



Course Of Study
2022-2023

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Goals & Criteria

Goal I: Schools of the Sacred Heart commit themselves to educate to a personal and active faith in God.

1. The school identifies itself to the wider community as a Catholic-independent-Sacred Heart School and embodies the mission of the Society of the Sacred Heart.
2. The school forms its student and adult members in attitudes of the heart of Jesus, such as gratitude, generosity, compassion and forgiveness.
3. The school community reflects an ethos of joy, hope and celebration and its programs assert that there is meaning and value in life.
4. The school community welcomes and respects persons of all faiths and educates to an understanding of the religions and spiritual traditions of the world.
5. School leadership prioritizes space and time for silence and contemplation for its members to deepen their interior life.
6. Members of the school community, open to the transforming power of the Spirit of God, engage in personal and communal prayer, discernment and reflection which inform their actions.
7. The school community, rooted in the love of Jesus Christ, nurtures the spiritual lives of its members through the exploration of one's relationship to God, to self, to others and to creation.

Goal II: Schools of the Sacred Heart commit themselves to educate to a deep respect for intellectual values.

1. Sacred Heart educators and students engage in challenging experiences that inspire intellectual curiosity, a global mindset and a life-long love of learning.
2. Sacred Heart educators develop and implement a dynamic curriculum, effective instructional methodology, current educational research and ongoing evaluation.
3. Sacred Heart educators and students utilize a variety of teaching and learning strategies to support their growth and development.
4. The school curricular and co-curricular programs integrate innovation and collaboration, critical thinking and problem solving, the exploration of emerging technologies and critical evaluation of information.
5. The school utilizes space and the physical environment in alignment with best pedagogical practices.
6. The school cultivates aesthetic values and the creative use of the imagination.
7. Sacred Heart educators assume responsibility for their professional growth, supported by resources and a culture that promotes life-long learning.

Goal III: Schools of the Sacred Heart commit themselves to educate to a social awareness which impels to action.

1. Sacred Heart educators prepare students to serve the common good in an interdependent world.
2. Sacred Heart educators immerse students in diverse global perspectives, developing competencies such as critical consciousness, language facility and cultural literacy.
3. The school, drawing from Catholic Social Teaching, educates students to analyze and work to eradicate social structures, practices, systems, and values that perpetuate racism and other injustices.
4. All members of the school community accept accountability for the care of God's creation, practice effective stewardship of the earth's resources and work to alleviate the climate crisis.
5. School programs promote informed active citizenship and civic responsibility on the local, national and global level.

6. The school community engages in direct service, advocacy, outreach and partnerships to work for justice, peace and the integrity of creation.
7. Sacred Heart educators work to develop in the students a life-long commitment to service.

Goal IV: Schools of the Sacred Heart commit themselves to educate to the building of community as a Christian value.

1. The school, affirming that all are created in the image and likeness of God, promotes the inherent dignity of the human person and strives for relationships characterized by inclusion and mutual respect.
2. The school implements an ongoing plan for educating all members of the community to the charism, mission and heritage of the Society of the Sacred Heart.
3. The school engages with the Network of Sacred Heart Schools in the United States and Canada and Sacred Heart schools around the world.
4. All members of the school community support a clean, healthy and safe environment.
5. Members of the school community practice and teach with a spirit of peace and reconciliation the principles of non-violence and conflict management.
6. School leadership demonstrates a conscious effort to recruit students and employ faculty and staff of diverse races, ethnicities and backgrounds.
7. School leadership allocates financial resources to support socio-economic diversity both in the admissions process and in the daily life of students.

Goal V: Schools of the Sacred Heart commit themselves to educate to personal growth in an atmosphere of wise freedom.

1. Student and adult members of the school community grow in courage and confidence as they discover new abilities, cultivate strengths, learn from mistakes, develop empathy and exercise resilience in meeting challenges.
2. All members of the school community take personal responsibility for health and balance in their lives supported by a school culture that promotes spiritual, intellectual, physical and social-emotional well-being.
3. Members of the school community model and teach respectful dialogue in support of clear, direct open communication.
4. All members of the school community endeavor to practice informed, ethical decision-making and accountability.
5. Student and adult members of the school community model, practice, and teach safe, ethical and responsible use of technology.
6. Sacred Heart educators cultivate in the students life skills, such as initiative, creativity and agility.
7. Sacred Heart schools recognize and educate to motivational, inspirational, and transformational leadership.

Academic Program Overview

Graduation Requirements

To be awarded a Stone Ridge diploma, a student must complete the required program of study as outlined below, earning a minimum of 25 units. Of those units, 22 are earned in academic subjects, two are earned through satisfactorily participating in Social Action according to the criteria of this program, and one is earned for Physical Education.

Yearly Requirements

A student must earn six units per year: five-and-one-half academic units and one-half unit in Social Action. It is a student's responsibility to confirm that her schedule includes this mandatory minimum of six units.

Minimum Program of Study

English	4 units
History and Social Studies	3 units
Mathematics	4 units
Physical Education	1 units
Science	3 units
Social Action	2 units
Theology	2 units
Visual and Performing Arts	2 units
World Languages	3 units
Electives	2 units

One unit is defined as a course of study which provides 120 clock hours of instructional time. One-half unit is a course of study which provides 60 clock hours of instructional time or, in the case of social action, experiential learning time.

Unless otherwise specified, all credits earned must be completed on-campus. In the case of transfer students or independent study credits, credits will be accepted only after approval has been granted through the US Administration

The preceding list constitutes a set of minimum requirements. The student's abilities and interests, as well as the admission requirements of colleges she is considering, guide her in planning a four-year program suiting her needs.

Course Selection

With guidance from her advisor and teachers along with the US Administration and the department chairs, a student chooses her courses. Students select courses during the second semester of each school year. Parents must sign the course registration.

In general, Stone Ridge advises each student to follow four-year sequences in two academic disciplines in addition to the required four-year programs in English and Theology. Once the school year has begun, students have an Add/Drop period to modify their schedules without it being noted on their records. After this time, any courses dropped will be designated with a W (Withdrawal) mark.

Under extraordinary circumstances, a requirement in one discipline may be substituted by a course in another discipline. This request must be made in writing. It requires the approval of the Head of the Upper School and

Asst. Head of Upper School in consultation with the pertinent academic department. Documentation supporting a request may be required.

Enrollment In Courses

The school reserves the right to have prerequisites, including departmental approval, for enrollment in certain courses and this may result in denying a course request. Entering students are placed in classes on the basis of past achievement, standardized tests scores, interviews and placement tests.

Insufficient Enrollment

The Head of the Upper School and the Asst. Head of Upper School are at liberty to cancel a course if an insufficient number of students are enrolled. Stone Ridge may not offer all of the courses listed in the Course of Study book. The school is also at liberty to move a student from one section to another section of the same course in order to balance enrollment.

Honors And Advanced Placement Course Placement Policy

Honors and AP course placement is based on a prerequisite course, class performance, student interest, and departmental/faculty approval. Some AP courses are available only in alternate years. For students to succeed at the AP or Honors level, she must meet certain requirements.

The requirements include the following:

1. The appropriate prerequisite course
2. Current coursework (varies by department and course level)
3. Teacher/departmental approval

All course placements are reviewed by the department in an effort to address the academic needs of the student. A final decision will be determined by the department.

It is the school's belief that a student enrolls in no more than 3 AP level and/or honors level courses per year given the time and independent work expectations for these courses. Students may be required to do work over vacations and a significant amount of work per schedule cycle. AP level students are expected to take the Advanced Placement tests in May. A student wishing to take more than 3 AP level courses must receive approval by the US Administration.

Daily Homework Guidelines

In a Sacred Heart school, homework is used to promote self-discipline, responsibility and decision-making, which are all important parts of Goal V. Homework reinforces the skills learned in the course and should advance the course content. Quality homework is an essential component of all Stone Ridge Upper School courses.

Education relies on frequent communication between teacher and student. Students are expected to communicate challenges they may face and further interests they may want to pursue. Students are expected to use good time management and study skills in balancing their schedules. Long-range assignments should be adequately spaced over the assigned time frame to avoid last minute work. Even when working on group projects, students should do their *own* work. If you share another student's work, it nullifies the benefits of the assignment and both students will receive a *zero*.

The amount of time spent on homework will vary according to student ability and the complexity of the assignment. It is considered a fair amount to have 20-30 minutes in preparation for class. Due to the heavy reading, writing and application component of most Honors and AP Level courses, students are expected to have

45-60 minutes or more of homework in preparation for class. Independent learning and research are also required of students.

Exam Policy

First, Second and Third Academic students may be required to sit for final exams at the end of the academic year. The privilege that a Fourth Academic may be exempt from the final exam is at the discretion of the department and stated by the individual teacher. It is the teacher's decision to determine whether a student is exempt.

The exam is one component of the total educational program. It is the teacher's intention that the exam be a positive learning experience. As a culminating project to the semester and the year, the exam gives a student the opportunity to demonstrate her knowledge acquired and further her own conclusions.

In some disciplines, it may be more appropriate to assess students through alternative methods such as portfolios, research papers, oral presentations, etc.

The final exam should count for no more than 15% of the final grade for the year. Teachers inform students of the percentage breakdown for each semester as well as the final year exam. Exams in Theology may count up to 20% of the final grade.

REPEATING A COURSE

If a student needs to repeat a course due to a failing grade, she may enroll in a summer program. This must be done with prior approval of the Head of Upper School. In the case of courses needed to remediate work previously done at Stone Ridge, the official transcript retains the listing of the original course, with the original grade. The subsequent course, where it was taken, and the grade for work in that course will also be listed. The grade used for GPA purposes is the average of the grade earned in the summer school course and the final Stone Ridge course grade.

GRADING INFORMATION

Letter grades are used to indicate levels of achievement.

A for work of exceptional quality: Exceptional mastery of the content of the course; depth of insight; creativity and originality of thought; individual initiative; excellence in testing.

B for work of strong quality: A thorough grasp of the material; above average mastery of the skills necessary in the course; responsible, regular, above average accomplishment of assignments; very good performance on course tests.

C for work of satisfactory quality: A solid grasp of the course content; a satisfactory mastery of skills; responsible and regular accomplishment of assignments; acceptable performance on course tests.

D for work that meets the minimum requirements of the course: A minimal grasp of the course content and weak skill development; a low passing grade, not considered a college recommending grade.

F for work which is unsatisfactory and, therefore, does not meet the requirements of the course.

In addition to the quality of the work, class participation, conscientiousness, effort and attendance are factors in determining the grade. At the end of each semester, a report of the student's grades for the term is sent home. Progress reports are sent after the first quarter of each term.

MARKING SYSTEM

A+	=	97 - 100%	=	4.3
A	=	93 - 96%	=	4.0
A-	=	90 - 92%	=	3.7
B+	=	87 - 89%	=	3.3
B	=	83 - 86%	=	3.0
B-	=	80 - 82%	=	2.7
C+	=	77 - 79%	=	2.3
C	=	73 - 76%	=	2.0
C-	=	70 - 72%	=	1.7
D	=	65 - 69%	=	1.0
F	=	<65%	=	0

In computing the GPA, Honors and AP courses, with a grade of D or higher, are weighted .5.

HONORS DESIGNATION

Students are awarded Honors based on a 4.3 grade point average requirement:

- Honors: 3.3
- High Honors: 3.7
- Highest Honors: 4.0

At graduation, Fourth Academic students' academic distinctions are cumulative, based on a four-year grade point average.

ACADEMIC PROBATION POLICY

If a student's overall grade average falls below C- (1.7) and/or she receives two failing grades in core academic subjects, either at the end of the first semester marking period or at the end of the school year, she is placed on academic probation.

The conditions of academic probation are as follows:

1. The student will be informed by the Upper School Administration immediately.
2. The student and her parents will meet with the Upper School Administration and her academic advisor.
3. The specific conditions of the student's probation, regarding strategies to improve the student's academic standing, will be discussed during the meeting and finalized by the administration.
4. If the student's overall average remains below C- (1.7) and/or if she continues to have failing grades in two required courses at the end of the marking period following her placement on academic probation, she will not be allowed to continue her enrollment at Stone Ridge.

Students may not be on probation more than one time while enrolled at Stone Ridge.

