trace evidence, and the law and courtroom procedures from the perspective of the forensic scientist. Hands-on labs and analysis of fictional crime scenarios will reinforce students learning about forensic tools, technical resources, forming and testing hypotheses, proper data collection, and responsible conclusions. Topics include but are not limited to ballistics, blood analysis, forgery, fingerprints, impressions, and hair and fibers analysis. A knowledge of trigonometry is expected.

Semester Summative Course Work: 3-4 unit tests; 1 semester review test; 2-3 projects

Human Anatomy and Physiology College Honors
(12)

2000350

Year Course

1 credit

Prerequisites: Physics I, Chemistry I and Biology I

This course provides students with general exploratory activities in the structures and functions of the components of the human body. Content includes anatomical terminology, cells and tissues, integumentary system, skeletal system, muscular system, nervous system, special sensory organs, endocrine system, circulatory system, respiratory system, digestive system, excretory system and reproductive system. Dissections are an integral part of this course.

Semester Summative Course Work: 3-5 Tests, 3-5 labs, 2-4 projects

Introduction to Neuroscience Honors

(11-12)

2000365

Year Course

1 credit

Prerequisites: Chemistry Honors, Biology Honors (CP requires instructor approval); AP Biology/AP Psychology can meet the biology prerequisite if taken concurrently

The brain controls everything we see, think, and do. This introductory course is designed to target students interested in learning more about the mammalian nervous system. Topics include anatomy of the nervous system, basic nerve signaling, and nerve communication. It will also cover the basic neuroscience systems of sensor and motor. The end of the course will focus on the brain and behavior including neurotransmitters, motivation, emotion, sleep, attention, mental illness and drug abuse.

Semester Summative Course Work: 4-5 unit tests, 1 spring research paper, 1 fall project

Marine Science I College Prep

(12)

2002500

Semester Course

0.5 credit

Prerequisites: Physics I, Chemistry I and Biology I

This course provides basic information about biological processes, organisms of the marine environment and physical oceanography. Laboratory work is an integral part of the course. Topics include organisms of the sea from the Monera through Chordates, energy flow through the oceans, topography of the ocean floor, trophic relationships, properties of water and the impact of humans on the ocean.

Semester Summative Course Work: 3 unit tests; 1 semester review test; 1-2 projects

SOCIAL STUDIES DEPARTMENT

Placement Policy

Any student may request an honors or Advanced Placement course if she successfully completed the previous course. A student must maintain a 75 percent or higher grade average in the first semester to stay in the honors or Advanced Placement course. If the grade average is below 75 percent, the student will move down one level for the second semester.

Global Studies

(9)

2109320

Year Course

1 Credit

This survey course includes an understanding of the world, time-spatial relationships, development of various civilizations, growth of major religions, development of government and politics, role of science and technology, development of modern nations, cultural development, interdependence and international relations.

Student Expectations: Prepared daily to actively engage in classroom discussions through previously assigned reading. They will analyze primary source/secondary source materials by drawing conclusions, providing explanations, developing a sense of time and place and evaluating a source's credibility. Students will produce writing that responds to a scaffolded prompt.

Yearly Summative Course Work: 8-10 class tests, 2-4 projects, 3-5 presentations, 1 mid-year exam, 1 final exam (summative and formative assessments may include writing components)

20th Century History College Prep

(10)

2109350

Semester Course (Fall)

0.5 credit

This survey course provides students the opportunity to acquire an understanding of the chronological development of the contemporary world through an investigation of the significant events and trends which have occurred in the recent past.

Student Expectations: Prepared daily to actively engage in classroom discussions through previously assigned reading. They will analyze primary source/secondary source materials by drawing conclusions, providing explanations, developing a sense of time and place and evaluating a source's credibility. Students will produce writing that responds to a scaffolded prompt. Students can expect to read 2-3 chapters per month.

Semester Summative Course Work: 5 class tests, 2 projects, 1 mid-year exam, 1 final exam (summative and formative assessments may include writing components)

20th Century History Honors

(10)

2109355

Semester Course (Fall)

0.5 credit

This survey course provides students the opportunity to acquire an understanding of the chronological and thematic development of the contemporary world through an investigation of the significant events and trends which have occurred during the recent past with a focus on the trends of imperialism, nationalism, and globalization. Students will analyze and evaluate the impact of these themes on long term global trends and how they influence the world today.

Student Expectations: Prepared daily to actively engage in classroom discussions with an understanding of the depth of the material (i.e. How did the long-lasting effects of European imperialism impact newly independent countries?) through previously assigned chapter reading and outlining (average 2-3 chapters per month). They will analyze primary source/secondary source materials by summarizing the main idea, placing the document in historical context, evaluating a source's credibility, identifying the author's point of view. Students will produce writing that will require one or more of the following skills; describe/discuss, explain, evaluate, or identify.

Semester Course Work: 4-6 class tests, 1 individual project, 2 presentations, 1 final exam (summative and formative assessments may include writing components)

American Government College Prep

(10)

2106330

Semester Course (Spring)

0.5 credit

This survey course provides students with a background in the philosophy, functions, and structure of the United States government. Students examine the philosophical foundations and roots of the United States government and how that philosophy developed. Students also examine the structure and function of the United States government and its relationship to states and citizens.

