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# Course Guide and Program of Studies

2022-2023 School Year

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## GENERAL INFORMATION

Students in the Upper School should select courses that will prepare them for the colleges they expect to attend. Each student consults with her parents and the Director of Studies or College Counselor as she makes decisions concerning her courses for the next school year and projects courses for the years to follow. There are certain required courses that must be part of the program of studies each year, but elective courses exist at every grade level, increasing in numbers as students reach the eleventh and twelfth grades.

### Graduation Requirements

The requirements for a St. Mary's Episcopal School diploma are as follows:

#### 21.5 Credits

English.....	4.0 Credits
Mathematics.....	4.0 Credits
Science.....	3.0 Credits*
History.....	3.0 Credits
World Languages.....	3.0 Credits**
Fine Arts.....	1.0 Credits***
Religious Studies.....	1.0 Credits****
Physical Ed/Health.....	1.0 Credits
Electives.....	1.5 Credits

*note: one elective must be taken as an online course*

Two-semester courses receive 1 credit; one-semester courses receive 1/2 credit.

\*The 3 credits in science must include one credit each in biology, chemistry, and physics.

\*\*Students must complete three years in one world language.

\*\*\*Students may choose from the following courses to meet this requirement: Honors Art History, Honors Music History, Honors Humanities I, Honors Humanities II, AP Art History (H Art History prerequisite), H Power of Black Music in America

Students may use the first semester of H French IV, H/AP Latin IV or Spanish IV toward half a credit of their fine art requirement, in conjunction with any other Fine Arts courses.

\*\*\*\*Students must take Faith Foundations, then one of the following to meet this requirement: H Facing History & Ourselves, H Meaning of Life, or H The Writings of C.S. Lewis. OSH World Religions may be taken in place of Faith Foundations.

## Honors and Advanced Placement (AP) Classes

The Honors and Advanced Placement (AP) courses offered by St. Mary's are challenging and demanding enough to merit a weighted grade. Honors courses receive 0.5 additional point and Advanced Placement courses receive one additional point each semester when grade point averages are calculated. Students are expected to use and expand their higher order thinking skills in reading, writing, and content analysis at all levels, but the standard and honors-level courses are entry-level courses, and the Advanced Placement courses are college-level courses. In addition to containing college-level material, the Advanced Placement courses require considerable preparation time, equivalent to what might be expected of a similar college survey course. Furthermore, these classes are designed to prepare students for the Advanced Placement exams in the spring. All students enrolled in an AP class are expected to take the AP exam. Exceptions will be made on a case-by-case basis. The cost of each test is approximately \$94. Students scoring well on the AP exams can earn college credit or advanced placement from many colleges participating in the program. Students must apply to enroll in Advanced Placement courses, meet specific criteria, and must have the recommendation of their current teacher in the department, the Director of Studies, and the Head of the Upper School. With the extensive preparation time for AP courses in mind, students should carefully consider their course loads and extracurricular activities before requesting multiple AP courses. The expectation is that students will not drop courses after the drop period has ended.

## Program of Studies

**All students must enroll in five academic\* classes each semester.** A student may take up to 7 courses per semester with special approval based upon academic standing, the number of co-curricular and extracurricular activities in which the student is involved, and the nature of the courses requested by the student. The following program of studies lists the required courses for each grade. Students must take the requirements for each grade and may also choose elective courses when possible to complete the program of studies for the year.

\* Non-academic courses are PE/Health, Strength & Conditioning I, II, & III, Performance Arts I & II, B Wind Ensemble, Chamber Ensemble, Concert Choir, and are not part of the grade point average (GPA) calculation.

## **Ninth Grade**

Honors English 9  
Algebra I, Geometry, Honors Geometry, or Honors Algebra II  
World Regional Geography or AP Human Geography  
World History I  
Biology or Honors Biology  
World Language (choices: French I, French II, Latin II, Spanish I, Spanish II)  
PE/Health  
Study Hall *and/or* Elective (limited to AP Computer Science Principles, Concert Band, Concert Choir, Chamber Ensemble, Studio Art, Photography, Acting)

## **Tenth Grade**

Honors English 10  
Geometry, Algebra II, Honors Algebra II, H Pre AB/BC Precalculus  
Honors Chemistry or Honors Acc. Chemistry  
Honors U.S. History or AP U.S. History  
World Language (French II, Honors French III, Honors Latin III, Spanish II, Honors Spanish III)  
Religious Studies requirement or electives

## **Eleventh Grade**

H Advanced Composition, AP Language and Composition, and/or English elective Algebra II, Honors Precalculus, Honors PreAB Precalculus, Honors PreBC Precalculus, AP Calculus AB, AP Calculus BC, or Honors Statistics AP Statistics  
Honors World History II or AP World History  
World Language (if required)  
Religious Studies (if required), Fine Arts\*, Physics\*\*, or electives

## **Twelfth Grade**

(at least 3 senior courses must be year-long courses)

H Advanced Composition, AP Language and Composition, and/or English elective H Intro to Calculus/Foundations of Personal Finance, H Precalculus, AP Calculus AB, AP Calculus BC, AP Statistics, or Intro to Proof Based Math,  
Religious Studies (if required), Fine Arts\*, Physics\*\*, or electives

\* Students may complete their Fine Arts requirements in the tenth, eleventh or twelfth grade.