English

The English Department teaches both classic and contemporary literature using creative and unconventional methods as well as more traditional ones. With the thoughtful integration of technology, diverse pedagogical approaches, and an emphasis on individuality and creativity, our study of literature, criticism, and composition enables each student to develop and refine her own voice and to explore her role in our global community.

Each student is required to take four units in English to graduate. Each student is required to take one of the course offerings listed with her grade-level.

Required Courses

First Academic	Second Academic	Third Academic	Fourth Academic
Introduction to Literature & Composition	Global Perspectives in English Literature <i>or</i> Honors Global Perspectives in English Literature	Literature of the Americas <i>or</i> AP English Language and Composition	Senior Electives (one per semester) <i>or</i> AP English Literature and Composition

Additional Electives* (descriptions found under “Publications”)

- Journalism

First Academic Offerings

Introduction to Literature & Composition

One unit

This course familiarizes students with a variety of genres, including lyric poetry, drama, and the coming-of age novel. Students are introduced to fundamental principles of critical reading and to effective writing and begin to explore the kinds of writing which will be practiced and sharpened over the next few years: personal narrative, creative writing, and literary analysis. Selected authors may include Charlotte Brontë, Sandra Cisneros, Lorraine Hansberry, J. D. Salinger, and William Shakespeare, among others.

Second Academic Offerings

Global Perspectives in English Literature

One unit

This course builds on the foundations of Introduction to Literature & Composition by exploring essential questions about power and belonging in society through the study of multiple perspectives across geographical regions and time periods. Students will investigate major themes, such as the myths of superiority and exceptionalism as reflected in gender, religion, nationhood, class, and society. They will deepen their literary analysis skills and continue to develop the components of academic writing. Texts will span a variety of genres. Authors may include Adichie, Achebe, Austen, Blake, Orwell, Rhys, Shakespeare, Z. Smith, Swift, and Wordsworth, among others.

Honors Global Perspectives in English Literature

Honors, One unit

This course builds on the foundations of Introduction to Literature & Composition by exploring essential questions about power and belonging in society through the study of multiple perspectives across geographical regions and time periods. Students will investigate major themes, such as the myths of superiority and exceptionalism as reflected in gender, religion, nationhood, class, and society. They will deepen their literary analysis skills and continue to develop the components of academic writing. Honors-level students should expect a writing-intensive class with a high degree of difficulty that will include additional texts and move at a faster pace. Honors students must be self-motivated and independent, willing to explore complex ideas and concepts on their own. Texts will span a variety of genres. Authors may include Adichie, Achebe, Austen, Blake, Orwell, Rhys, Shakespeare, Z. Smith, Swift, and Wordsworth, among others.

Third Academic Offerings

Literature of the Americas

One unit

This course exposes students to major traditions in North, Central, and South American Literature using a variety of poems, stories, plays, and novels. A core essential question is, “How does this literature foster “a social awareness that impels to action” through stories of people who have felt silenced or invisible, or are “marginalized or suffering from injustice?” In addition to exploring the elusiveness, the disillusionment, and the dangers of the “American Dream,” students will investigate identity formation in American Literature through various thematic, historical, critical, cultural, and societal lenses. Creative and analytical writing assignments, personal narratives, projects, and class discussions will provide students with opportunities to demonstrate their growing mastery of written and oral communication in addition to their incisive literary analysis and critical thinking. Authors may include Ellison, Fitzgerald, Hurston, Kingston, O’Brien, Walker, and Williams, among others.

AP English Language and Composition

AP, One unit

This college-level course explores a wide variety of American literature, including novels and plays by F. Scott Fitzgerald, William Faulkner, Lynn Nottage, Toni Morrison, and Tim O’Brien as well as nonfiction by writers such as Zora Neale Hurston, Amy Tan, and Robin Wall Kimmerer. Within the American literary landscape, we will explore how individual identity is shaped by the people and places we come from, how the history of our families, cultures, and country impacts our present reality, and what it means to become a good ancestor so that people and places we love can flourish. We will study various rhetorical modes, including narrative, exposition, and argument, and we will practice analyzing rhetorical strategies in preparation for the AP English Language Examination. Taught in seminar format, this course expects students to read critically and independently in order to take an active role in class discussion. Analytical papers and creative projects will emphasize critical thinking and close reading skills. Finally, a major research project on an American author is required of each student.

Note: Placement is based on departmental approval.

Fourth Academic Offerings

Fourth Academics are required to take two one-semester electives or the full year **AP English Literature: Topics in Social Justice** course. When registering for electives, students must indicate and rank their top three choices.

AP English Literature and Composition

AP, One unit

This college-level course presents the opportunity to study literature from a variety of cultures and time periods, with particular emphasis on major areas of social justice, including protest, race, immigration and migration, poverty, and the rights of women. In this seminar-style course, each student will continue the journey to discover her own voice through in-depth literary analysis and an active role in class discussions. Because this course is offered at the AP level, the pace of the reading and the scope of assignments is intensive. Genres include novels, poetry, plays, non-fiction, novellas, and short stories. Authors studied may include Adichie, Alvarez, Dangarembga, Fugard, Melville, Otsuka, Shamsie, Sophocles, Viramontes, and Woolf, among others.

Note: Placement is based on departmental approval

Senior Literature Electives, 2022-2023 School Year

Creative Writing

One-half unit

A rigorous study of the great art of writing, Creative Writing invites students to form a close-knit community of writers who focus on process. Daily writing exercises build on a multicultural approach that integrates diverse genres, for together we draw inspiration from the incredible richness of world literature—from Japanese haiku to Brazilian literatura de cordel, from Russian short stories to thirteenth-century mystic Persian poetry and beyond. In addition to reading and to analyzing works of fiction, to writing in numerous genres and styles (including memoir, short story, drama, and poetry), and to developing varied drafting and editing techniques, students read first-hand advice from experienced authors who attempt to illuminate the creative process. Both regular writing practice and exposure to a multiplicity of voices enable students to work further towards mastery of various prose and poetry forms and to develop an empathetic but brave critical sensibility. Among others, texts may include *Writing Down the Bones*, *Bird by Bird*, *Writers on Writing*, and an array of supplementary shorter works.

Detective Elective

One-half unit

What do Sherlock Holmes, Nancy Drew, and Bosch have in common? To solve the mystery, take the Detective Elective! This class focuses primarily on the development of British and American detective fiction, from its classic origins with Edgar Allan Poe and Arthur Conan Doyle, through the golden age of Agatha Christie and Dorothy Sayers, into the gritty realism of hard-boiled Dashiell Hammett and Raymond Chandler, all the way up to the more postmodern permutations of David Lynch. Along the way, we consider the many offshoots of the genre, such as African American, feminist, sci-fi, and young-adult detective fiction. Because we extensively supplement our readings of novels and of short stories with critical analysis of relevant movies and of television shows, the course also includes an introduction to the basic vocabulary of visual/film analysis. Short analytical writing assignments are varied with creative writing, as students have the opportunity to put theory into practice by writing their own detective stories. Authors may include: Poe, Conan Doyle, Chandler, Hammett, Christie, Sayers, Marsh, Asimov, King, James, McCall Smith, Cain, Keene, Mosely, and Miranda, among others.

Everyone but Shakespeare

One-half unit

A pulsating bloody heart paraded at a formal dinner, a horrific wax display that makes Madame Tussaud's look like Disney World, and a woman so conniving and unapologetic she makes Lady Macbeth look like an amateur...just a few elements not found in a Shakespearean play. The most prolific and influential dramatists of early modern England were not named William. Embarking on a study of the development of English drama before the closing of the theaters, this course will explore the works of Shakespeare's rival (and more popular during their day) playwrights. A cultural approach using primary sources in addition to a sampling of contemporaneous plays will allow us to investigate whether Shakespeare really deserves his posthumous accolades. Time-honored notions of Shakespeare's universal genius will be reopened for debate. Bardophiles beware! Authors and texts studied may include: Dekker, Thomas, and Middleton, Thomas *The Roaring Girl*; Ford, *'Tis Pity...*; Kyd, *The Spanish Tragedy*; Middleton, *Women Beware Women*; Webster, *The Duchess of Malfi*.

Literature of the African Diaspora

One-half unit

This class examines the rich literary traditions of the African diaspora--the dispersion of people of African descent away from their ancestral homeland and throughout the world. Our study explores the scattering of people from the continent and the consciousness of shared origin and struggle. As we delve into literature from Africa, Europe, the Caribbean, the Americas, and beyond, we will be guided by the following questions: What are the literary impulses of the African diaspora? How have global forces impacted people of African descent around the world? What are the ways Africans and their descendants resist, rebel, and revolt against forces of oppression, and how is this evident in the literature? What are the remaining linkages of the African continent seen in the New World and beyond? A major focus of this class is on analysis: we will read texts and come to wildly speculative and intensely specific conclusions about them. Core texts--*So Long a Letter* by Mariama Ba (Senegal, West Africa); *Krik? Krak!* By Edwidge Danticat (Haiti); *The Beautiful Things That Heaven Bears* by Dinaw Mengestu; and *Homegoing* by Yaa Gyasi (Ghana & America)--will be supplemented with shorter readings, including poetry, short stories and essays.

Short Stories: Voices and Visions from Around the World

One-half unit

“The fact is that anybody who has survived his childhood has enough information about life to last him the rest of his days. If you can’t make something out of a little experience, you probably won’t be able to make it out of a lot.”
--Flannery O’Connor

Writers of a well-crafted short story are experts at “making something out of a little experience.” When closely examined, the perfect short story delivers the same emotional catharsis as a well-written novel. Students will explore the short story form, traversing both the globe and societal customs in the process. Although the stories change each semester based on student/instructor selection, students will become familiar with the historical and cultural circumstances surrounding the production of each given text and will explore the development and expression of some fundamental ideas, assumptions, myths, and beliefs that still influence literature and society today.

Women’s Literature from Around the World

One-half unit

Women’s Literature addresses several essential questions through study of essay, of fiction, and of nonfiction written by and about women, including: How does literature written by women shape and reveal aspects of the lived experience of women around the globe? How is women’s relationship to power, in the family and in society, expressed through their writing? The purpose of the course is to examine the stories of women writers from across cultures, time, and space and discover how their stories help us better know our world and ourselves. Major themes we will explore: Girlhood, Community, Identity, and Place. Authors may include Virginia Woolf, Alice Walker, Ntozake Shange, Elizabeth Acevedo, Jhumpa Lahiri, and Marjane Satrapi, among others.

Past/Future Senior Literature Electives
(Not Offered in 2022-2023)

African Literature

One-half unit

Beginning with an overview of African studies, this course will examine African oral and literary traditions through pre-, post-, colonial, and modern times. We will study works of literature from North, East, West, and Southern regions of the continent. Knowledge and appreciation of this literature will be enhanced through oral and written activities ranging from the analytical to the creative. Students should be prepared to read up to forty pages outside of class per night, to be interested in the literature, to participate enthusiastically in discussion and activities, and to write in various forms over the course of the year. Mirroring the importance of African oral traditions and of the acknowledgment of the power of the spoken word, students will also be required to present one story-telling oral presentation. While students do not always have to understand a text, they are expected to work diligently and eagerly to try to make sense of what the text seeks to communicate. Texts may include: *July's People*, by Nadine Gordimer; *Master Harold and the Boys*, Athol Fugard; *Nervous Conditions*, by Tsitsi Dangarembga; *Woman at Point Zero*, by Nawal El Saadawi; *The Dark Child*, by Camara Laye. In addition to these works, handouts of poetry, short stories, and other miscellaneous readings will supplement the course. The focus is on analysis: reading texts and coming to informed conclusions about them.