Student Expectations: Prepared daily to actively engage in classroom discussions through previously assigned reading. They will analyze primary source/secondary source materials by drawing conclusions, providing explanations, developing a sense of time and place, and evaluating a source's credibility. Students will produce writing that responds to a scaffolded prompt. Students can expect to read 2-3 chapters per month.

Semester Summative Course Work: 5 class tests, 2 projects, 1 final exam (summative and formative assessments may include writing components)

American Government Honors

(10)

2106335

Semester Course (Spring)

0.5 credit

This survey course provides students with a background in the philosophy, functions and structure of the United States government (i.e. Describe the process of presidential selection). Students examine the philosophical foundations and roots of the United States government and how that philosophy developed. Students also examine the structure and function of the United States government and its relationship to states and citizens.

Student Expectations: Prepared daily to actively engage in classroom discussions with an understanding of the depth of the material (i.e. Explain the benefits and drawbacks of the electoral college system) through previously assigned chapter reading and outlining (average 2-3 chapters per month). They will apply knowledge of the systems and functions of government to real and theoretical scenarios and evaluate historical and potential responses. Students will produce writing that will require one or more of the following skills; describe/discuss, explain, evaluate, or identify.

Semester Course Work: 4-6 class tests, 1 individual project, 2 presentations, 1 final exam (summative and formative assessments may include writing components)

United States History College Prep

(11)

2100310

Year Course

1 credit

This survey course provides students with the opportunity to acquire an understanding of the chronological development of the American people by examining events and people that have affected the rise and growth of our nation.

Student Expectations: Prepared daily to actively engage in classroom discussions through previously assigned reading (i.e. identify the reasons FDR took the United States into WWII). They will analyze primary source/secondary source materials by drawing conclusions, providing explanations, developing a sense of time and place and evaluating a source's credibility. Students will produce writing that responds to a scaffolded prompt.

Yearly Summative Course Work: 8-12 class tests, 2 projects, 4 presentations, 1 mid-year exam, 1 final exam (summative and formative assessments may include writing components)

United States History Honors
(11)

2100320

Year Course

1 credit

This survey course provides students the opportunity to acquire an understanding of the development of the United States within the context of history. Course content includes coverage of the geographic, political and economic, social and cultural development of the United States from colonial times up to the present.

Student Expectations: Prepared daily to actively engage in classroom discussions with an understanding of the depth of the material (i.e. explain the reasons FDR took the steps that he did from keeping the United States from entering WWII) through previously assigned chapter reading and outlining (average 2-3 chapters per month). They will analyze primary source/secondary source materials by summarizing the main idea, placing the document in historical context, evaluating a source's credibility, identifying the author's point of view. Students will produce writing that will require one or more of the following skills; describe/discuss, explain, evaluate, identify.

Yearly Summative Course Work: 8-12 class tests, 2 projects, 4 presentations, 1 mid-year exam, 1 final exam (summative and formative assessments may include writing components)

Advanced Placement United States History
(11)

2100330

Year Course

1 credit

This survey course provides students with the opportunity to develop the analytic skills and factual knowledge necessary to deal critically with the problems, content and material of American historical development. This is done by focusing on critical events, individuals, time periods, persistent themes and change in American history. Emphasis is on the use of historic information in analyzing and evaluating American history.

Student Expectations: Prepared daily to actively engage in classroom discussions with a significant understanding of the depth of the material (i.e. after looking at FDR's policies surrounding WWII - do you see an influence in regards to Woodrow Wilson's policies of WWI - how are they connected-explain) through previously assigned chapter reading and outlining (4-5 chapters per month). They will analyze primary source/secondary source materials by analyzing arguments within a source and how that source provides information about the broader historical setting within which it was created. Students will evaluate how a source's point of view, purpose, or audience might affect a source's meaning as well as the historical significance and credibility of a source. Students will produce writing that provides an historically defensible thesis that establishes a line of reasoning, describes a broader historical context, and can support their thesis/argument in response to the prompt using primary source material. Students taking AP US History should refer to the College Board website for additional information

Yearly Summative Course Work: 8-12 class tests, 1 mid-year exam, 1 final exam (summative and formative assessments may include writing components that mirror the AP Exams - Free Response Questions, Thematic Essay Questions, Data Based Questions)

Advanced Placement Government and Politics
(12)

2106420

Year Course

1 credit

This political science course provides students with an analytical lens for understanding government and politics in the United States. Students will grasp an understanding of the institutions, influences, and beliefs that comprise the American political system. The study of concepts and analysis of specific examples will provide the student a profound perspective detailing American citizenship. AP U.S. Government and Politics prepares students for the AP Exam. The content aligns with the content strands specified by the College Board.

Student Expectations: Prepared daily to actively engage in classroom discussions with a significant understanding of the depth of the material (i.e. To what extent is checks and balances thwarted by the policymaking process?) through previously assigned reading.