\*\* Students may complete their Physics requirement in either the eleventh or twelfth grade.

**Electives** Students should carefully consider their selection of electives when registering for the coming year. *The availability of an elective depends upon the number of requests for the course and the individual student's program of studies.* The following courses are available to request as electives:

Acting	H Portfolio Prep I & II	H Studio Art I or II
AP Art History	H Power of Black Music	Intro to Engineering
AP Biology	H Spanish IV	Intro to Journalism
AP Chemistry	H Spanish V	Performance Arts (1&2)
AP Comparative Government	H Anatomy & Physiology	Photography I & II
AP Computer Science Principles	H Facing History & Ourselves	
AP Latin IV	H French IV	
AP Physics C	H Global Issues I/II	
AP Spanish V	H Harlem Renaissance	
AP Statistics	H Independent Research Study H	
AP US Government	Latin IV	
Chamber Ensemble (aud. req.)	H Latin V	
Concert Band	Strength & Conditioning I, II or III	
Concert Choir	Studio Art I or II	

## One Schoolhouse

One Schoolhouse is a supplemental educational organization that provides courses and programs for students in an all-girls and co-ed environment.

They start with what all thriving schools do well: build authentic relationships. Recognizing that the student-teacher relationship forms the foundation for all learning, they position the learner at the center of the course and design curriculum backwards from the learner. The classes are personalized, competency-based, and learner-driven.

All students must complete one on-line course as a graduation requirement; therefore, St. Mary's will provide a \$1,615 allowance to apply towards online courses. Summer courses are considered a course for the following school year, and the student must be enrolled for the following school year before enrolling in a summer course.

## Technology

St. Mary's Episcopal School embraces technology as a teaching and learning tool that will serve students' academic needs and enable lifelong learning. Technology, at its best, supports the curriculum and enhances the overall learning experience in the classroom. Students learn course content and technology skills by completing curriculum-based activities and projects. Therefore, we believe all St. Mary's students must develop competencies in using and applying a broad range of technologies.

The National Educational Technology Standards for Students serve as benchmarks for the St. Mary's technology curriculum. Before graduation students will exhibit proficiency in the following areas of technology: an understanding of basic operations and concepts; social, ethical, and human issues; productivity tools; communications tools; research tools; and problem-solving and decision-making tools. Additionally, beginning with the class of 2018, all students must complete an online course as a part of the graduation requirement.

### **Drop/Add Procedures**

1. Required courses cannot be dropped.
2. Commitment to and enrollment in next year's Advanced Placement courses must be made prior to the end of the current school year.
3. Students will not be removed from an Honors or an Advanced Placement course without the recommendation of the teacher and the approval of the Administration.
4. Students who wish to add an elective course may do so during the first week of school.
5. Students who wish to drop an elective course may do so prior to the first mid-quarter, providing they have five academic courses remaining, with permission from the Director of Studies or the Head of the Upper School.
6. Permission to drop/add an elective course is contingent upon course enrollment.
7. Seniors requesting to drop/add a course must also obtain approval from the College Advisor.



## English Department



## **The English Department**

The curriculum of the St. Mary's English department is designed to meet the individual needs of each student; therefore, placement is subject to change on a yearly basis.

Placement in Honors Accelerated classes (9-10) and AP classes (11-12) are determined through an application process. Process includes:

- A formal application from the student
- Scores on standardized tests
- A writing sample
- Recommendation from the English department
- Strong grades in English and History from the previous year

## **Ninth Grade English**

The overall purpose of ninth grade English is to lay the foundation for those skills emphasized in English for the upper school: close, analytical reading, critical thinking, and expository writing. It encourages an appreciation for literature from around the world. Traditional classics by Homer and Shakespeare will be studied alongside poems by Li Po and novels by Chinua Achebe. By comparing texts from India, to Nigeria, to the Dominican Republic, students will explore the fascinating contrast in values and ways of life while also discovering common themes all humans share.

The course focuses on reading as writers, examining the grammatical rules authors follow (and break) in order to create effective and engaging pieces of writing. Students will practice narrative, informational, argumentative, analytical, and multi-genre writing by analyzing mentor texts in similar styles. In addition, new vocabulary words will be introduced daily.