African-American Literature

One-half unit

This course takes an historical approach to the study of African-American Literature in its various genres from the beginnings of the Black experience to current perceptions of identity. Such an approach opens questions such as: Why are certain genres or certain forms within a genre so prevalent? How does the literature reflect or respond to the social, political, philosophical, religious, aesthetic, or economic conditions of the period? What definition of literature and what aesthetic objectives directed this writer? At the end of each unit, the student completes a unit paper, oral presentation and/or test to analyze, assess, and enhance her understanding of the literature. Emphasis is placed on written skills, oral presentations, and research and writing processes. Texts may include: *Norton Anthology of African American Literature* and *The Bluest Eye*, by Toni Morrison, to be supplemented by additional

Dystopian Literature

One-half unit

We will explore several different kinds of dystopias and utopias brought to life by 20th-century authors. Together, we will search for meaning and motives behind each author's idealized vision or cautionary critique. Through our work, we will strive to understand what these visions can reveal to us about our own dreams of a so-called perfect world. Ultimately, we will consider these essential questions: Can a perfect society ever be achieved? Why do we crave perfection in society, and what can we learn from our failures (real or imagined) to achieve it? Authors may include Lowry, Huxley, Zamyatin, Eggers, Atwood, Collins, and Takam, among others. In addition, we will explore our own society through magazines, commercials, and short stories, and we will examine other dystopian and utopian visions in film, television, and poetry.

Modern World Drama

One-half unit

Love, murder, oppression, power, control, the paranormal – no topic is left unturned in an examination of self and of the other in a global context. In addition to reading the plays, we will also discuss their produced counterparts, examining the process of bringing these works from the page to the stage (or to the big screen). Most artists – in their quest for representational “truths” – revise some traditional conventions and reject others, creating excitement in their respective fields. Beginning with Henrik Ibsen, the “godfather of Modern drama,” we will explore the transformation of drama through both text and film – traversing both the globe and societal customs in the process. Texts studied may include: Brecht, *The Good Person of Szechwan* (German); Frayn, *Copenhagen* (England); Fugard, *Master Harold...and the Boys* (South Africa); Genet, *The Maids* (France); Ibsen, *Hedda Gabler* (Norway); García Lorca, *The House of Bernarda Alba* (Spain); Mamet, *Glengarry Glen Ross* (USA); Pirandello, *Six Characters in Search of an Author* (Italy); Strindberg, *The Ghost Sonata* (Sweden); Soyinka, *Death and the King's Horseman* (Nigeria).

History and Social Sciences

The History Department strives to instill enthusiasm for sophisticated consideration of the past and social sciences with a curriculum that proceeds in early years, grades 9 and 10, from broad world historical topics to narrower consideration of America’s story in grade 11. This trend towards the particular culminates with senior electives including European History, Government, genocide studies, and psychology. In addition to introducing students to narrative and information, the department promotes and sharpens analytical reading, writing, and seminar discussion through a variety of strategies and projects including interactive notebooks for 9th and 10th grades students and the year-long oral history project for on-level US History students. Graduates of the history curriculum advance to college with sturdy foundations in analytical engagement with primary texts and research writing.

Three units in history are required. Students are required to take two consecutive years of World History and one year of United States History.

Course Offerings by Grade Level

First Academic	Second Academic	Third Academic	Third and Fourth Academic Electives
World History I	World History II	U.S. History AP U.S. History	Economics
			AP U.S. Government
			AP Psychology
			AP Art History
			Social Sciences for Social Problems

First Academic

World History I

One unit

This course includes narrative, cultural, and geographical consideration of Africa, Asia, Europe, the Middle East, and the precolonial Americas before 1600 CE. The course introduces students to assembling effective notebooks, analytical thought and writing, basic research, and the complexities of analyzing and evaluating sources in order to form a narrative or draw broader conclusions.

Second Academic

World History II

One unit

A chronological continuation of World History I, the course begins with the early modern era (16th century) and concludes with detailed consideration of the historical context of contemporary geo-politics including areas such as the Middle East and South Africa. Careful study of the impact of imperialism and the world wars establishes context for understanding of the ongoing relevance to contemporary events. Students build on analytical and writing foundations from World History I to continue use of thoughtfully compiled notebooks and to learn the complexities of advanced research writing and seminar discussion.

Prerequisite: World History I

Third Academic

United States History

One unit

This course offers a basic and comprehensive study of American history, focusing on political, economic and social developments from the age of European discovery to the end of the Cold War. In addition to mastering narrative, concepts, and themes of United States History, students engage in reasoning, critical reading of historiography, analytical and research-based writing, and, schedule permitting, compile an advanced oral history project.

Prerequisite: World History II

AP U.S. History

AP, One unit

This course introduces the student to ideas and events in U.S. history and to the range of materials for understanding them in a chronological survey approach on an honors level. It is a reading course designed to encourage discussions and formation of individual opinion. The honors approach covers content from the Colonial period to the end of the twentieth century, emphasizing themes such as American exceptionalism, the development of democratic institutions, and the effect of many rivalries (capital versus labor, immigrant versus native, local versus central government). Students will develop their essay writing in tests, critical book analyses, independent research projects and document based question analyses while preparing to take the national AP United States History Exam.

Prerequisite: World History II and departmental approval

Electives

Economics

One Unit

The Economics Class at Stone Ridge follows the same progression as an introductory first-year college economics survey. The class begins with an introduction to economic thought and method. The first semester then covers macroeconomic topics, such as growth, unemployment, inflation, and the government's involvement in the economy. Students spend most of the end of fall semester learning about the financial system in the United States and complete an in-depth case study of the 2008 Financial Crisis. The second semester is devoted to microeconomic theory, international macro- and microeconomics, as well as special topics of the students' choosing (recent topics have included the economics of public health and health care, the economics of education, agricultural economics, and the economics of sports). Throughout the year, students work on independent projects (country websites as well as news analyses) that require them to apply the theoretical material covered in class to current U.S. and international contexts. This class requires no advanced math. Open to juniors.

AP U.S. Government

AP, One unit

This year-long course will examine both the history and structure of American government and politics. From foundational documents like the Declaration of Independence and the Federalist Papers to influential Supreme Court cases like *Brown v Board of Education* (1954) and *Citizens United v FEC* (2010), students will look critically at why political decisions are made, how they change over time, and the ways in which laws are interpreted on the federal, state, and local levels. Attention will be given to current events as they relate to the course material, and students will have the opportunity to engage in discussions with their peers.

Prerequisite: Three years of History/Social Science courses and departmental approval

AP Art History

AP, One unit

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

Note: Placement will be made in consultation with the English, History and Art departments. Students must appeal for this course.

****This course is cross-listed with Visual and Performing Arts***

AP Psychology

AP, One unit

The AP Psychology curriculum represents a unique opportunity for students to be challenged by the rigor of a college-level course while learning life-relevant, mind-expanding concepts from the humanly significant discipline of psychology. The purpose of this course is to introduce students to the scientific study of behavior and mental processes of human beings and other animals. Students will engage with facts, principles, terms, leading scientists, and phenomena associated with each of the major subfields within psychology. (Some of the subfields include Social Psychology; Developmental Psychology; Abnormal Psychology; Personality; Testing and Individual Differences; Sensation and Perception; States of Consciousness, How We Learn; Motivation, Emotion and Stress.) Participants will also learn about the different methods and approaches psychologists use in their science and practice. Engagement with Understanding the course material will rely on use of the textbook, lecture, powerpoint

presentations, class discussions, audio and video clips, guest lecturers, demonstrations and student projects. The workload is substantial and the pace rapid as required for the AP designation.

Note: This course is open to qualified Third and Fourth Academics only, with priority given to Fourth Academics. A teacher recommendation is required.

Social Sciences for Social Problems

One unit

Social Sciences for Social Problems is a new social studies elective that introduces six major social sciences in the context of different contemporary social issues. By the end of the course, students will understand each social science, the disciplines' modes of inquiry and subjects of study. They will learn about contemporary social issues, such as the immigration debate, economic inequality, systemic racism, and climate change, in an academically grounded way. The course will also teach them how to thrive in a college seminar classroom, and show them how to connect the social sciences to possible careers. Assessments include essays, research papers, policy memos, and academic posters.

Note: This course is open to qualified Third and Fourth Academics only, with priority given to Fourth Academics.

Courses not currently offered:

AP European History

AP, One unit

The AP European History course provides both breadth and depth in consideration of European political, social and economic history from the Renaissance and Reformation to the Twentieth century. Successful students are prepared to take the Advanced Placement European History Examination. Themes such as Europe in the World, the Individual and Society, Poverty and Prosperity, and National vs. European Identity will be discussed. Assessment will mirror those used in other AP History courses (notably AP United States History) in terms of their format and skills. Students build their ability to read both for fact and for analysis and their ability to write cogent analytical essays.

Prerequisite: Three years of History/Social Science courses and departmental approval.

Genocide Studies

One unit

This course begins with an in-depth study of historical precedents of genocide prior to the Holocaust. Quarters 2 and 3 emphasize use of a wide variety of primary accounts to consider the complexities and legacy of the Holocaust including related philosophical, ethical, political, and cultural issues. These concerns will be examined further during the third part of the course with particular emphasis on contemporary genocide and prevention.

Co- or Prerequisite: Two years of History/Social Science courses. Priority will be given to Fourth Academics.

U.S. Government and Law

One unit

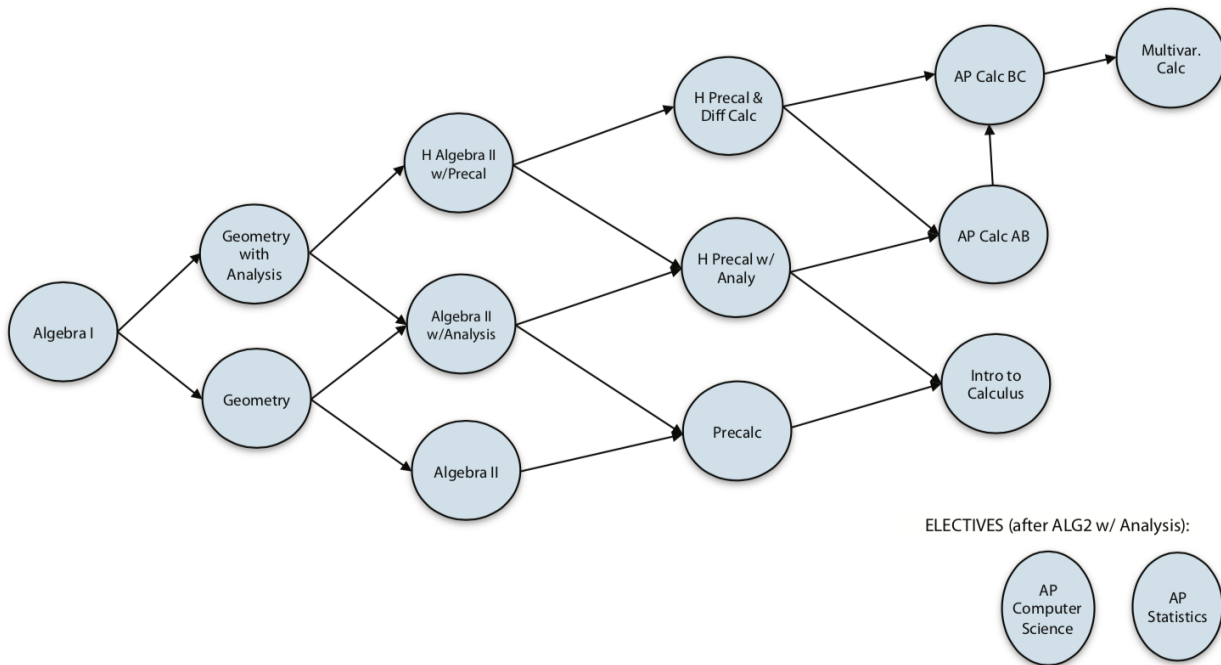
Government and Law is a year-long course focusing on American Government during first semester and Constitutional Law second semester. In learning about the American Government, we will study the American political system and structure of our government, focusing most on the twin themes of federalism and separation of powers. In learning about Constitutional Law, we will take a hands-on approach of reading and deciding Supreme Court cases involving individual rights and liberties – First Amendment right to free speech; Second Amendment right to bear arms; Fourth Amendment right against unreasonable searches and seizures; Fourteenth Amendment rights to Due Process and Equal Protection. Relevant current events will be at the forefront of this highly engaging class.

Co- or Prerequisite: Two years of History/Social Science courses. Priority will be given to Fourth Academics

Mathematics

The Mathematics program in the Upper School is designed to provide students the opportunity to develop skills in mathematical deduction, analytical thinking, and problem solving. In an effort to ensure students' success in the Mathematics Curriculum, the school offers a wide variety of courses ranging from Algebra 1 to Honors Multivariable Calculus. All students are required to take a course each of their four years.