They will analyze primary source/secondary source materials by identifying trends and explaining possible causes and effects based on these trends. Summarizing the main idea of a source and then connecting the source to an overall theme. Identifying the author or artist's purpose. They will produce writing that responds with a historically defensible thesis (argument) that includes relevant examples and creates and supports a counterargument to the thesis/argument. Students taking AP Government and Politics should refer to the College Board website for additional information

Yearly Summative Course Work: 8-12 class tests, 1 mid-year exam 1 final exam (please be advised that summative and formative assessments may include writing components that mirror the AP Exams - Free Response Questions/Argumentative Essay Questions)

Advanced Placement Human Geography
(9-12)

2103400

Year Course

1.0 credit

Freshman Requirement: Freshmen who score in the 90th percentile in Reading on the placement test will be recommended to take AP Human Geography in place of Global Studies. Freshman who did not score in the 90th percentile in Reading are not recommended for the course. All incoming freshmen taking AP Human Geography are encouraged to take the summer prep class, but those who scored below 75th percentile in Reading are required to enroll in the summer prep class.

The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

Student Expectations: SPrepared daily to actively engage in classroom discussions with a significant understanding of the depth of the material (i.e. To what extent is physiological population density viewed as a superior measure of population density?) through previously assigned reading. They will analyze primary source/secondary source materials by interpreting maps and analyzing geospatial data, interpreting the relationships among patterns and processes at different scales of analysis and analyzing changing interconnections among places. They will produce writing that synthesize different topical areas, analyze and evaluate geographical concepts, supply appropriately selected real-world examples to illustrate geographic concepts and interpret verbal descriptions, maps, graphs, photographs, and diagrams. Students taking Human Geography should refer to the College Board website for additional information.

Yearly Summative Course Work 8-12 class tests, 1 mid-year exam 1 final exam project (please be advised that summative and formative assessments may include writing components that mirror the AP Exams - Free Response Questions, Thematic Essay Questions, Data Based Questions)

Economics College Prep
(11-12)
2102310
Semester Course
0.5 credit

This course provides students the opportunity to acquire an understanding of the way in which society organizes its limited resources to satisfy unlimited wants. The student is introduced to the major characteristics of the mixed-market economic system in the U. S. and learns how basic economic questions are answered.

Student Expectations: Should be prepared daily to actively engage in classroom discussions (i.e. identify the reasons why demand varies inversely with price on the demand curve) through previously assigned reading. They will be answering scaffolded open ended questions using reasoning skills. They will comprehend primary source/secondary source materials using mathematical operations to determine a specific numerical response and using a diagrams to illustrate your answer correctly
Yearly Summative Course Work 6-8 class tests, 1 project, 1 final exam (summative and formative assessments may include writing components)

Economics Honors
(11-12)
2102320
Semester Course
0.5 credit

This course provides students with the opportunity to acquire a comprehensive understanding of the way in which society organizes to utilize its limited resources to satisfy unlimited wants and the distinguishing characteristics of other types of economic systems with particular attention to the American mixed-market system. The major emphasis is to provide the student with the tools to examine and analyze the implications of market solutions and public policy decisions related to economic problems.

Students Expectations: Should be prepared daily to actively engage in classroom discussions with an understanding of the depth of the material (i.e. explain the reasons why demand varies inversely with price on the demand curve) through previously assigned reading. They will analyze primary source/secondary source materials as well as charts, graphs, and tables by using mathematical operations to determine a specific numerical response and take the reader through all steps or linkages in the line of economic reasoning. Calculators are not allowed to be used in this course.

Yearly Summative Course Work: 6-8 class tests, 1 term paper, 1 final exam (summative and formative assessments may include writing components)

Advanced Placement Microeconomics
(12)
2102360
Year Course
1.0 credit

Prerequisite: Pre-Calculus and Economics

The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Students should have a solid grasp of basic math skills which include, but are not limited to fractions, percentages, graphing, etc. Calculators will not be used in this course since they not allowed for the AP exam.

Student Expectations: Should be prepared daily to actively engage in classroom discussions with a significant understanding of the depth of the material (i.e. If the marginal cost curve of a monopolist's shifts up what will happen to the monopolist's price and output?) through previously assigned reading. They will analyze and answer open ended questions accompanied by primary source/secondary source materials. They will produce writing that that includes relevant examples, illuminates the functions and impacts of various economic systems and have arguments that are supported by a variety of primary and secondary sources. Students taking AP Microeconomics should refer to the College Board website for additional information.

Yearly Summative Course Work: 8 -12 class tests, 1 mid-year exam 1 final exam (please be advised that summative and formative assessments may include writing components that mirror the AP Exams - Free Response Questions, Thematic Essay Questions, Data Based Questions)

Law
(10-12)
2106350
Semester Course
0.5 credit

This course is designed to introduce students to the study of law through a brief look at how law developed, the legal system in the United States, the functions of the federal and state court systems, and civil and criminal law.

Student Expectations: Students should be prepared daily to actively engage in classroom discussions through previously assigned reading. They will analyze primary source/secondary source materials by drawing conclusions, providing explanations, and evaluating a source's credibility. Students will produce writing that responds to a scaffolded prompt. Students can expect to read 2-3 chapters a month.