Writing proficiency is based on clear, concise expository writing using correct grammar, spelling, and punctuation. The study of composition emphasizes the ability to analyze material, to organize and construct a composition and to express oneself in clear and concise communication. Students are encouraged to submit their best poetry, fiction, and nonfiction for publication and/or competition.

## **Honors English 9**

A student in Honors English 9 will:

- work at an advanced pace through the reading of difficult literature
- practice critical thinking skills in the study and analysis of literature
- receive comprehensive and individualized instruction throughout the writing process
- practice self-directed learning in the study of all required material

## **Tenth Grade English**

Tenth grade English continues the critical study of literature, primarily American literature from Fitzgerald to Faulkner, along with a strong emphasis on the writing process. Close analysis of texts, both prose and poetry, focuses on the definition of self and the process by which it is known. Working alongside the sophomore U.S. History class, students write a thesis-driven research paper. In addition, students prepare for upcoming standardized testing through an intensive review of grammar and syntax. This course also includes a study of vocabulary.

## **Honors English 10**

A student in H English 10 will:

- work at an advanced pace through the reading of difficult literature
- practice critical thinking skills in the study and analysis of literature
- receive comprehensive and individualized instruction throughout the writing process
- practice self-directed learning in the study of the required material

## Eleventh and Twelfth Grade English

### **AP English Language and Composition** (with teacher approval )

English Language and Composition engages students in becoming skilled readers of prose (non-fiction) written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Students will be expected to take the AP exam at the end of the course. Acceptance to AP Language is contingent on an application process and approval by the English department.

OR

### **Honors Write Right: Strategies for Effective Communication**

After considered analysis of the different modes of communication, students will practice applying the strategies of writing - awareness of rhetorical situation, effective use of tools such as diction, syntax, grammar, and organization, and reliance on revision - to accomplish a variety of rhetorical goals in future professional, academic, and personal communication. This course is designed to build confidence and comfort in student writing. Alongside teacher-guided instruction and feedback, students will actively engage in the writing process through drafting, peer review, and revision.

## St. Mary's Episcopal School Course Guide and Program of Studies

### Electives Available to Fulfill English Requirement

Each junior and senior will choose two one-semester elective courses to fulfill her two credit English requirement. Students may choose other courses to serve as an elective credit (per their interest). The following elective courses are available to juniors and seniors.

#### AP English Literature and Composition

English Literature and Composition engages students in becoming skilled readers of both fiction and poetry, in both European and American Literature. Students are expected to become more analytical in both their writing and their reading skills, and they will be expected to demonstrate these critical thinking and writing skills in this class. Students will be expected to take the AP exam at the end of the class. Acceptance to AP Literature is contingent on an application process and approval by the English department.

#### Honors Creative Writing

We are storytellers; it's what makes us human. We tell stories to make sense of ourselves, each other, and our world. We read stories for the same reasons. In this course, students will be "reader-as-writer" and examine storytelling across three genres of creative writing: poetry, fiction, and nonfiction. We will investigate how an author's craft might inform our own. Class conversations will center on a critical study of the language, style, and techniques of published texts.

Students will engage in the writing process from the generative—translating the inkling of an idea to words on the page—to workshoping and editing. Students will keep a daily journal of their own creative writing and craft process, as well as ruminations on what they're reading. The course will culminate in a public reading and portfolio of revised work. Students will be encouraged to submit works for publication.

Readings will vary from poetry, fiction, nonfiction, and craft essays. Authors we will read may include, but are not limited to: Charlotte Perkins Gilman, James Baldwin, William Faulkner, Jesmyn Ward, Flannery O'Connor, Peter Orner, Danez Smith, Walt Whitman, Joy Harjo, Jhumpa Lahiri, Joan Didion, Toni Morrison, Elissa Washuta, James Joyce, Yiyun Li, Eudora Welty, Adrienne Rich, Tracy K. Smith, and Virginia Woolf.

## **Honors Faith and Doubt in Literature**

This course is designed to explore various perspectives and questions of faith and doubt in literature, to expose students to the problems and tensions between faith and doubt, and to grapple with important life questions, such as:

Why do people change what they believe?

What gives purpose to our lives?

What gives us hope?

Why do bad things happen to good people (and visa versa)?

What about chance, or fate?

Students will explore these questions through the close reading of works from such authors as Fyodor Dostoevsky, Flannery O'Connor, Annie Dillard, Yann Martel, Barbara Kingsolver, Maylynn Robinson, Albert Camus, Gerard Manley Hopkins, T.S. Eliot, and William Shakespeare.

## **Honors Marginalized Voices in American Literature**

This course is designed to expose students to marginalized voices in American literature in order to examine the ways in which marginalization shapes identity. Through the close reading of classic works from authors including, but not limited to, Ralph Ellison, Nella Larsen, Leslie Marmon Silko, Toni Morrison, Amy Tan, Maxine Hong Kingston, Langston Hughes, and/or Sandra Cisneros, we will explore the way writers give voice to the marginalized experience in America.