Stone Ridge Upper School Mathematics Courses



Sequence of Math Courses

Algebra I

One unit

This course provides the algebraic foundations necessary for the understanding of all higher math. Students are expected to enter the course with solid pre-algebra skills, thorough review will be provided as we work through each topic. Students will learn the fundamental principles behind algebraic expressions and equations and apply them to work with inequalities, systems of equations, linear graphing, operations on polynomials, and problem solving. Emphasis will be placed on justifying processes through mathematical rigor, a cornerstone of all mathematical endeavors. Students will gain confidence that using a methodical and clearly articulated approach will lead to consistently reliable results.

Geometry

One unit

Topics in Geometry include angle relationships, perpendicular and parallel lines and planes, polygons, congruency, similarity, circles, special quadrilaterals, area of two-dimensional figures, coordinate geometry, the Pythagorean Theorem, special right triangles, and surface area and volume of three dimensional figures. Proofs and constructions related to the topics are included. Students work collaboratively as well as independently to master the material.

Prerequisite: Algebra I and /or departmental approval/placement test

Geometry with Analysis

One unit

This course parallels the standard geometry course, but is more demanding and extends the study to include understanding relationships in space, the Law of Sines, the Law of Cosines, transformational geometry and constructions. More formal proofs are included. This course is for the serious mathematics student who wants a challenge or to step up to mathematics at the honors level. Algebra I topics are infused in the curriculum both as review and as an integrated part of the course.

Prerequisite: Algebra I and/or departmental approval/placement test

Algebra II

One unit

Algebra II gives students a solid foundation in the study of the real number system, linear, quadratic and polynomial relations and functions, exponential, logarithmic, radical and rational functions and complex numbers. It includes the study of transformations of function. Where possible, topics are explored graphically, algebraically, and numerically.

Prerequisite: Geometry and departmental approval

Algebra II with Analysis

One unit

This course gives students a solid foundation of the real number system; linear and quadratic relations and functions; complex number systems; polynomial operations and functions; rational expressions and functions; exponential functions and logarithmic functions. It includes the study of transformations of functions. The emphasis in this course is on an increased depth in analyzing and describing relationships. Where possible, topics are explored graphically, algebraically, and numerically.

Prerequisite: Geometry or Geometry with Analysis and departmental approval.

Honors Algebra II with Pre-calculus

Honors, One unit

This course is more demanding than Algebra II with Analysis. It is for the serious student who has a firm grasp of Algebra I and is ready for a challenging course. All standard Algebra II topics are covered, but approached from a higher order thinking level equivalent to that expected of the honors pre-calculus student. The intent is to prepare

the student with the analytical experience necessary for the study of BC Calculus. The course focuses on polynomial, exponential, logarithmic and trigonometric functions from algebraic and geometric perspectives.

Prerequisite: Geometry with Analysis and departmental approval.

Pre-calculus

One unit

This course completes the formal study of functions begun in previous algebra courses and introduces the student to the mathematics necessary for the future study of calculus. It focuses on the study of exponential, logarithmic, polynomial and trigonometric functions from both algebraic and geometric perspectives. The use of technology is emphasized throughout the course.

Prerequisite: Algebra II or Algebra II with Analysis and departmental approval.

Honors Pre-calculus with Analysis

Honors, One unit

This course, more demanding than Pre-calculus, is for math students who want a challenge. Its intent is to provide students with problem solving skills that are necessary for AP Calculus AB. Students explore the concepts in depth and use various perspectives including algebraic, numerical, graphical, and analytical thought processes. They apply their skills to the study of trigonometric and circular functions, identities and inverses, vectors, polar coordinates, and parametric equations.

Prerequisite: Algebra II with Analysis or Honors Algebra II with Pre-calculus and departmental approval.

Honors Pre-calculus and Differential Calculus

Honors, One unit

This honors level course is the first year in a two-year calculus sequence. Students enrolling in this course must be able to work independently and have a strong foundation in algebra at a level that suggests exceptional mastery of content, originality of thought and individual initiative. The topics include trigonometry (circular functions, graphs, inverse trig functions, solving right triangles, proving identities, sum & difference identities, multiple angle identities, the Law of Sines, the Law of Cosines), analytical geometry, vectors, De Moivre's Theorem, polar coordinates and polar graphing, partial fractions, the binomial theorem, proof by induction, series and sequences, and parametric equations. The last quarter begins the study of calculus. Calculus topics covered include limits, continuity and differentiation.

Prerequisite: Honors Algebra II with Pre-calculus and departmental approval

Introduction to Calculus

One unit

The topics presented include limits and continuity of functions, derivatives of functions, and their applications to problems. Students find derivatives numerically, represent derivatives graphically, and interpret the meaning of a derivative in real-world applications. Models of previously studied functions are analyzed using calculus concepts. Experiments using the graphing calculator and computer software enhance learning and give students a depth of understanding that serves them well in future courses. The course prepares the student to successfully complete a calculus course in their first semester of college.

Prerequisite: Pre-calculus or Honors Pre-calculus with Analysis and departmental approval.

AP Statistics

AP, One unit

This college-level statistics course completes the curriculum of the AP Statistics Exam. The topics for the course are divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. Exploratory analysis of data makes use of graphical and numerical techniques to study patterns and departures from patterns. Students collect data according to a well-developed plan to obtain valid information about a conjecture. Probability is studied as a tool for anticipating what the distribution of data should look like under a given model. Statistical inference, which is the core of the course, employs methods for drawing conclusions about the population from a sample. Each student is expected to take the AP Statistics Exam. Expertise with the calculator is expected.

Co- or Prerequisite: Honors Pre-calculus with Analysis and departmental approval*

***Students must complete an appeal form to be considered for this course**

AP Calculus AB

AP, One unit

This college-level calculus course covers the curriculum of the first semester of college calculus. Students take an in-depth look at the concepts and applications of differentiation and integration from a symbolic, graphical and numerical point of view. Students electing this course should have a strong interest and ability in mathematics. Each student is expected to take the Advanced Placement Calculus AB Exam. A lunchtime lab period each cycle is required.

Prerequisite: Honors Pre-calculus with Analysis or Honors Pre-calculus with Differential Calculus and departmental approval

AP Calculus BC

AP, One unit

This college-level calculus course covers the curriculum of the first two semesters of college calculus. Topics include differential calculus, integral calculus, sequences, series and applications of the definite integral. Students electing this course should have a strong interest and ability in mathematics. Each student is expected to take the Advanced Placement Calculus BC Exam. A lunchtime lab period each cycle is required.

Prerequisite: Honors Pre-calculus with Differential Calculus and departmental approval

Honors Multivariable Calculus

Honors, One unit

This college-level course introduces the concept of a function of several variables and extends the ideas of calculus of a single variable to calculus of several variables. The topics covered include double and triple integrals over regions in space, vector analysis and techniques for solving differential equations (as time permits).

Prerequisite: AP Calculus BC and departmental approval.

Note: Stone Ridge offers this course on campus when there is sufficient interest, and it is also offered online through *One Schoolhouse*.

Computer Science

Explorations in Technology & Design

Part of seminar program taken by all 9th graders

This seminar offers an orientation to digital media and digital fabrication tools and techniques, as well as an introduction to the design process. Students will apply design and technological skills and strategies to develop collaborative works. Students will develop an understanding of the relationship between creative processes and technological problem-solving in addressing the challenges of their community and world.

Computational Design

One unit

Computational Design is a full-year introductory computer science elective course that teaches students to collaboratively deepen their understanding of computer science through design thinking. Students will explore hardware and software through physical computing and hands-on projects. The course will culminate in a project designed and implemented by students. Students in grade 10 with a passing grade are expected to enroll in AP Computer Science Principles in grade 11 instead of a second year of art. The course is also open to students in grades 11 and 12. Students who take Computational Design and AP Computer Science Principles will have a deeper understanding of computer science and may apply for an independent study in computer science in their 4th academic year. **If desired, a student may fulfill the in-depth component of their STEM Certificate by completing the independent study project.**

AP Computer Science Principles

AP, One unit

AP Computer Science Principles (AP CSP) introduces students to the foundations of computer science with a focus on how computing powers the world. Along with the fundamentals of computing, students will creatively develop programs in Snap! and Python, and gain a broader understanding of how computer science impacts people and society. The AP CSP course is organized around five big ideas, which are essential to studying computer science, including Data and Information, Algorithms, the Internet, and Impacts of Computing. The course will culminate with activities in which students creatively develop and analyze programs; and lay the foundation for students to learn any programming language. The AP Computer Science Principles Assessment consists of two components: a student developed programming project and the end-of-course AP Exam.

Pre- and co-requisite: Algebra II and Departmental Approval

Augmented Reality and Virtual Reality Lab Course

Honors, One unit

Our Augmented and Virtual Reality (AR / VR) Design course covers the architecture and design of current generation systems for creating immersive environments. This course will expose students to various forms of AR/VR that are related to current industry and global trends. Students will spend the year developing their own AR/VR experiences in small teams. This exploratory course exposes students to the world of virtual reality through 3D computer graphics and the Unity Game Engine.

Prerequisite: There are no formal prerequisites for this course, however familiarity with the Adobe Creative Suite photo and video editing applications is a plus. Class size is limited to 8 students.

Physical Education

Students can fulfill this requirement with a combination of activities listed below. Physical Education courses do not compute into the GPA.

Interscholastic Sports - participant

One-half unit per season

The athletic department plans to offer opportunities in 14 interscholastic programs - offering varsity and JV level teams or groups within each program. Interscholastic programs include the following: cross-country, field hockey, soccer, tennis, volleyball, basketball, swimming and diving, ice hockey, squash, indoor track, lacrosse, softball, outdoor track & field, and golf. Time commitments vary between sports, with varsity participation typically between 4-6 days per week and JV participation between 2-5 days per week. Students must be present at 90% of scheduled team activities to receive credit. Depending on student interest, the athletic department may also offer club or intramural opportunities.

Interscholastic Sports - student manager or coach

The athletic department is always looking for US students to fill student manager or coach positions. Opportunities and requirements vary significantly by sport, but students are encouraged to ask about these positions. Some examples of roles could be: Operating the scoreboard during games, keeping track of team statistics, helping execute practice sessions, upperclassmen helping coach a JV team, or US Students helping coach a MS team. Students may earn credit for this role and the student must request approval from the US Admin and Office of AD.

PE Fitness Classes or Intramurals

PE fitness classes are offered to students outside the academic class schedule. These elective offerings differ from season to season, but a typical year will include fitness walking, self-defense, strength training, spin class, or yoga offered at least once. These fitness classes meet 1-2x per week seasonally throughout the school year. Students may earn credit by participating in these offerings. Credit will vary depending on the activity and how often that activity is offered.

Independent Study in Physical Education

Up to One unit

Designed for students who are involved in an organized activity outside of Stone Ridge, this course enables those who participate in an activity to qualify for up to one full unit of credit, which would be comparable to participation in multiple interscholastic sport seasons. The activity must be instructional in nature and one that is not offered by Stone Ridge on the level the student is performing. Practice sessions must be supervised and occur during the academic year. Students applying for this credit must submit practice schedules and competition information/results prior to receiving credit.

Prerequisite: Students MUST meet with the Athletic Director and US Administration prior to any activity that will be acceptable for credit. Activity prior to a meeting will not be eligible for credit.

The following are the marking symbols for Physical Education:

Pass: The student has made satisfactory progress in activity skills, content, knowledge, participation and attendance.

Fail: The student has not reached an acceptable standard in skill development, content knowledge, participation, and attendance.

Publications

Journalism

One unit

The primary goal of this course is to produce the SR student-run newspaper, *The Here and Now*. Students will have an opportunity to sharpen their journalistic skills as writers, interviewers, and editors. The focus will be on pitching news and feature stories, determining appropriate editorial topics, crafting concise interview questions, editing stories, and writing headlines, as well as designing newspaper and website pages. Students will also be encouraged to experiment with new media to journalistic ends. This course does not meet the English core requirement.

Note: Open to Third and Fourth Academic students. Interested Second Academic students must apply to the instructor for admittance. Course may be repeated for credit.