Semester Summative Course Work: 5 class tests, 2 projects, 1 final exam (summative and formative assessments may include writing components)

Psychology College Prep
(10-12)
2107300
Semester Course
0.5 credit

This course will provide students with an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. These will better prepare them to understand their own behavior and the behavior of others. The content includes major theories and orientations of psychology, psychological methodology, cognition, human growth and development, stress/coping strategies and mental health.

Student Expectations: Students should be prepared daily to actively engage in classroom discussions through previously assigned reading. They will analyze primary source/secondary source materials by drawing conclusions, providing explanations, and evaluating a source's credibility. Students will produce writing that responds to a scaffolded prompt. Students are expected to read 3-6 modules a month.

Semester Summative Course Work: 5 class tests, 2 projects, 1 final exam (summative and formative assessments may include writing components)

Advanced Placement Psychology
(11, 12)
2107350
Year Course
1.0 Credit

The Advanced Placement 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.

Student Expectations: Students should be prepared daily to actively engage in classroom discussions through previously assigned reading. They will analyze primary source/secondary source materials by drawing conclusions, providing explanations, and evaluating a source's credibility. Students will produce writing that responds to a scaffolded prompt. Students are expected to read 5-8 modules a month.

Yearly Summative Course Work: 8-12 class tests, 1 mid-year exam 1 final exam (please be advised that summative assessments will be cumulative and summative as well as formative assessments may include writing components that mirror the AP Exams - Free Response Questions).

Advanced Placement European History
(10-12)

2109380

Year Course

1.0 Credit

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. Students will investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. All students who complete this course are expected to take the AP Exam in May.

Student Expectations: Students should be prepared daily to actively engage in classroom discussions with a significant understanding of the depth of the material (we have discussed the papacy and relationships between popes and secular rulers. How were the problems facing the papacy in the fourteenth century the outgrowth of long-term issues) through previously assigned reading. They will analyze primary source/secondary source materials by (including but not limited to) analyzing arguments within a source and how that source provides information about the broader historical setting within which it was created. Evaluating how a source's point of view, purpose or audience might affect a source's meaning as well as the historical significance and credibility of a source. Students will produce writing that provides a historically defensible thesis that establishes a line of reasoning, describes a broader historical context and can support their thesis/argument in response to the prompt using primary source material. Students taking AP European History should refer to the College Board website for additional information

Yearly Summative Course Work: 8- 12 class tests, 1 mid-year exam 1 final exam (summative and formative assessments may include writing components that mirror the AP Exams - Free Response Questions, Thematic Essay Questions, Data Based Questions)

THEOLOGY DEPARTMENT

The Revelation of God (required)

(9)

2105320

Semester Course

0.5 credit

This course offers an introduction to basic Catholic teachings and traditions. Emphasis is placed on the parallels between the messages of both Hebrew and Christian Scriptures and the students' lives. In the course they will learn about the Bible, authored by God through inspiration, and its value to people throughout the world. They will learn how to read the Bible and will become familiar with the major sections of the Bible and the books included in each section.

Summative Course Work: 3 tests and 3 projects (summative and formative assessments may include writing components)

Christology (required)

(9)

209390

Semester Course

0.5 credit

The primary focus of this course is to emphasize that Jesus Christ is God's ultimate Revelation to the world; to share what Jesus Christ reveals about God, and to uncover the mystery of the Incarnation; to provide an exploration of Jesus' ministry and mission found in the New Testament; to delineate the key moments within Jesus Christ's Paschal Mystery: the suffering, Death, Resurrection and Ascension which brought Salvation to the world.

Summative Course Work: 3 tests and 3 projects (summative and formative assessments may include writing components)

Ecclesiology (required)

(10)

2109400

Semester Course

0.5 credit

This course provides students with a means for understanding some of the traditional definitions of the Catholic Church. While acknowledging the importance of the historical perspective, this course emphasizes the living Church that makes Christ present to the world today.

Summative Course Work: 3 tests, 3 projects and 1 essay (summative and formative assessments may include writing components)

Sacraments (required)

(10)

2105330

Semester Course

0.5 credit

This course reveals the sacraments as the definitive way that Jesus remains present to the Church and the world today. The text explores concrete ways for students to understand the sacraments, participate in their rites and benefit from their graces.

Summative Course Work: 3 tests, 3 projects and 1 essay (summative and formative assessments may include writing components)

World Religions (required)

(11)

2105350

Semester Course

0.5 credit

This course provides students the opportunity to acquire an understanding of the ways people in different cultures satisfy their spiritual needs. Implicit in this is an understanding of the place of religion in culture, the importance that has been attached to religion in peoples' lives, and the relationship between religion and other social institutions. Appropriate concepts and skills are developed in connection with content. Content includes an understanding of the sources of religion, the basis for peoples' religious beliefs and knowledge of the major living religious traditions and practices, such as Christianity, Islam, Hinduism, Buddhism, Confucianism, Judaism and Taoism.