## **Honors Survey of American and European Poetry**

Poetry is all around us - in religious texts and ceremonies, in popular songs - and yet many people claim that poetry (by which they mean academic poetry or traditional literary poetry) is difficult, intimidating, and too far removed from everyday life. In this course, we will try to define poetry in a wide sense, to discover what the everyday "poetry" we are all familiar with (from greeting cards to rap to advertising jingles) has in common with works of poetic art such as Shakespeare's sonnets or T.S. Eliot's "The Waste Land," and we will try to make these works of art more familiar and approachable. The course will survey English and American poetry from the beginnings to the present, and will involve the writing of original poetry.

Poets covered will include (but are not limited to): T.S. Eliot, Emily Dickinson, Robert Frost, William Butler Yeats, Seamus Heaney, John Donne, William Blake, Robert and Elizabeth Browning, Lord Tennyson, Matthew Arnold, E.E. Cummings, Langston Hughes, Countee Cullen, W.H. Auden, Dylan Thomas, William Carlos Williams, William Shakespeare (soliloquies and long passages from selected plays)

## Honors Women's Studies through the Literary Lens

In Nathaniel Hawthorne's *The Scarlet Letter*, Hester Prynne's embattled daughter Pearl ends her story, or more importantly, *begins* her story as one who will no longer "do battle with the world, but be a woman in it." The focus of this elective will include the question of what does it mean to be a woman "in it," the world as we know it now as well as then. While students in this class will first examine the social norms that have shaped the lives of both women and men through a literary as well as a cultural lens, they will then concentrate on those norms that primarily affect women. By critically reading both fiction and nonfiction, students will gain an understanding of the evolution of the mores that have not only underpinned the role of women in society but also inspired a long history of ever-changing feminist ideals.

Class readings may include (but are not limited to) the work from authors Margaret Atwood, Lindy West, Roxane Gay, Virginia Woolf, Chimamanda Ngozi Adichie, Kate Chopin, Betty Friedan, Naomi Wolf, Rebecca Solnit, Sojourner Truth, Rupi Kaur, Sylvia Plath, Edith Wharton, Alice Walker, Charlotte Perkins Gilman.

*This class is open only to Seniors.*

## Honors Out of this World: Literature and the Fantastic

Though certainly entertaining, stories that purposefully detach from reality allow readers to explore relationships, social commentary, history, and emotion with a fresh perspective, a willing suspension of disbelief that allows for a more complex understanding of reality. This course will explore what is revealed when authors place characters in worlds that closely resemble but are not quite like our own – worlds that include magic, time travel, ghosts, dystopias, and other elements of science fiction and the unreal. Authors and texts studied in this course may include but are not limited to Shakespeare, Marlowe, Chaucer, Arthurian legend, Coleridge, Kafka, Morrison, Martel, Huxley, Bradbury, Vonnegut, Coates, Butler, and Ishiguro.

## Honors Literature of the Monster and the Monstrous

"Monster" has etymological roots in the Latin "monstrare," meaning "to show" and "to teach." Mapmakers in the 16th century placed colossal creatures in places unknown to them; the unfamiliar translated into "here be dragons." Across time and culture, monsters, at once, reaffirm and warn. In literature, our humanity is often defined through and against the monstrous; values are upheld in heroes and transgressed in villains. In this course, we will contextualize literary monsters in poetry and prose to critically explore the extent to which social, political, and cultural values and anxieties create monsters. Writing assignments, such as essays and journal entries, will ask students to analyze how authors craft these monstrous stories and investigate the enduring nature of monsters in literature.

Our monstrous encounters may include (but are not limited to): the attacks of Grendel and his Mother in Beowulf and comparing perspectives with Gardner's Grendel; the vampire and its incarnations with excerpts of Bram Stoker's *Dracula* and the Pontianak in Zen Cho's "The House of Aunts"; and the complications of human invention with Mary Shelley's *Frankenstein*.

***True Elective - Not to Be Considered for Completion of English Graduation Credit***

**Introduction to Journalism**

This four-week summer course is designed to provide students with a basic understanding of 21st Century journalism. Students will be introduced to the role of journalism in society and gain perspective on journalistic ethics. A primary goal of the course is for students to understand the different styles of journalistic writing (news, features, sports, reviews, editorials, etc.). Therefore, they will practice generating story ideas, finding and using sources, interviewing, writing, and editing. The course will be offered online and will meet students' online class requirement. Each student will be required to attend and report on up to five local events. The course is open to rising 9-12 and is strongly recommended for those on the *Tatler* staff.