Yearbook

One unit

This course is designed for students who are interested in working on the school's yearbook staff and who may be aspiring to careers in the field of Advertising Design or Communication Arts. While enrollment is limited, the course is open to Second, Third and Fourth Academic students. Computer literacy is important, because all of our work is done on our publisher's eDesign program. Students have numerous opportunities to enhance their technical and creative skills by designing appropriate layouts, writing interesting stories and captions, and taking eye-catching photographs. The staff works as a team in all endeavors, affording the more dedicated students to advance themselves to higher levels of responsibility.

Science

Mission: To guide each Stone Ridge student as a global citizen on a journey of scientific inquiry and exploration that inspires a sense of natural curiosity, supports intellectual risk-taking and encourages the use of scientific knowledge to serve the greater good.

The Science Department strives to produce graduates who are confident in their ability to actively engage in the sciences. Challenged to push their limits and encouraged to embrace their mistakes, our students develop critical thinking skills to analyze and act responsibly in the world around them. With a foundation built on the Goals of the Sacred Heart and exposure to a rich curriculum in the natural, life, and physical sciences that allows the freedom to innovate, explore, and inquire without risk of “failure,” a Stone Ridge graduate is empowered to boldly become a responsible, curious member of society.

Students are required to take three years of science for graduation. These three courses must include Physics, Chemistry, and Biology. Though only three years of science are required, the science department strongly encourages students to take four years of science and offers a wide range of course selections from which students may choose.

First Academic	Second Academic	Third Academic
Physics	Chemistry Honors Chemistry (with Algebra II or higher)	Biology Honors Biology & Biological Inquiry

Elective Science Courses		
2nd* - 4th Academics	3 rd or 4 th Academics	4 th Academics only
Computational Design * 2nd Acs who want to take this course in lieu of a second year of art.	AP Chemistry (with Honors Precalc or higher)	Honors Molecular Biology & Biotechnology Lab
	AP Computer Science Principles (with Algebra II or higher)	AP Environmental Science
	AP Physics (with Honors Precalc w/ Diff or higher)	
	Anatomy & Physiology	
	Explorations in Engineering (semester)	
	Introduction to Bioorganic Chemistry (semester)	

First Academic Offering

Physics I

One unit

Physics I exposes students to the basic principles and concepts which describe the physical world. This survey course covers mechanics, electricity, magnetism, waves and energy and features many hands-on lab and class activities. This course is designed to help students appreciate the workings of the physical world and will be of a conceptual nature. Students will be introduced to a basic scientific problem solving approach familiar to all sciences as well as the engineering design process.

Second Academic Offerings

Chemistry

One unit

This course provides students with a solid introduction to chemistry, its vocabulary and its application to natural events. Major topics covered are atomic structure, chemical bonding and molecular structures, stoichiometry, thermochemistry, physical behavior of gasses, liquids and solids, gas laws, solutions, equilibrium and acids and bases. Emphasis is on measurement, problem-solving and the practical application of chemical ideas to get students thinking like scientists.

Prerequisite: Physics

Co-requisite: Geometry or higher

Honors Chemistry

Honors, One unit

The goal of Honors Chemistry is to inspire a curiosity about matter and its interactions; to continue the practice of using an organized, evidence based approach to solving problems; to recognize chemistry's central significance to the understanding of all other sciences, and to understand how chemistry relates to our everyday lives and real world situations. Mathematics will be used to model the interactions of matter, as students explore atomic structure, periodic properties, chemical formulas and reactions, stoichiometry, bonding and intermolecular forces, thermochemistry and gas laws. Honors Chemistry is designed for students with a strong interest in science and math. Students will be expected to work individually and in small lab groups, and to participate in small group and whole class discussion.

Prerequisite: Physics, Geometry and approval from the Science and Math Departments

Co-requisite: Algebra II or higher

Summer Chemistry

Summer 2022

This course provides students with an accelerated introduction to chemistry in a 6-week course held during the summer. This course offering provides flexibility in a student's schedule in their sophomore year to gain an additional unscheduled period or to add courses in another subject area (such as taking an additional foreign language or art class). Students attend classes for 3 hours each day for six weeks and will take a final exam at the completion of the course.

Prerequisite: Physics

Note: Students who take this course may not take biology or anatomy in their sophomore year and due to the accelerated nature of Summer Chemistry, students will not be eligible to take Honors Bio in their junior year.

Third Academic Course Offerings

Biology

One unit

Biology is a survey course, which includes the study of all aspects of life. Students cover a wide variety of units including the cell, genetics, evolution, DNA, the human body systems, and ecology. The goal of the class is to get students excited about the science of life and give them an opportunity to learn about their bodies, the environment, and organisms big and small. Students will be introduced to the fields of both molecular and organismal biology, which gives students a background to move on to various fields of study. Students will carry out laboratory work and other activities to both excite and inform their learning.

Prerequisites: Physics and Chemistry

Honors Biology & Biological Inquiry

Honors, One unit

Honors Biological Inquiry is an advanced course in biology for the dedicated science student. Students will study a variety of topics across the scales of biology, from the structure and function of biological molecules to ecosystem structure and processes. Units of study will include biochemistry, cell biology, respiration and photosynthesis, genetics, evolution and ecology. The course emphasizes inquiry-based learning, requiring students to apply biological concepts learned in class to practical investigation, and culminating in the planning, execution and reporting of a student-designed inquiry project.

Prerequisites: Physics and Chemistry

Electives

Note: Elective courses are open to Third and Fourth Academic students but priority will be given to Fourth Academics

Explorations in Engineering

One-half unit

Students will be introduced to the broad field of engineering principles and concepts through hands-on applications. Class members will use their creativity, innovation and problem-solving skills to plan, design, construct and improve a variety of engineering challenges in small, collaborative groups. The goal of the class is to experience the fun of the design process through the lens of various grand engineering challenges of the 21st century.

Prerequisites: Algebra, Geometry and Physics and Chemistry

Co-requisite: Algebra II

Introduction to Bioorganic Chemistry

One-half unit

Students will explore the fundamental principles and basic laboratory techniques used in organic chemistry, natural products isolation, protein structure and function, and pharmacology - including the process of drug discovery and special topics in pharmaceutical science. Students will learn the techniques of recrystallization and chemical work-up to isolate several organic compounds produced through simple synthetic reactions.. Students will engage in topical discussions as they relate to real-world medical applications, as well as hear from a guest speaker who is an expert in a related academic field. The class offers a balanced curriculum including lecture, wet and dry laboratory activities, and research projects. Students with interests in the health and/or life sciences and, particularly those with an interest in the chemical sciences, are encouraged to apply.

Pre- or Co-Requisites: Physics, Chemistry and Biology.

Human Anatomy and Physiology**One unit**

This course covers the basics of human anatomy and physiology including anatomical terminology, basic biochemistry, cells and tissues, and the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary, and reproductive systems. Laboratory work is a significant component of the class and includes anatomical studies using microscopy, animal organ dissection and a cat dissection.

Pre-requisites: Physics and Chemistry**Co-requisite: Biology****Honors Molecular Biology and Biotechnology****Honors, One unit**

H-Molec is a hands-on, college-level course for serious science students who wish to delve deep into gene and protein function. The course will include examination of genetic disorders, infectious diseases, genetic engineering, and associated bioethical considerations. Lab work will focus on understanding modern molecular biology techniques such as PCR, gel electrophoresis, molecular cloning, and genomic analysis. Current scientific articles will be used for background reading and student presentations in this exciting, rapidly changing field.

Prerequisites: Physics, Chemistry and Biology and departmental approval**AP Chemistry****AP, One unit**

AP Chemistry is a college level class providing the basic body of chemical information and laboratory experience typically covered in a two-semester introductory sequence in chemistry. AP Chemistry follows the curriculum set forth by the College Board for Advanced Placement Chemistry and prepares students to take the AP Chemistry exam. Students will build on the knowledge and skills they acquired in Honors Chemistry while exploring topics such as intermolecular forces, kinetics, thermodynamics, and equilibrium. A student who works to complete this course will gain a deeper understanding of how chemists utilize models, graphs, and mathematical relationships to represent chemical processes while gaining exposure to a variety of laboratory techniques. An additional lab period each cycle is required.

Prerequisites: Physics, Honors Chemistry and departmental approval**Co-requisites: Biology or Honors Biology and Honors Precalculus or higher math level****AP Physics C Mechanics****AP, One unit**

AP Physics C Mechanics is equivalent to a one-semester, calculus-based, college-level physics course. The course delves into the main principles of classical mechanics introduced previously in Physics I and covers new topics including rotational motion, astrophysics and selected topics in modern physics or thermodynamics based on class interest. It is taught in an interactive student-centered format, which emphasizes collaborative problem solving, hands-on experimentation, data analysis and design optimization. An additional lab period each cycle is required.

Prerequisites: Physics, Chemistry and departmental approval**Co-requisites: Biology and Honors Precalculus with Differential Calculus or higher math level****AP Environmental Science****AP, One unit**

Advanced Placement Environmental Science is a college-level course in environmental science, which prepares students to take the AP Environmental Science Exam. Topics covered include ecology, earth's systems, energy, biodiversity, population biology, natural resource use, pollution, climate change, and human impacts on the environment. It will include discussions about the politics and economics of environmental issues and will emphasize potential solutions to environmental problems. In addition, the course requires extensive fieldwork and laboratory investigations so students should be prepared to go outside in various weather conditions and should not be afraid to get dirty! An additional lab period each cycle is required.

Prerequisites: Physics, Chemistry, Biology, and departmental approval

AP Computer Science Principles

AP, One unit

AP Computer Science Principles (AP CSP) introduces students to the foundations of computer science with a focus on how computing powers the world. Along with the fundamentals of computing, students will creatively develop programs in Snap! and Python, and gain a broader understanding of how computer science impacts people and society. The AP CSP course is organized around five big ideas, which are essential to studying computer science, including Data and Information, Algorithms, the Internet, and Impacts of Computing. The course will culminate with activities in which students creatively develop and analyze programs; and lay the foundation for students to learn any programming language. The AP Computer Science Principles Assessment consists of two components: a student developed programming project and the end-of-course AP Exam.

Pre- and co-requisite: Algebra II and Departmental Approval

Independent Laboratory Research

One-half unit

This course is designed to give academic credit to selected honors students who have done scientific research in professional research labs or at Stone Ridge. Arrangements may be made to undertake this research either during the academic year or during the summer. Students will learn how to write a professional scientific paper and to prepare an oral defense of the paper, both of which are required. In addition, students are expected to present their research in a venue off campus such as at an academic symposium or a science fair.

Prerequisite: Special prior arrangement must be made with the Science department and the Head of Upper School

Note: This course is open to Third and Fourth Academic students. This course may not be used to fulfill the three unit science requirement for graduation.

Theology

As an independent Catholic school within the Archdiocese of Washington, we adhere to the educational goals and criteria established by the Religious of the Sacred Heart, informed by the Archdiocese. We commit ourselves to educate to a personal and active faith in God; a deep respect for intellectual values; a social awareness which impels to action; the building of community as a Christian value; and personal growth in an atmosphere of wise freedom. Our study of texts, traditions, ethics, and the development of critical thinking skills enable students to realize their personal call to holiness and become agents of justice, leading the world with courage and compassion.

Students are required to take four consecutive years of theology. Each course is a half credit course. The curriculum for the first three years forms the basis for a Catholic study of theology. In their fourth year, students choose from four options.

First Academic	Second Academic	Third Academic	Fourth Academic Electives
Scripture: Introduction to the Bible	Catholic Traditions and History	Christian Morality	Bioethics
			Major World Religions
			Social Justice & Catholic Social Teaching

First Academic Course

Scripture: Introduction to the Holy Bible

One-half unit

The texts of the Bible emerged through divine inspiration in diverse social and complex political and theological contexts. We examine biblical texts with the tools of scholarship, employing methods of literary, historical, and theological investigation. We engage the primary texts in critical and constructive assignments. We highlight the vibrant contexts in which we interpret the Bible today by examining contemporary challenges faced in interpreting biblical literature in our society. A textbook, lecture outlines, and focused assignments help guide our understanding. We emphasize our Catholic heritage in studying revelation, divine inspiration, and liturgical contexts for sacred scripture.