Summative Course Work: 3 tests, 3 projects and 2 research essays (summative and formative assessments may include writing components)

Christian Morality (required)

(11)

2105310

Semester Course

0.5 credit

This course is a study of accepted moral codes of behavior, their origins and their contributions to each individual's personal quest for happiness, and their application to current social problems. Special emphasis is placed on Judeo-Christian teaching and Catholic tradition in forming a mature conscience.

Summative Course Work: 3 tests and 6 essays (summative and formative assessments may include writing components)

Christian Lifestyles (required)

(12)

2105360

Semester Course

0.5 credit

This course is intended to help young people make forward-looking, healthy decisions about their future. In the treatment of all of the topics, such as lifelong learning, work, money, values, and leisure, the wisdom of the Bible and of church tradition is used.

Summative Course work: 3 tests and 6 essays (summative and formative assessments may include writing components)

Catholic Social Teaching (required)

(12)

2105365

Semester Course

0.5 credit

This course provides students with interdisciplinary knowledge of skills and attitudes in the area of justice and peace that are necessary to meet their responsibilities as citizens of their community, state and nation in an increasingly interdependent and complex global society. The Christian vision and Catholic social justice teachings are presented as a basis for a hopeful and committed response in order to build a just society and world.

Summative Course work: 5 essays, 2 presentations and 2 projects (summative and formative assessments may include writing components)

Peer Ministry (elective)
(12)

2105370

Year Course

1.0 credit

This elective senior Theology course (in place of Christian Lifestyles and Catholic Social Teaching) is an opportunity for students to respond to their baptismal call to be a priest (servant), prophet (faith witness) and king (leader) among their peers in youth related events and activities. Students selected for the Peer Ministry program and who choose to enroll in the year-long course will primarily focus on their personal growth as communicators, leaders, and persons of faith and justice. Key skills developed include evangelization, faith witnessing, peer support, and group facilitation. These students are committed to building up the Body of Christ at Academy of the Holy Names in their formal roles as student servant leaders as well as informally by their good example in daily student life. Interested students should possess a willingness to serve, care for others, an ability to interact with peers, clergy, adult ministry members and/or leaders, model Catholic values, and a desire to grow in faith. Approximately 25 students are selected through an application process during spring of junior year, which includes reflection questions, approval by a parent or guardian, and an interview. Attendance at the Peer Ministry retreat (held the week before school begins) is a requirement of the course.

Summative course work: retreat leadership and four essays per semester

WORLD LANGUAGES DEPARTMENT

Choosing a World Language

Rising freshmen are encouraged to give serious thought to each of the World Language options prior to selecting a course of study. Below are some program benefits for Latin and Spanish. Being bilingual improves cognitive skills unrelated to language.

French

- French is a natural choice for Spanish speakers because of common roots. Students who have taken French are better-prepared for college courses in history, literature and art.

Latin

- Learning Latin improves English grammar as the language forces the student to break down and comprehend how each word functions in a sentence.
- Studying Latin expands students' vocabulary as 60 percent of English words are derived from Latin. Latin students score on average 100 points higher on the SAT than the national average. The grammar and vocabulary boost improves students' writing ability and verbal scores.
- College admissions officers make note of Latin on a high school transcript because of its usefulness in other disciplines and its rarity in applicants. Latin is useful for students who aspire to become doctors or lawyers as most medical and legal terms are in Latin.

Spanish

- There are approximately 330 million Spanish speakers worldwide, putting it second only to Chinese for total number of native speakers. Spanish is the official language of 21 countries and is especially predominant in the Western Hemisphere. It is the third most commonly used language on the Internet, after English and Chinese.
- Spanish is the second-most spoken language in the United States. As a result, more employers are looking for bilingual workers to meet the needs of their clients.

Placement Policy

Any student may request an honors or Advanced Placement course if she successfully completed the previous course. A student must maintain a 75 percent or higher grade average in the first semester to stay in the honors or Advanced Placement course. If the grade average is below 75 percent, the student will move down one level for the second semester.

French I College Prep
(9-10); (12th graders who have completed their language requirement)
0701320
Year Course
1 credit
This course will introduce students to the language and diverse cultures of the French speaking world. Students will acquire the skills necessary to communicate through speaking, reading, writing and listening. The ACTFL (American Council on the Teaching of Foreign Language) proficiency goal is Novice-Mid where students will be able to express themselves on familiar topics using a variety of phrases and simple sentences.
Semester Summative Course Work: 3-4 unit tests as well as 3-6 written/oral assessments, 1 semester exam or project

French II College Prep
(10-11)
0701330
Year Course
1 credit
Prerequisite: French I or satisfactory score on the French placement examination
In the second phase of language development, the reading, writing, listening and speaking skills established in the first level are reinforced and extended to include a more detailed examination of grammatical patterns and the building of a wider vocabulary. This course is performance-based and students will be assessed across the three modes of communication: interpretive, interpersonal, and presentational through reading, speaking, listening and writing. The ACTFL proficiency goal is Novice High where students will be able to express themselves on familiar topics using simple sentences and questions using new grammatical concepts. This course will prepare students for the next CP level French course.
Semester Summative Course Work: 3-6 tests, 1 semester exam and/or project