**Literature of the Traveller: Journeys, Quests, & Road Trips**

"Not all those who wander are lost." — J. R. R. Tolkien.  
This four-week summer course offers the opportunity to get lost in the critical and analytical thematic study of literature concerning journeys, quests, and road trips. Students will read one novel along with selections of poetry and literary fiction and nonfiction. As an online course, the class endeavors to provide students with the skills to map out their own analytical literary study. This course is open to rising 10-12 students.

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## Math Department



## **Algebra I**

Algebra I integrates a knowledge of variables and their use with concepts and operations of arithmetic in a formal and logical development of elementary algebra. This course stresses accuracy and precision in work and develops strategies for problem solving. A TI-Nspire CAS calculator is required for this course.

## **Geometry**

*Prerequisite:* Algebra I

Standard Geometry provides an introduction to deductive reasoning, using the theorems of plane geometry. It presents theory and application, formal and informal proofs, and symbolic and visual approaches to problems. In addition to traditional methods of instruction, students will have in-class demonstrations, as well as hands-on learning activities. The course is designed to establish a firm foundation in understanding the relationships between and within geometric figures as well as to develop the skills to reason effectively. A TI-Nspire CAS calculator is required for this course.

## **Honors Geometry**

*Prerequisite:* Algebra I

Honors Geometry encompasses traditional plane and solid Euclidean geometry as well as coordinate geometry, and transformational geometry. Both independent problem-solving and cooperative group work are encouraged in the investigation of geometric truths. Inductive discovery of principles is facilitated by the use of the computer, models, and experimentation. Proofs using deductive or indirect reasoning, in paragraph or two column form, are important to enhance logical thinking and creative problem solving. Projects are assigned to heighten appreciation for the application of geometry to the real world, and the historical significance of the subject. A TI-Nspire CAS calculator is required for this course.

## **Algebra II**

*Prerequisite:* Algebra I

Algebra II continues to build on the concepts and skills mastered in the first year of algebra, and it expands on these ideas with further applications and more challenging problem solving. It also uses technology, primarily in the form of graphing calculators, as a tool for opening doors to new approaches. This course provides a firm foundation in the language and application of algebra and in the skills and knowledge necessary to succeed in higher levels of mathematics. A TI-Nspire CAS calculator is required for this course.

## **Honors Algebra II**

*Prerequisite:* Algebra I

Honors Algebra II is a rigorous course that prepares students for successful transition into Honors Precalculus by enabling them to master advanced algebra concepts and skills, to think independently, and to utilize appropriate methods of problem solving. It also uses technology, primarily in the form of graphing calculators, as a tool

for opening doors to new approaches. A TI-Nspire CAS calculator is required for this course.

## Honors Precalculus

*Prerequisite:* Algebra II

This course includes a survey of various functions, including an indepth study of trigonometry, sequences, series, probability, and statistics, building skills necessary for future math courses. Students will develop critical thinking skills and learn to communicate mathematically in a variety of ways. The class uses cooperative learning methods at every opportunity. Juniors who take this course will generally take H Introduction to Calculus, AP Statistics, or a combination of both as seniors. A TI-84, TI-Nspire CX, or TI-Nspire CAS graphing calculator is required for this course.

## Honors PreAB Precalculus

*Prerequisite:* H Algebra II

This accelerated course is a prerequisite to AP Calculus AB with an in-depth study of functions, trigonometry, sequences, series, probability, statistics, limits, and derivatives. Students will develop critical thinking skills and learn to communicate mathematically in a variety of ways. The class uses cooperative learning methods at every opportunity. A TI-84, TI-Nspire CX, or TI-Nspire CAS graphing calculator is required for this course.

## Honors PreBC Precalculus

*Pre-requisite:* H Algebra II

*Acceptance Criteria:*  
Teacher Recommendation

This accelerated course is a prerequisite to AP Calculus BC. All basic precalculus topics will be reviewed, but this course will stress the depth of each topic. Limits, the definition of derivative, rules of differentiation, and applications of derivatives will also be covered. A TI-Nspire CAS calculator is required for this course.

## Honors Introduction to Calculus

*Prerequisite:* H Precalculus

Honors Introduction to Calculus is designed to give students an introduction to the study of calculus in preparation for further study in college. The approach to calculus is application-oriented. The calculus topics are those studied in a standard course in the calculus of one variable taught on an honors level. A TI-84, TI-Nspire CX, or TI-Nspire CAS graphing calculator is required for this course.

## Honors Statistics

*Prerequisites:* Algebra II

Honors Statistics is designed to give students an introduction to the study of statistics in preparation for further study in college. The approach to this course is application oriented and heavily project-based. The topics covered are collecting data, analyzing one and two-variable data, probability, random variables, sampling distributions, confidence intervals, and hypothesis testing. A TI-84, TI-Nspire CX, or TI-Nspire CAS graphing calculator is required for this course.