Second Academic Course

Catholic Traditions and History

One-half unit

In this course, students engage with expressions of Catholicism throughout the ages and around the world. For the early era, the class attends to house churches, martyrdom, theological controversies and the rise of Catholic institutions such as pilgrimages, shrines, and monasteries (for men and women). Sources for the study of history and tradition include primary documents produced by a variety of witnesses and archaeological finds. As the course progresses, students analyze examples of worship, theological conflict, and reform that emerged through the centuries. The majority of the course is devoted to the modern era and the immense variety in forms of faith visible in Catholic lives today as a result of missionizing activities and the spread of Catholicism around the globe. We emphasize the diversity of voices and sources, and the cultural contexts of Christianity.

Third Academic Course

Christian Morality

One-half unit

This course invites the students to reflect upon the moral implications of Christian discipleship in our rapidly changing world. Beginning with the understanding of the human person as created in the image of God and made for relationship, the course will explore foundational themes within the Roman Catholic moral tradition such as character, sin and conscience, and conversion. Additionally, units on human sexuality and the environment serve to underscore this same theme of relatedness and enable students to make wise, informed choices in light of the Gospel message.

Fourth Academic Offerings

Social Justice and Catholic Teaching

One-half unit

This course explores the theological and textual roots of the “7 Principles” of Catholic Social Teaching. Further, it explores the meaning of the term “Social Justice.” Social Justice and Catholic Teaching seeks to present a workable definition of justice in light of current world events. It also studies the origins and context of Catholic Social Teaching, often described as Catholicism’s “best kept secret.”

Major World Religions

One-half unit

Inspired by the spirit of The Second Vatican Council’s *Declaration on the Church's Relationship to Non-Christian Religions* this course serves as an introduction to the academic study of religion in general and to the major traditions of Hinduism, Buddhism, Judaism, and Islam. Through a variety of activities that include independent projects, critical reflection and analysis of texts and case studies, students understand how each of the traditions studied seeks to address questions of meaning, belief, and practice.

Bioethics

One-half unit

This survey course builds upon certain foundational principles from the Third Academic Christian Morality class and examines their application to some of the most challenging issues in the field of contemporary bioethics. Situating itself firmly within the Catholic Church’s teaching on the consistent ethic of life, the course will explore topics ranging from reproductive technology and cloning to organ transplants and end-of-life issues.

Visual and Performing Arts

Grounded in the school’s mission, the arts are an essential component for the development of the whole person: intellectually, spiritually and emotionally. A truly educated person is one who has knowledge of and experience in the arts. Both the visual and performing arts reflect culture and transport us toward the “fullness of our humanity.” Artistic experiences enable one to transcend the boundaries of time, place and language. Ultimately, they empower.

Students are required to take two units in the Visual and Performing Arts to graduate. The first course must be at the introductory level in the arts, as indicated by asterisks.

<p>Visual Arts</p> <ul style="list-style-type: none"> ● *Foundations of Visual Arts ● Studio Art I ● Ceramics I ● Media Arts I ● Photography I ● AP Drawing, Year I & Year II ● AP 2D Art & Design: Photography/Media Arts, Year I & Year II ● AP 3D Art and Design Year I & Year II
<p>Dramatic Arts</p> <ul style="list-style-type: none"> ● *Drama I -III ● *Dance ● *Introduction to Technical Theater
<p>Musical Arts</p> <ul style="list-style-type: none"> ● *Chorus ● *Band ● *String Ensemble

The Visual Arts

Foundations of Visual Arts

One unit

This course is designed to introduce various art mediums, techniques and styles. Students will learn the basic elements and principles of art and design, and use these elements and principles to guide and assess their work. Units of study may include drawing, painting, printmaking, photography, sculpture, design, and collage. Students will also develop their critical thinking skills through the creative problem-solving process, as they learn to assess the quality of their own artwork as well as those of other artists.

Studio Art I

One unit

This course is designed for students who enjoy drawing and painting. Students will explore a wider range of expressive & appropriate methods and media. Both process and product are emphasized. Students are encouraged to develop the technical and conceptual skills necessary for aesthetically satisfying art production. Multiple dry and wet media will be used in more inventive ways on a variety of complementary surfaces. The basic elements of art and principles of design are emphasized in every unit. Further development of critical thinking skills is enhanced through class critiques and project assessments. Students are expected to maintain comprehensive Art Journals and Presentation Portfolios throughout the year. This course is required for students who eventually wants to pursue either AP Studio Art or Studio Art IV.

Prerequisite: Foundations of Visual Arts or departmental approval

Ceramics I

One unit

Ceramics I students explore hand building, wheel throwing, glazes and firings, while developing familiarity and confidence with tools and materials. Health and safety practices including proper clay recycling are emphasized, as is the necessity to work cooperatively in a studio environment. Students learn to support and encourage each other in their artistic progress during class critiques, held several times each year. Sketchbooks record ideas and plans for forms and surfaces.

Prerequisite: Foundations of Visual Arts or departmental approval

Media Arts I

One unit

This course is an introductory course applying broader basic design concepts and principles to graphic design as a communications tool. Media Arts is approached in the context of the constantly changing digital world which affects it. Graphic design permeates life and society in a way that renders it a compellingly concrete and relevant course of study, including situations such as: apps on mobile devices; social networks; print and electronic advertising; signage; and product design. Students will learn: graphic design basics; typography; color strategies; video and still imaging.

Prerequisite: Foundations of Visual Arts or department approval

Note: Priority will be given to Fourth Academic students.

Photography I

One unit

This course introduces students to basic photographic techniques, in support of the broader Fine Arts objective of developing fundamental visual skills. These techniques will include making exposures with a 35mm film camera, processing black and white film, and making prints in the darkroom. Shooting assignments will expand students' understanding of the possibilities of photography (both technical and aesthetic). The class will consider and discuss the work of historical and contemporary photographers. The objective is that by the end of the course, each student will have developed a portfolio of darkroom prints, and an artist's statement. A 35mm camera with manual controls is recommended. Students supply their own film and printing paper. (Approximate cost: \$200.00)

Prerequisite: Foundations of Visual Arts or department approval

AP Drawing Year 1 and Year 2

AP, One unit

The AP Drawing course framework presents an inquiry-based approach to learning about and making forms and structures in art and design. Students are expected to conduct an in-depth, sustained investigation of materials, processes, concepts, and ideas through drawing. The framework focuses on concepts and skills emphasized within college art and drawing foundation courses with the same intent: to help students become inquisitive, thoughtful artists and designers able to create, explore, and develop works as well as to articulate information about their work. AP Drawing students develop and apply skills of inquiry and investigation, practice, experimentation, exploration, revision, communication, and reflection.

Prerequisite: Studio Art I and permission from Instructor

- PORTFOLIO SECTION 1. Sustained Investigation 60% of total score. This section of the portfolio includes 15 digital images and responses to prompts. Works demonstrate sustained investigation through practice, experimentation, and revision. Brainstorming ideas begins over the summer.
- PORTFOLIO SECTION 2. Selected Works 40% of total score. These 5 works will also be submitted digitally. Works each demonstrate synthesis of materials, processes, and ideas using drawing skills. Work may come from the Sustained Investigation section, but it does not have to.

AP 2D Art and Design/Photography Year I and Year II

AP, One unit

This course is a AP 2-D Art and Design Portfolio class in which the students create a portfolio of college-level work which is by the end of the school year suitable for submission for evaluation to the College Board. A qualifying portfolio score earns for the student college credit and/or advanced placement. AP Photography students submit a 2-D Art and Design portfolio. The AP Portfolio includes two sections as described below.

Prerequisite: Photography I/Media Arts I and permission from instructor.

- PORTFOLIO SECTION 1. Sustained Investigation 60% of total score. This section of the portfolio includes 15 digital images and “responses to prompts: some may be detail and process images.” Works demonstrate sustained investigation through practice, experimentation, and revision. The final idea of concentration must be declared no later than January 17, 2022 (after MLK weekend) so that you have time to explore your subject in-depth, producing many more photographs than you will use for your final portfolio. Brainstorming ideas begins over the summer.
- PORTFOLIO SECTION 2. Selected Works 40% of total score. 5 physical works and responses to prompts (These 5 works will also be submitted digitally as a backup.) Works each demonstrate synthesis of materials, processes, and ideas using 2-D art and design skills. Work may come from the Sustained Investigation section, but it does not have to.

AP 3D Art and Design Year I and Year II

AP, One unit

The AP 3-D Art and Design course framework presents an inquiry-based approach to learning about and making forms and structures in art and design. Students are expected to conduct an in-depth, sustained investigation of materials, processes, concepts, and ideas in three dimensions. The framework focuses on concepts and skills emphasized within college art and design 3-D foundation courses with the same intent: to help students become inquisitive, thoughtful artists and designers able to create, explore, and develop works as well as to articulate information about their work. AP 3-D Art and Design students develop and apply skills of inquiry and investigation, practice, experimentation, exploration, revision, communication, and reflection.

Prerequisite: Ceramics I and permission from instructor

- PORTFOLIO SECTION 1. Sustained Investigation 60% of total score. This section of the portfolio includes 15 digital images and responses to prompts. Works demonstrate sustained investigation through practice, experimentation, and revision. Brainstorming ideas begins over the summer.
- PORTFOLIO SECTION 2. Selected Works 40% of total score. These 5 works will also be submitted digitally. Works each demonstrate synthesis of materials, processes, and ideas using 3-D art and design skills. Work may come from the Sustained Investigation section, but it does not have to.

AP Art History

AP, One unit

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

Note: Placement will be made in consultation with the English, History and Art departments.

****This course is cross-listed with History and Social Studies***

The Performing Arts

Dance

One Unit

Upper School Dance is designed to allow students who have limited experience in dance, along with those who might be at an intermediate level, a greater understanding of how to express themselves through movement and motion. For advanced students, the course will allow them to serve as mentors to others and also provide the opportunity to choreograph and develop dances of their own. We will focus on multiple styles of dance and also study varied choreographers throughout the year. Elements of body awareness and care, health and wellness, flexibility, and strength and conditioning as it applies to dance will be covered. Students will need to provide dance shoes for the course.

Drama I

One unit

Drama I is designed to allow students to explore the world of the theater and all its components. The preparation and performance of dramatic scenes and monologues, playwriting exercises and theatre attendance help students to identify and develop internal and external personal resources, to participate in artistic collaboration, to relate theatre to its social context and to form aesthetic judgments.

Drama II

One unit

Drama II is designed to provide an opportunity for participants to sharpen their acting skills, with a focus on classical acting. They develop a deeper understanding of preparing, creating, and performing theatrical pieces. Students explore selected occupations in the theatre in depth and are given the opportunity to choose to work in a collaborative effort as playwright, director or performer. In addition, each student reads and critically analyzes modern texts and sees at least one play during the year.

Prerequisite: Drama I or by audition

Drama III

One unit

Drama III allows students to apply two years of acquired skills by producing a play for public performance. All aspects of production are managed by members of the class, including dramaturgy, directing, acting, design, technical theatre, publicity. Each student will also write a critical analysis of an assigned text and see at least one professionally produced play during the year.

Prerequisite: Drama II or by audition only

Introduction to Technical Theater

One unit

This course is open to all US students with little or no previous experience in technical theatre. Learning objectives will focus on the basics of the theatrical production process, including: roles of the production process; tool use and scene shop safety; introduction to carpentry and stagecraft; basics of electrics, sound and costume/wardrobe; and fundamentals of working on stage crew. The course workload will include class meetings, assigned readings, and active participation in technical preparation for department productions. Permission from parents to use power tools will be required. This can be taken for repeat credit.

Chorus

One unit

This course is open to all Upper School students who are interested in developing their vocal skills, abilities and musicianship through the study of choral literature from all major periods in music history. Concepts of proper vocal care and technique, sight reading, vocal development, music history and the building of confidence in the voice will be a focus of the course. An emphasis on developing both the student's individual sound and the group's ensemble sound will be emphasized throughout the year as we prepare for concerts, festivals and liturgies. Pianists may audition for this class as an accompanist.

Note: Students are required to participate in mandatory performances to earn credit for this course. This course may be repeated for credit up to four years.