French II Honors
(10-11)
0701335
Year Course
1 credit
Prerequisite: French I or satisfactory score on the French placement test
This course is intended as a preparation for the motivated student who intends to continue through AP French and offers a rigorous grammatical study along with intensive oral/aural practice in the language. This course requires dedication and desire to be challenged as well as the ability to work well as a team and independently. A strong emphasis is placed on reading, writing and communication skills as well as the study of Francophone culture. This course is performance-based and students will be assessed across the three modes of communication: interpretive, interpersonal, and presentational through reading, speaking, listening and writing. The ACTFL proficiency goal is Novice High and above where students will be able to express themselves on familiar topics using simple and complex sentences and questions and will begin to create new language using new grammatical concepts. This course will prepare students for French III Honors.
Semester Summative Course Work: 3-6 tests, 1 semester exam and/or project

French III College Prep
(10-11)
0701340
Year Course
1 credit
Prerequisite: French II or satisfactory score on the French placement examination
In this phase of language development, the reading, writing, listening and speaking skills established in the first two levels are reinforced and extended to include a more detailed examination of grammatical patterns and the building of a wider vocabulary. This course is performance-based and students will be assessed across the three modes of communication: interpretive, interpersonal, and presentational through reading, speaking, listening and writing. The ACTFL proficiency target for this class is Intermediate Low. Intermediate Low users of the language can communicate information and express opinions about familiar topics using complete and varied sentences. Intermediate Low students can consistently create language and combine it with memorized fragments. Intermediate Low users can use transitions and narrate events in the past. Students will be expected to write short essays and/or present orally.
This course will prepare students for the next CP level French course.
Semester Summative Course Work: 3-6 tests, 1 - 2 short essays/presentations, 1 semester exam and/or project

French III Honors

(10-11)

0701345

Year Course

1 credit

Prerequisite: French II H or satisfactory score on the French placement test

This course will prepare students for French IV Honors or AP French. This course, conducted primarily in French, continues the intensive preparation leading to the Advanced Placement program and is intended for the motivated student who intends to continue through AP French and offers a rigorous grammatical study along with intensive oral/aural practice in the language. This course requires dedication and desire to be challenged as well as the ability to work well as a team and independently. A strong emphasis is placed on reading, writing and communication skills as well as the study of Francophone culture. This course is performance-based and students will be assessed across the three modes of communication: interpretive, interpersonal, and presentational through reading, speaking, listening and writing. The ACTFL proficiency level for this class is Intermediate Mid. Intermediate Mid users of the language can participate in conversations and oral and written presentations on a wide variety of familiar topics using sentences and series of sentences. Intermediate Mid users can use transitions and narrate events in the past. Students can understand the main idea in messages and presentations on familiar topics, personal interest and studies. There is outside reading required that include biweekly or weekly formative quizzes and/or assignments on the readings.

Semester Summative Course Work: 3-6 tests, 2 - 3 essays and/or presentations, 1 semester exam and/or project

Latin I College Prep

(9-10)

0706300

Year Course

1 credit

This course introduces students to fundamental Latin vocabulary, grammar, syntax and classical culture. This course stresses the basic grammatical structures of the language and builds fundamental Latin vocabulary, with attention to words in English that are derived from Latin. Simple stories are read and translated into English and discussed. Attention is given to the study of Roman life in Pompeii and Rome's influence throughout its far-reaching Empire in Britton and Alexandria. According to the American Classical League, students completing Level I will be considered Novice Level.

Semester Summative Course Work: 6-10 tests, 10-12 culture responses, 1 project

Latin II College Prep

(10-11)

0706310

Year Course

1 credit

Prerequisite: Latin I

This course continues the student's study of the Latin language and Roman culture. Content includes the grammar and vocabulary necessary for the reading and appreciation of Latin authors. Stories are read in Latin and discussed in English to enhance the student's understanding of Latin sentence structure, vocabulary, and Roman history/culture. According to the American Classical League, students completing Level II will be considered Intermediate Level.

Semester Summative Course Work: 6-8 tests, 7 culture response, 1 project

Latin II Honors

(10-11)

0706315

Year Course

1 credit

Prerequisite: Latin I or satisfactory score on the Latin placement test

This course provides an intensive study of the Latin language for students who excelled in Latin I. Content includes the mastery of grammar and vocabulary necessary for the reading and appreciation of Latin authors. Stories are read in Latin then discussed and analyzed in English to enhance the student's understanding of Latin sentence structure, vocabulary, and Roman history/culture. According to the American Classical League, students completing Level II will be considered Intermediate Level.

Semester Summative Course Work: 6-8 tests, 7 culture responses, 1 project

Latin III College Prep

(11-12)

0706320

Year Course

1 credit

Prerequisite: Latin II

This course expands the skills learned in Latin I and II through the readings of Latin prose and poetry authors. Students study and analyze the history and culture of the Republic and Empire through the study of primary texts. Students will learn and analyze the authors' different styles and rhetoric. According to the American Classical League, students completing Level III will be considered Advanced Level.