## St. Mary's Episcopal School Course Guide and Program of Studies

### Advanced Placement Statistics

*Prerequisites:* Algebra II

*Acceptance Criteria:*

- Math semester average of 85
- Math teacher recommendation

Statistics is the art of thinking about a problem, showing the math of the statistics, and telling what the results are. Communication of the results is just as important as accurate calculations. As a result, there will be a great deal of writing as a part of this course. The course is challenging and will regularly require about 45 minutes of homework.

The major component of this course is what is generally covered in a one-semester introductory college course in statistics. Topics included are Understanding Data, Gathering Data, Basic Statistics, Experimental Design, Correlation and Linear Regression, and Statistical Inference (Normal Distribution, t-Distribution, Chi-Square Distribution, Hypothesis Testing, etc.) AP Statistics is a hands-on interactive class, data will frequently be collected from the class. The TI-Nspire will be used as a tool to collect data, distribute data, and analyze data. All students taking this course will be expected to take the AP Statistics exam in the Spring.

### Advanced Placement Calculus AB/BC

*Prerequisites:* H Precalculus or H PreAB Precalculus or PreBC Precalculus

*Acceptance Criteria for AP Calculus AB:*

- PSAT Math score
- Jr. math semester average of 85
- Math department approval

*Acceptance Criteria for AP Calculus BC:*

- PSAT Math score
- Jr. math semester average of 90
- Math department approval

AP Calculus AB and BC are standard courses in the calculus of one variable. All of the topics in the Advanced Placement AB/BC syllabi are covered, as well as additional topics when time permits. The goal of the course is to teach conceptual reasoning which enables students to present a solution algebraically, geometrically, numerically or verbally. Emphasis is placed not only on a clear understanding of the concepts, but also on their applicability in real world situations. Major topics include limits, continuity, derivatives and applications, integrals and applications, first order linear differential equations, inverse trigonometric functions, and transcendental functions. Infinite series, Taylor polynomials, parametrically defined functions, and polar coordinates are covered in the BC course. All students enrolled in this course are expected to take the Advanced Placement exam in the spring. A TI-Nspire CAS calculator is required for this course. All students are expected to take the AP exam in the spring.

## Introduction to Proof Based Math

*Prerequisites:* Advanced Placement Calculus AB / BC (can be taken concurrently)

*Acceptance Criteria:* Teacher permission

Introduction to Proof Based Math is a very challenging course that will provide the most advanced math students exposure to proof-based mathematics. This course is a senior course for students who take AP Calculus as juniors. The course's main goals are for students to develop creative problem-solving skills and sharpen their rational and analytical thinking. This course is an introduction to proof-based mathematics at the university level. The first semester will introduce students to proof-based mathematics. Topics include sets, counting, proof methods like direct proofs, proof by contrapositive, proof by contradiction, proof by induction, relations, functions, and cardinality. The second semester will be an intro to group theory, covering the topics of groups, subgroups, groups of permutations, isomorphisms, cyclic groups, cosets, homomorphisms, quotient groups, and the Fundamental Homomorphism Theorem.

## Foundations in Personal Finance

This course is an introduction to personal finance as it pertains to knowledge and behavior when it comes to managing money, saving, budgeting, debt, college, consumer awareness, bargain shopping, investing, retirement, insurance, money and relationships, careers and taxes, and giving. This course is a blended learning course where students complete online modules followed by rich class discussions and activities. Available to seniors only, second semester.



## Science Department

Biology at St. Mary's allows students to explore the living world utilizing an inquiry approach. The biology course is designed to encourage students to perform investigations and analyze data in order to deepen their understanding of the biological concepts discussed in class. Topics of study include biochemistry, cellular organization, energy, the molecular basis of heredity, biological evolution, and the interdependence of organisms. Two levels of biology are offered to accommodate varying time restraints outside of school hours. Both levels are weighted as honors courses.

### **Honors Biology**

Honors Biology is focused on providing students with foundational life science content about the patterns, processes, and interactions among living organisms. There is an emphasis on real-world application of concepts as well as building science skills that will be used beyond this course. Laboratory investigations will be used to enhance student understanding of the biological sciences.

### **Honors Accelerated Biology**

Students who take Honors Accelerated Biology are expected to work more independently on a variety of assignments and accept greater responsibility for their learning. The course moves at a faster pace while creating more opportunities for both independent exploration and collaborative learning. Students who take Accelerated Biology will be preparing for more advanced science courses.

Chemistry at St. Mary's is designed to encourage critical thinking and problem solving while introducing the fundamental principles of chemistry. Students learn about matter and how matter changes from microscopic and macroscopic perspectives. Dimensional analysis (stoichiometry) is an enduring theme of the course incorporating math skills acquired in Algebra I and beyond. Students leave this course with an appreciation of the impact of chemistry in our lives. Chemistry is an inherently quantitative course. Two levels of chemistry are offered to accommodate different math abilities and varying time restraints outside of school hours. Both levels are weighted as honors courses. An explanation of each level follows.