Honors Ensemble: Chorus

Honors, One unit

The honors ensemble courses provide students with a challenging and innovative curriculum, tailored to the interests of the individual student. The requirements for these courses provide a template for being a successful musician and allow the students to explore, experience, study, and recognize quality musical works and performances. This course is open to second through fourth academics with previous band/chorus/orchestra experience and by teacher recommendation/audition. In addition to meeting the expectations for Chorus, students will have additional performance, adjudication, research and/or evaluation requirements. Students will select and complete two projects each semester from the curriculum options. The teacher will guide and support students as needed throughout the year.

Prerequisite: Previous participation in an Upper School Ensemble.

Concert Band

One unit

This course is open to all Upper School students who play a band instrument. Students will develop musicianship and ensemble skills through the study of concert band repertoire from various styles and genres. In addition, music appreciation, history and theory are integrated into the curriculum to provide well rounded knowledge and musicianship. Special attention will be paid to developing artistry and creative expression and all elements necessary for successful ensemble experiences. Students will participate in performances throughout the year and have adjudication and master class/workshop opportunities.

Note: Students are required to participate in concerts to earn credit for this course. This course may be repeated for credit up to four years.

Honors Ensemble: Band

Honors, One unit

The honors ensemble courses provide the students with a challenging and innovative curriculum. The requirements for these courses provide a template for being a successful musician and allow the students to explore, experience, study, and recognize quality musical works and performances. This course is open to second through fourth academics with previous band/chorus/orchestra experience and by teacher recommendation/audition. In addition to meeting the expectations for the Concert Band, students will have additional performance, adjudication, research and/or evaluation requirements. Students will select and complete two projects each semester. The teacher will guide and support students as needed throughout the year.

Prerequisite: Previous participation in an Upper School Band ensemble.

String Ensemble

One unit

This course is open to all Upper School students who play an orchestral string instrument (violin, viola, cello, bass). US String Ensemble is designed to engage students in a variety of musical styles and genres for rehearsals, formal and informal performances. In addition, music appreciation, history and theory are studied in association with repertoire and units of study. Special attention will be paid to developing artistry and creative expression.

Students will participate in performances throughout the year and receive adjudication and master class/workshop opportunities on occasion.

Note: Students are required to participate in mandatory performances to earn credit for this course. This course may be repeated for credit up to four years.

Honors Ensemble Strings

Honors, One unit

The honors ensemble courses provide students with a challenging and innovative curriculum tailored to the interests of the student musician. The requirements for these courses provide a template for being a successful musician and allow the students to explore, experience, study, and recognize quality musical works and performances. This course is open to second through fourth academics with previous band/chorus/orchestra experience and by teacher recommendation/audition. In addition to meeting the expectations for String Ensemble, students will have additional performance, adjudication, research and/or evaluation requirements. Students will select and complete two projects each semester from honors curriculum options. The teacher will guide and support students as needed throughout the year.

Prerequisite: Previous participation in an US ensemble.

Note: Students are required to participate in mandatory performances to earn credit for this course. This course may be repeated for credit up to four years.

World Languages

Language study at Stone Ridge ignites commitment in each student to bring change to the world with confidence, respect, and cultural understanding.

In the classroom, we immerse the students in another culture and language every day. Beginning with the basic vocabulary and grammar and proceeding to more sophisticated structures, we base our instruction on the five goals of language acquisition: communication, culture, connection, comparison, and community. The department incorporates technology through the extensive use of the internet as well as online texts and activities.

The minimum requirement for graduation is **three consecutive years** of one foreign language. Students who have successfully completed the first year level in middle school and who continue and successfully complete the next two levels of the same language finish their foreign language requirement at the end of their Second Academic year. However, because many colleges expect four consecutive years of foreign language study at the Upper School level, students are strongly encouraged to continue their foreign language for four years.

Course Offerings by Language

French		Spanish				Latin	
French I		Spanish I				Latin I	
↓		↓				↓	
French II		Spanish II				Latin II	
↓		↓				↓	
French III		Spanish for Heritage Speakers/Spanish III				Latin III	
↙ ↘		↙ ↘				↓	
French IV	AP French Language and Culture	Spanish IV		AP Spanish Language		Latin IV	AP Latin
↓	↓	↙ ↘		↙ ↘		↓	↓
AP French Language and Culture or	Honors French Seminar	Honors Spanish V	AP Spanish Language	Honors Spanish V	AP Spanish Literature	AP Latin	Latin IV
			↓		↓	↓	↓
Honors French V			AP Spanish Literature		Honors Spanish Seminar	Honors Latin V	Honors Latin V

French

French I

One unit

This course develops the use of fundamental language skills used in listening, speaking, reading and writing. Students learn to express ideas in the present, the past and the near future using basic structures and vocabulary related to daily-life topics. Extensive communicative practice is provided through varied oral and written exercises in meaningful situations and personalized contexts. Students build cultural awareness of the French-speaking world through videos, music, presentations, readings and discussions. The class is conducted in French.

French II

One unit

This course completes the study of fundamental grammar structures and vocabulary begun in French I. Students learn to express ideas, actions and thoughts in the present, past, and future. Students also learn to express opinions, recommendations, doubts and preferences in the subjunctive mood. Students continue to learn about Francophone culture, civilization, geography and traditions. Communication, both written and spoken, is practiced using authentic materials that provide cultural information and insights. The class is conducted in French.

Prerequisite: French I or by department approval

French III

One unit

In this course, students reinforce and solidify basic structures and vocabulary seen in levels 1 and 2, as well as explore more complex and sophisticated forms of expression in French. Students are introduced to works by authors and filmmakers throughout the Francophone world, to help them appreciate and understand the world's cultural richness while increasing their level of linguistic proficiency. The course is conducted in French.

Prerequisite: French II and departmental approval

French IV

One unit

In this upper level course students polish their speaking, listening, reading and writing skills and continue to grow their awareness of Francophone cultures through the viewing and analysis of films, interviews and articles, as well as the reading of a novel. Students generate a portfolio of creative formative and summative assessments throughout the academic year. The course is conducted in French.

Prerequisite: French III and departmental approval

Honors French V

✓One unit

This upper level course inspires students to continue to explore the thoughts, writings and artistic productions of the great minds and associated cultures of the Francophone world. The goal of this course is to increase linguistic proficiency and to deepen appreciation for cultural nuances inherent in the works examined. Students generate a portfolio of creative formative and summative assessments throughout the academic year. The course is conducted in French. This course may not be offered every year.

Prerequisite: French IV and departmental approval

AP French Language and Culture

AP, One unit

The Advanced Placement French Language and Culture course prepares students for the AP French Language and Culture Exam. This course promotes proficiency in French and enables students to explore culture in contemporary and historical contexts. Some topics included are family and modern life, current global themes, and cultural practices and perspectives.

Prerequisite: French III or French IV and departmental approval

Honors French Seminar

Honors, One unit

This course will allow the student to delve deeply into French and Francophone cultures through many lenses: literature, art and architecture, classical and modern music, etc. Teacher will take into account the interests of the students in creating the list of works under consideration.

Prerequisite: AP French Language and a score of 3 or higher on the AP French Language Exam.

Spanish

Spanish I

One unit

This course develops the use of fundamental language skills used in listening, speaking, reading and writing. Students learn to express ideas in the present, the past and the near future using basic structures and vocabulary related to daily-life topics. Extensive communicative practice is provided through varied oral and written exercises in meaningful situations and personalized contexts. Students build cultural awareness of the Spanish-speaking world through videos, presentations, readings and discussions. The class is conducted in Spanish.

Spanish II

One unit

This course completes the study of fundamental grammar structures and vocabulary begun in Spanish I. Students learn to express ideas, actions and thoughts in the present, past, and future. Students also learn to express opinions, recommendations, doubts and preferences in the subjunctive mood. Students continue to learn about Spanish-speaking culture, civilization, geography and traditions. Communication, both written and spoken, is practiced using authentic materials that provide cultural information and insights. The class is conducted in Spanish.

Prerequisite: Spanish I or by departmental approval

Spanish for Heritage Speakers

One unit

This class is designed for students who have experience with the Spanish language in an informal setting. The purpose of this course is to provide students with formal study of the syntax, spelling, accentuation and written conventions of the Spanish language. In addition to developing a solid grammatical foundation, students will learn the essential concepts of critical reading and effective writing by examining essays, poems, stories, and short films from a variety of Hispanic authors and thinkers. The level of the course will be tailored to meet the needs of the students. This course is taught in Spanish. **Prerequisite: Placement test and departmental approval**

Spanish III

One unit

In this course, students reinforce and solidify basic structures and vocabulary seen in levels 1 and 2, as well as explore more complex and sophisticated forms of expression in Spanish. Students are introduced to works by authors and filmmakers throughout the Spanish-speaking world, to help them appreciate and understand the world's cultural richness while increasing their level of linguistic proficiency. The course is conducted in Spanish.

Prerequisite: Spanish II and departmental approval

Spanish IV

One unit

This upper level course allows students to solidify syntactic structures and broaden vocabulary through the reading, analysis and interpretation of short stories, poetry, music, films, interviews and articles. Students polish their speaking, listening, reading and writing skills and continue to grow their awareness of Spanish-speaking cultures. Students generate a portfolio of creative formative and summative assessments throughout the academic year. The course is conducted in Spanish.

Prerequisite: Spanish III and departmental approval

Honors Spanish V**Honors, One unit**

This upper level course inspires students to continue to explore the thoughts, writings and artistic productions of the great minds and associated cultures of the Spanish speaking world by exploring literary masterpieces. The goal of this course is to increase linguistic proficiency and to deepen appreciation for cultural nuances inherent in the works examined. Students generate a portfolio of creative formative and summative assessments throughout the academic year. The course is conducted in Spanish. This course may not be offered every year.

Prerequisite: Spanish IV and departmental approval

AP Spanish Language and Culture**AP, One unit**

The Advanced Placement Spanish Language and Culture course prepares students for the AP Spanish Language and Culture Exam. This course promotes proficiency in Spanish and enables students to explore culture in contemporary and historical contexts. Some topics included are family and modern life, current global themes, and cultural practices and perspectives.

Prerequisite: Spanish for Heritage Speakers, Spanish III or IV and departmental approval

AP Spanish Literature and Culture**AP, One unit**

This course prepares students to complete the AP Spanish Literature and Culture Examination. Students explore masterpieces of all literary genres by Spanish and Latin American authors from the Middle Ages to the present day. Students encounter diverse ways of experiencing life through the lens of writers from around the Spanish-speaking world. Students generate a portfolio of creative formative and summative assessments throughout the academic year. The course is conducted in Spanish.

Prerequisite: AP Spanish Language and a score of 3 or higher on the AP Spanish Language Exam

Honors Spanish Seminar**Honors, One unit**

This course is offered to students who have completed the AP Spanish Literature course. The main prerequisites are a love of language, an ability to think analytically and a desire to study works of the most engaging writers, artists and thinkers of Spain and Latin America. This course may not be offered every year.

Prerequisite: AP Spanish Literature and a score of 3 or higher on the AP Spanish Literature Exam

Latin

Latin I

One unit

This course is an introduction to Latin syntax, grammar, and vocabulary. In addition to their language study, students investigate various aspects of Roman culture, mythology, and literature. Particular emphasis is given to Latin's role as a root language for English and other Romance languages. During this course students will read units I and II of the Cambridge Latin series as well as several supplementary primary and secondary sources. The goal of Latin I is to provide a solid foundation for further Latin study and to foster an appreciation of Latin's influence on the English language and world civilization.

Latin II

One unit

This is the second year of the Latin curriculum. In the first year, students established the basic Latin verb and noun forms and their functions. In this course, students build on that foundation and learn the grammatical concepts that are the basis for complex sentences and eventually start to read authentic and original Latin sources. In addition to their language study, students will investigate a wide variety of cultural topics such as Roman comedy, the Roman military, and the art and architecture of Rome itself. Our readings will be conducted primarily in Unit III of the Cambridge Latin course with several additional primary sources.