Semester Summative Course Work: 6 tests, 6 culture responses, 1 project

Latin III Honors

(11-12)

0706330

Year Course

1 credit

Prerequisite: Latin II

This course provides an intensive study of the Latin language for students who excelled in Latin II. The students master the skills learned in Latin I and II through the readings of Latin prose and poetry authors. Students study and analyze the history and culture of the Republic and Empire through the study of primary texts. Students will show mastery of the authors' different styles and rhetoric. According to the American Classical League, students completing Level III will be considered Advanced Level.

Semester Summative Course Work: 6 tests, 6 culture responses, 1 project

Latin IV Honors

(11-12)

0706330

Year Course

1 credit

Prerequisite: Latin III or Latin III Honors

This course provides an intensive study of the Latin language for students who excelled in Latin III. The students are expected to have skills learned in Latin I, II, and III mastered. Students will study and analyze the original writing of Vergil and Julius Caesar. The history, culture and philosophy, as they affect the works of the authors, are discussed as well as stylistic devices and poetic meters. According to the American Classical League, students completing Level IV will be considered Advanced Level.

Semester Summative Course Work: 9 tests (multiple choice, literal translation, and grammar review)

Advanced Placement Latin

(11-12)

0706370

Year Course

1 credit

Prerequisite: Latin III Honors or IV Honors

This course is for students who are exceptional in Latin III and IV. AP Latin requires outside reading, summer work, and class work. This is an in-depth, college level course covering the original writing of Vergil and Julius Caesar. All of the skills previously learned are sharpened and the Latin vocabulary is expanded. The history, culture and philosophy, as they affect the works of the authors, are discussed as well as stylistic devices and poetic meters. Students regularly practice multiple choice, sight-reading, writing critical essays, translations, and short answer questions to prepare students for the AP exam. According to the American Classical League, students completing AP will be considered Superior Level.

Semester Summative Course Work: 9 tests (multiple choice, literal translation, and short answer)

Spanish I College Prep

(9-10)

0708340

Year Course

1 credit

This course begins the development of the four basic communication skills: speaking, listening, reading, and writing. Students acquire terminology and sentence structure for everyday and travel usage, and practice familiar topics through oral presentations, dialogues, classroom conversations, and short compositions. The culture and geography of Hispanic countries are an integral part of the course. According to the American Council on the Teaching of Foreign Language (ACTFL), students completing Level I will be considered Novice-Mid Level. Specifically, they will be able to, "reproduce from memory a modest number of words and phrases in context, supply limited information on simple forms and documents, and other basic biographical information, and exhibit a high degree of accuracy when writing on well-practiced, familiar topics."

At the end of the course, teacher will recommend Spanish II placement based on student performance.

Semester Summative Course Work: 3-5 tests, 3-5 spoken presentations, 1 project, and 1 semester exam

Spanish II College Prep

(10-11)

0708350

Year Course

1 credit

Prerequisite: Spanish I or satisfactory score on the Spanish placement test

In the second phase of language development, the reading, writing, listening and speaking skills established in the first level are reinforced and extended to include a more detailed examination of grammatical patterns and the building of a wider vocabulary. The ACTFL proficiency goal is Novice High where students will be able to express themselves on familiar topics using simple sentences and questions using new grammatical concepts. This course will prepare students for the next CP level Spanish course.

Semester Summative Course Work: 3-5 tests, 1 semester exam and/or project

Spanish II Honors

(10-11)

0708355

Year course

1 credit

Prerequisite: Spanish I or satisfactory score on the Spanish placement examination

This course is intended as a preparation for the motivated student who intends to continue through AP Spanish and offers a rigorous grammatical study along with intensive oral/aural practice in the language. This course requires dedication and desire to be challenged as well as the ability to work well as a team and independently. Students are expected to read a novel in Spanish with weekly quizzes. A strong emphasis is placed on reading, writing and communication skills as well as the study of Hispanic culture. This course is performance-based and students will be assessed across the three modes of communication: interpretive, interpersonal, and presentational through reading, speaking, listening and writing. The ACTFL proficiency goal is Novice High and above where students will be able to express themselves on familiar topics using simple and complex sentences and questions and will begin to create new language using new grammatical concepts. This course will prepare students for Spanish III Honors.

Semester Summative Course Work: 3-6 tests including oral tests, 1-3 essays, 1 semester exams and/or project

Spanish III College Prep

(11-12)

0708360

Year Course

1 credit

Prerequisite: Spanish II

This course, primarily conducted in Spanish and the final required course of the language sequence, continues to emphasize the four language skills: speaking, listening, reading and writing. The ACTFL proficiency target for this class is Intermediate Low. Intermediate Low users of the language can communicate information and express opinions about familiar topics using simple sentences. Intermediate Low students can consistently create language and combine it with memorized fragments. Intermediate Low users can occasionally use transitions and narrate events in the past, albeit with errors. Students will be expected to write short essays and/or present orally.