### **Honors Chemistry**

Honors Chemistry budgets time for teaching and reviewing math skills as they are encountered in the context of chemistry. This course includes reading, in-class lectures, small group and individual practice, labs, periodic summative assessments, and group projects. The course covers about 10 chapters of the textbook. Students will have a foundation for taking chemistry at the college level.

## Honors Accelerated Chemistry

Honors Accelerated Chemistry assumes retention of math skills learned through honors geometry. The course is essentially a “flipped” classroom which requires significant responsibility and organization. Students are assigned reading and lectures as preparation for class. Class time is used for application and practice – whole group, small group, and individually. This course also includes labs, periodic summative assessments, and group projects. The course will cover about 14 chapters of the textbook. Accelerated Chemistry is a prerequisite for AP Chemistry, AP Biology, and AP Physics.

Physics at SMS introduces students to the basic concepts behind Physics, the branch of science that primarily studies matter, energy, and their interactions. The topics of motion, forces, energy, and momentum will be covered in the first semester. The second semester will cover waves, light, electricity, and magnetism. Mathematics is a cornerstone of the course and is the main differential between the two courses. Both levels are weighted as honors.

## Honors Physics

*Estimated daily homework:* 45 minutes

*Prerequisites:* none

*Corequisites:* AlgII or higher

Honors Physics is a first-year algebra-based introductory physics course that describes the physical world using only a few fundamental concepts. The goal of this course is to introduce these concepts and reinforce problem-solving skills. This course emphasizes conceptual understanding through labs, hands-on activities, and projects. The course allows time for mastery of algebra in problem-solving exercises.

## Honors Accelerated Physics

*Estimated daily homework:* 45 minutes

*Prerequisites:*

10th/ 11th math & science  
teacher recommendations, placement test, PSAT  
scores

*Corequisites:* HPrecalAB or higher

Honors Accelerated Physics: The goal of this course is to prepare students with above-average interest and ability in science. Students will learn how to classify the wide variety of phenomena around us within the framework of fundamental physical laws. This course will use advanced math topics, including trigonometry and multiple equations with unknowns, and be more rigorous than the Intro class. All course assignments, including lab write-ups, are designed to develop expert problem-solving skills and reinforce mathematics skills.

## Honors Anatomy and Physiology

*Prerequisites:* Honors Biology

Honors Anatomy and Physiology introduces students to biological and chemical processes as they apply to the human body. Lectures, classroom activities, and laboratories will cover cell structure and function, tissue, and organ systems: cardiovascular, lymphatic and immune, digestive, respiratory, urinary, reproductive, skeletal, muscular, nervous, and endocrine. Second semester will involve regular dissection of a cat or rabbit as a human model.



## Advanced Placement Biology

**Prerequisites:** Honors Biology and Honors Chemistry

**Acceptance Criteria:**

- 3.67 (B+) unweighted science average
- 93 or higher in both Honors Biology and Honors Chemistry, or two letters of support from US science faculty
- Completed application packet
- Science department approval
- Interested students must attend the pre-AP Biology information meeting in Nov/Dec
- Successful (B or better) completion of AP Chemistry is strongly recommended

AP Biology is a rigorous and challenging course that is the equivalent of a two semester college majors' level sequence. Through guided-inquiry, active learning, and practicing scientific skills, the course focuses on enduring concepts and the ability to understand and apply the content that supports them. Data interpretation and analysis, statistics, and concept modeling will be utilized throughout the course. Students must be independently motivated and prepared to complete a significant amount of work at home in preparation for classroom discussion, activities and labs. There is an increased emphasis on scientific thinking, reading comprehension, and analytical thinking, which will prepare students for the rigors of college level curriculum. All students enrolled in the course are expected to take the Advanced Placement exam in the spring.

## Advanced Placement Chemistry

**Prerequisites:** Honors Algebra II and Honors Chemistry

**Acceptance Criteria:**

- 3.67 (B+) unweighted science average
- 93 or higher in both Honors Biology and Honors Chemistry, or two letters of support from US science faculty
- Completed application packet
- Science department approval
- Interested students must attend the pre-AP Biology information meeting in Nov/Dec
- Successful (B or better) completion of AP Chemistry is strongly recommended

AP Chemistry is designed to be the equivalent of a college level general chemistry course. It builds upon the basics learned in the first year of chemistry, exploring new topics of chemistry as well as expanding familiar topics. The course is highly analytical and stresses independent, logical thought and inquiry. Laboratory experiments supplement understanding of key concepts. All students enrolled in this course are expected to take the Advanced Placement exam in the spring.