Prerequisite: Latin I or by departmental approval

Latin III

One unit

In this course, students leave behind their textbooks and venture into the world of original Latin sources. The first semester is an introduction to Latin prose writing. For this semester, students read adapted selections from a variety of prose authors and a section of Caesar's *De Bello Gallico*, a chronicle of Caesar's campaigns against the Gauls in the 1st century B.C. Students focus on obtaining proficiency in reading Latin prose, as well as using the primary material, along with other sources in translation, to discuss and analyze this crucial historical period. In the second semester, students are introduced to Latin poetry through the works of Ovid and Catullus. In Ovid's *Metamorphoses* students read the story of Daphne and Apollo, and for Catullus students read a selection of the author's love poetry. Once again, the focus of the semester is on developing translation skills. Secondary topics include discussions on Latin love poetry as a genre, the role of the poet in Roman society, and the role of Latin poetry in the western literary tradition.

Prerequisite: Latin II and departmental approval.

Latin IV

One Unit

This course is an advanced exploration of Latin prose and poetry. Students read several Latin authors, including but not limited to Horace, Ovid, and Cicero. Through project based inquiry students investigate these seminal authors. Particular emphasis is placed on the analysis of secondary sources and developing a comprehensive appreciation of the scope and impact of Latin literature on subsequent generations. Students are expected to read our primary sources at a pace similar to the AP curriculum, but without the pressure of the test prep unique to the AP course.

Prerequisite: Latin III and departmental approval or AP Latin.

AP Latin

AP, One unit

The AP Latin course is a deep dive into two of the seminal works of Western Literature: Vergil's *Aeneid* and Caesar's *De Bello Gallico*. In this course students read the AP syllabus selections from both authors in Latin and in English. The goal of our course is to achieve fluency in the language and style of these classical authors and then use that ability to analyze and discuss the texts in all their glory. This provides an unparalleled window into Roman political and social culture at the end of the 1st century BC.

Prerequisite: Latin III or Latin IV and departmental approval

Special Programs

Social Action Program

Rooted in Goal Three of Sacred Heart Education, the Social Action program is a comprehensive service learning program that is central to the Upper School experience. Through preparation, action, and reflection, Social Action cultivates critical consciousness of issues of justice, inculcates a life-long commitment to service, and develops students' potential for leadership in building and maintaining just partnerships.

The program takes place every other Wednesday for the full day as delineated on the school calendar. Each student must participate in all three components of Social Action—namely learning, experience and reflection. The learning and reflection periods provide opportunities to prepare for and evaluate the Social Action experience in light of the Christian faith.

First Academic: Orientation to Social Action

- Students learn about the seven tenets of Catholic Social Teaching - Solidarity, Care and Concern for the Environment, Rights and Responsibilities, Life and Dignity of the Human Person, Call to Family, Community, and Participation, Option for the Poor and Vulnerable, and The Dignity of Work and the Rights of Workers. Guided by 4th Ac Social Action Leaders, students get a mix of on-campus learning and off-campus experience.

Second Academic: Introduction to Partnerships

- Students visit a different site each Social Action Day to develop an understanding of the variety of direct service and advocacy opportunities.

Third Academic: Partnerships I

- Students express a preference for working in a particular Area of Social Action and return to a single site throughout the year. Traveling by car, Metro, or bus in groups of 2 to 12, students are not only able to develop the habit of direct service but also to build relationships with the staff and clients at each organization.

Fourth Academic: Partnerships II

- Students express a preference for working at a particular site and return to it throughout the year. In addition to this, 4th Ac students may apply to serve as a Social Action Leader.

Transportation is provided by teachers, charter buses, and public transportation. Two graduation credits are earned through satisfactorily participating in Social Action according to the criteria of this program.

Exchange Program

Students have the opportunity to participate in an exchange program with other Sacred Heart schools in the United States and abroad. Exchange is facilitated by the common goals shared by Network schools and by personal bonds among the faculty members and students.

The exchange program offers students an opportunity to broaden their horizons by sharing in the life of another Sacred Heart school and experiencing the cultures of other parts of their own country and of the wider world. The program aspires to prepare students for living in the “global village” which is already their de facto milieu. Exchange students follow courses chosen to approximate what they would be taking at home, but they frequently find a course or program of interest which is not available here. They may live as resident students when attending boarding schools or with host families in order to attend day schools.

A student wishing to go on exchange should speak with the Network Exchange Coordinator in the second semester of their First Academic Year. The student must be in good academic standing with an average of B+ or higher in all of her courses, and be known to be cooperative and able to be a good representative of Stone Ridge.

Fourth Academic Internships

In the spring semester, Fourth Academic students participate in the Alumnae-Fourth Academic Internship Program. The alumnae of the Washington, DC, metropolitan area offer the opportunity for the Fourth Academic students to experience a job setting and meet professionals in a particular field. The Internship is a graduation requirement.

The Alumnae Office is responsible for planning and implementing this program. The office assists each Fourth Academic student with an assessment of her interests and abilities, contacts the supervisors from the designated list, and places the student appropriately. The internship is a full-time commitment for a minimum of two weeks, or a normal 40-hour workweek. The student is responsible for transportation to her site and appropriate dress for a work situation. Upon completion of her internship, each student will give a presentation on campus highlighting her experience.

Special Services

Campus Ministry

The Upper School includes an extensive and popular Campus Ministry program. Students assist in planning, writing and sharing in faith-filled activities. The entire program includes four programs: worship, social action, reflection, speakers on peace and justice issues and retreats.

The **worship** life of the school is reflected in school and class liturgies, opportunities for the Sacrament of Reconciliation and Morning Prayer in assembly. Students and the Campus Minister plan the theme, content and music of the liturgies. Priests from nearby parishes and schools are invited to preside at the liturgies.

The **Social Action Program** (described under Special Programs) enables students and faculty members to become involved in service to those in need in the community beyond Stone Ridge. In addition to the weekly program, the Campus Ministry provides additional regular and seasonal opportunities for service. “Fruit and juice” for breakfasts and “snack packs” for dinners, are collected and served once a month at So Others Might Eat soup kitchen (SOME) and projects to serve the hungry, homeless and needy in the area and the world are sponsored, particularly during Lent and Advent.

The **reflection periods** complement the theology program by giving students and faculty a variety of opportunities to experience and express their faith. In addition to liturgies, this time includes prayer, social action reflection, films and speakers relating to peace and justice issues of local, national, or global concern to Christians as well as exploration of other religious traditions.

An annual day of **retreat** for all classes and faculty members, a three day Kairos retreat for Third Academics, and a two-day Sacred Heart mission themed retreat at an area retreat house for Fourth Academic students, provide time for each student to deepen her knowledge and love of God. The retreats are directed by the campus ministry team who collaborate in planning with faculty members and student leaders. Typical activities include talks, small group discussions, films and an opportunity for the Sacrament of Reconciliation.

Student Support

While supporting all Sacred Heart Goals, the Student Support Department, comprised of two Upper School Counselors and two Learning Specialists focuses on personal growth in an atmosphere of wise freedom (Goal V). The Upper School Counselors’ main objective is to provide social, emotional and academic support and assistance to all students in order to foster personal growth and development and to help each student reach her highest potential in and out of the classroom.. Counselors support individual students through direct short-term solution focused counseling to students experiencing academic or emotional challenges. Counselors also facilitate seminar classes, which are offered to all students. In addition, counselors consult with teachers and parents, provide referrals, and consult with the Upper School Support team in creating strategies for any student in need.

SEMINAR CLASSES:

The seminar program concentrates on the development of the whole self and its topics focus on relationship building, communication, and wellness skills. The standards and expectations for the seminar curriculum reflect the ASCA (The American School Counseling Association) Mindsets and Behaviors for Student Success. Seminar classes are provided to all students during their four years in high school. The goal of the seminar classes is to provide information and facilitate discussion of developmentally appropriate and relevant topics, increase ability to apply this knowledge in future personal and social situations, and strengthen the ability to make informed decisions. Another goal of the seminar classes is to provide the opportunity for the counselors and students to become acquainted with each other while also providing the opportunity for students to continue to form relationships with self and peers.

First Academic Seminar

Seminar classes in the First Academic year provide students with assistance needed with the transition to high school. The classes create a safe environment to discuss topics, thoughts, ideas and concerns around the challenges of navigating the world of high school. Topics in seminar classes include stress awareness & management, mindfulness practice & technique, human sexuality from a theological and biological perspective, cyber-safety, diversity and building community, making and maintaining friendships in high school, and relational aggression ("Female Bullying").

Second Academic Seminar

Seminar classes in the Second Academic year stimulate personal growth and development through reflections and discussions of one's personal self and how that self is perceived in various group settings. The first semester is focused on mental health, the second semester is focused on healthy and unhealthy relationships.

Third Academic Seminar

Seminar classes in the third academic year continue with a focus of identity and the greater complexities of life that older adolescents face. The year starts with an exploration of values and moves into classes where students are learning how their values shape their behaviors and the decisions they make. The students learn about assertive communication, the limits of friendship, and aspects of sexuality. It is less "topic" focused and more focused on managing real life situations as well as managing the academic and social stress that comes with junior year.

College Transition Seminar

Seminar classes during the second semester of the fourth academic year focuses on reflecting on the high school experiences and transitioning towards the next phase in life--college. Topics covered include health and wellness in college (including the physical, emotional and academic support resources available to the students) , navigating life with a roommate, conflict management, financial management, personal safety, dating violence and sexual assault and consent.

Study Skills

The First Academic Study Skills program focuses on familiarizing students with efficient and effective study skills and time management to help students stay organized. Topics include: note-taking, listening skills, time management, reading for comprehension, test-taking, and memory and concentration. Skills will focus on both computer and non-computer based tools that students can use to become effective life-long learners.

Note: This seminar is required for all First Academic students. This seminar meets once every cycle. Attendance is required. No grade and credit is given.

Digital Media in the Classroom

This seminar offers an overall introduction to digital media in the classroom. Starting with a basic introduction to Stone Ridge digital communications systems, students move from the essentials to more advanced uses of digital media at Stone Ridge. Topics include: introduction to electronic communication at Stone Ridge, major operating systems, productivity software, file management, podcasting, working with digital images and video, music creation, and the collaborative nature of Web 2.0 technology. This seminar is intended to provide a level of critical thinking and media literacy to the subject, spark an interest in digital media creation and present students with skills necessary to succeed in today's digital classroom. Students will gain a thorough understanding of the interactive nature of today's technology and how to use the laptop as a tool for learning and expression of ideas.

Note: This seminar is required for all First Academic students. This seminar meets once every cycle. Attendance is required. No grade and credit is given.

College Counseling

The College Counseling program provides individual and group counseling to both students and their parents. The goal of the program is to help each student identify their personal gifts and strengths in order to select a college that serves their needs, enhances their growth and prepares them for the future.

College seminars are offered in the spring of the Third Academic year and the fall of the Fourth Academic year to facilitate the college process. The college counselors will assist and help prepare students in organizing the college search and learning about admissions procedures, college visits and interview techniques. Students will also write the college essay and resume, research colleges online, and analyze data to create an informed and appropriate college list. The College Office also helps identify scholarship opportunities, summer programs, and career goals for interested students.

The College Counseling Office houses resources for students to gather information independently about colleges. Students also have the opportunity to meet with over 120 college representatives who visit Stone Ridge each year. Students are encouraged to gain greater access to college information through the Internet.

College Seminar I

The spring College Seminar for Third Academic students is an introduction to the college process. Topics include discussions and information on standardized testing, essay writing, the resume, research and selection of colleges, college visits, and managing the deadlines and the paperwork of college applications.

Note: Attendance is required; no grade or credit is given. This course meets once every cycle.

College Seminar II

This fall follow-up College Seminar is designed for Fourth Academic students to refine and finalize college choices and to prepare applications for college admissions. This seminar runs one period every other week, and it focuses on topics including the college essay, resume, standardized testing, interviewing, managing deadlines and following application procedures.

Note: Attendance is required, no grade or credit is given. This course meets once every cycle.

Four Year Academic Planner

Department	First Academic	Second Academic	Third Academic	Fourth Academic
English (4)				
Visual/ Performing Arts (2)				
World Language (3)				
History (3)				
Math (4)				
Science (3)				
Theology (2)	Scripture	History of Theology and Sacraments	Christian Morality	
Electives (2)				
PE (1)				

Total: 22 credits in academic courses, 1 in PE and 2 in Social Action.