Semester Summative Course Work: 3-4 tests, 3-4 short essays, 2-3 oral presentations, 1 semester exam

Spanish III Honors

(11-12)

0708365

Year Course

1 credit

Prerequisite: Spanish II Honors

This course, conducted primarily in Spanish, continues the intensive preparation for the Advanced Placement program. The students will be assessed across the three modes of communication: interpretive, interpersonal, and presentational through reading, speaking, listening and writing. Students will build additional vocabulary and increase their knowledge of the culture, history, arts, traditions and peoples of the Spanish speaking world. The ACTFL proficiency level for this class is Intermediate Mid. Intermediate Mid users of the language can participate in conversations and presentations on a wide variety of familiar topics using sentences and series of sentences. Intermediate Mid users can use transitions and narrate events in the past. Students can understand the main idea in messages and presentations on familiar topics, personal interests and studies. Semester Summative Course Work: 2-4 tests, 2 presentations, 3-6 long essays, and 1 semester exam

Spanish IV College Prep

(11-12)

0708365

Year Course

1 credit

Prerequisite: Spanish III

This course aims at developing and improving Spanish syntax and sentence structure through reading and writing projects and styles: including letters, journals, narrative, opinion and persuasive forms of writing. This course emphasizes communicating formally and informally, expanding survival language skills and examining the Spanish-speaking world through the internet, films, newspapers, magazines, art, poetry and literature. The ACTFL proficiency level for this class is Intermediate Mid. Intermediate Mid users of the language can participate in conversations and presentations on a wide variety of familiar topics using sentences and series of sentences. Intermediate Mid users can use transitions and narrate events in the past. Students can understand the main idea in messages and presentations on familiar topics, personal interests and studies. Semester Summative Course Work: 2 presentations, 3 tests/oral presentations, 3-6 short essays

Spanish IV Honors

(11-12)

0708370

Year Course

1 credit

Prerequisite: Spanish III or Spanish III Honors

This course is aimed at improving Spanish syntax and sentence structure through intensive and extensive reading and writing projects and styles: including letters, journals, narrative, opinion and persuasive forms of writing. This course emphasizes communicating formally and informally, expanding survival language skills and examining the Spanish-speaking world through the internet, films, newspapers, art, poetry and literature. The ACTFL proficiency level for this class is Intermediate High. Intermediate High students can consistently describe, explain, and narrate in all major time frames, distinguish between formal and informal registers, consistently use complex sentences to express themselves in paragraph-length discourse with advanced transitions and connectors, and occasionally discuss hypothetical situations.

Semester Summative Course Work: 2 presentations, 3-4 tests, 5-7 long essays, semester exam/project

Advanced Placement Spanish Language

(11-12)

0708400

Year Course

1 credit

Prerequisite: Spanish III Honors or Spanish IV Honors

This university level class will prepare students to sit for the College Board Exam administered in May. The AP Spanish and Language examination measures the student's proficiency in the interpersonal, interpretive and presentational modes (ie. persuasive essays). This course, primarily conducted in Spanish, will emphasize cultural comparisons that allow the students to discuss products, practices and perspectives of the Spanish-speaking world. The ACTFL proficiency target is Intermediate High/Advanced Low. These students can consistently describe, explain and narrate in all major time frames. They can use complex sentences to express themselves in paragraph-length discourse with advanced transitions and occasionally discuss hypothetical situations. They will be able to express themselves on familiar topics as well as some concrete social, academic and professional topics. The six AP themes are Families and Communities, Science and Technology, Beauty and Esthetics, Contemporary Life, Global Challenges and Personal and Public Identities.

Semester Summative Course Work: 3 cultural comparison essays, 4-6 tests, 4-6 research papers, 4-6 oral presentations

Spanish V Honors

(12)

0708380

Year Course

1 credit

Prerequisite: AP Spanish Language or Spanish IV Honors

Spanish V Honors serves as an extension to the Spanish language sequence for students who have successfully completed AP Spanish Language or Spanish IV Honors and want to continue developing their language skills. This course will be conducted in Spanish only. In this course students will read literary selections and news on culture and current events from different Spanish-speaking countries, as well as watch and discuss films that deal with delicate topics and situations. Topics will include economic development, ethnic and racial identity, religion, democracy assisted suicide and current events. This course includes a significant oral participation component, with formal presentations on pressing social issues of Spanish-speaking countries. This course requires dedication, a strong commitment to learning, and an excellent work ethic. Students have to be willing to put in the time to prepare for class each day and demonstrate an ability to work independently in and outside the classroom. The ACTFL proficiency target for this class is Intermediate High to Advanced Low. Intermediate High students can consistently describe, explain, and narrate in all major time frames, distinguish between formal and informal registers, consistently use complex sentences to express themselves in paragraph-length discourse with advanced transitions and connectors, and occasionally discuss hypothetical situations. Advanced Low students can easily describe, explain, and narrate in all major time frames, distinguish between and use formal and informal discourse, consistently and comfortably write paragraphs with advanced connectors and transitions, make conjectures and discuss hypothetical situations, handle unexpected turns of events and situations with complications, and easily express their point of view on a wide variety of topics. Semester Summative Course Work: 3-5 tests, 4-6 oral presentations, 6-8 long essays (descriptive, comparative, etc.)