## Advanced Placement Physics C

**Prerequisites:** Honors Precalculus and Honors Chemistry

**Co-Requisite:** AP Calculus AB or BC

**Acceptance Criteria:**

- PSAT Math score
- no grade lower than A- in both H Physics and H PreAB or PreBC Precalculus
- science department approval

The AP C Physics course is intended to be representative of courses commonly offered in colleges and universities. There are four main goals of the AP C Physics class. First is to develop the students' abilities to read, understand, and interpret physical information. Second is for the students to be able to describe and explain the steps in the analysis of a particular physical phenomenon or problem; both verbally and mathematically. Third is for the student to perform experiments and interpret the results of observations, including making an assessment of experimental uncertainties. Lastly, this course is designed to serve as a foundation in physics for students majoring in the physical sciences or in engineering. Methods of calculus are used in formulating physical principles and in applying them to physical problems.



## Honors Independent Research Study

### *Acceptance Criteria:*

- 3.67 unweighted GPA
- Support from two faculty related to research area
- Completed application packet
- Interested students must attend the pre-HIRS information meeting in Nov/Dec
- Conducting research over part of the summer is encouraged

Honors Independent Research Study (HIRS) is designed to provide select students a unique research experience under a community mentor. As part of their academic study, students will engage in original, high-level research which may involve laboratory/field experiences, societal investigations, or in-depth, advanced topic explorations. Students will identify an area of interest, connect with a community mentor (with the assistance of Dr. Sorin), formulate an appropriate question, and carry out a research plan (involving hypothesis formation, literature review, data collection/analyses, and summary). Successful completion of the course will culminate with a formal paper and oral presentation.

## AP Computer Science Principles

### *Prerequisites:* Algebra I

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computer course and offers a multidisciplinary approach to teaching the underlying principles of computation. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem-solving. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems and will discuss and write about the impacts these solutions could have on their community, society, and the world. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. Open to students in grades 9-12, this is a full-year course.



## History Department

## **World Regional Geography & World History I**

The purpose of World Regional Geography is to provide the student with a foundation in the environmental, cultural, economic, and geopolitical contexts of the world's regions. The course covers all major regions of the world: Europe, Asia, Africa, the Americas. Students will learn the basic concepts, tools, and vocabulary for regional geography. In addition, basic history, ethnicity, language, and indigenous peoples are emphasized.

The second semester consists of World History I, and covers the Middle Ages, the Renaissance, the Protestant Reformation, the Enlightenment, the Age of Absolute Monarchy, the French Revolution, and Napoleon.

## **Advanced Placement Human Geography**

Human Geography deals with the study of people and their communities, cultures, economies, and interactions with the environment by studying their relations with and across space and place. Human geography attends to the impact that geography has on humanity as viewed through the lens of the power of the place in which people are born or live in determining the many facets of daily living. Additionally, human geography illuminates the way in which human patterns of social interaction and spatial interdependencies, influence or affect the earth's environment.

The purpose of the Advanced Placement® (AP) course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Students also learn about the methods and tools geographers use in their science and practice. Advanced Placement Human Geography (APHG) students will learn to think geographically and ask critical geo-graphic questions based on historic patterns and current events.

## **Honors United States History**

Honors U.S. History covers American history from the Age of Exploration to the present. It includes an analysis of political and economic thought and of the evolution of social institutions. A number of supplementary readings will be assigned. A formal research paper is required.

## Advanced Placement United States History

### *Acceptance Criteria:*

- World Geography semester average of 95
- Both Freshman English and Freshman History teacher recommendation

Advanced Placement United States History addresses the major events and issues of American History from the Age of Exploration to the present, with emphasis on the development of political ideology and institutions, as well as a range of social and economic issues. Students are expected to analyze information and draw inferences from facts in order to form and defend a thesis in essay format. One hour of preparation for each class meeting should be expected. A formal research paper is required, and all students enrolled in this course are expected to take the Advanced Placement exam in the spring.

## Honors World History II

Honors World History II is a course available to fulfill the junior year history requirement; it covers the development of political and cultural institutions and thought from the French Revolution to the present. Students are expected to develop a grasp of both continuity and change over time and of both the common features and distinct characteristics of a wide range of cultures including those in Europe, Asia and Africa. Students are also expected to achieve an advanced level of writing skills through essays and other assignments, as specified in the History Department writing curriculum. A formal research paper is required.

## Advanced Placement World History

### *Acceptance Criteria:*

- AP US History semester average of 90 or H US History semester average of 93
- Both Sophomore English and Sophomore History teacher recommendations

AP World History is available to fulfill the junior year history requirement. It is a college prep course that provides students with an academic experience equivalent to a freshman/sophomore college survey of western history. The course is specifically designed to provide students with an in-depth study of World history from early man through the modern day. In addition to content, the course is specifically designed to enhance student analytical reading and essay writing skills. All students enrolled in this course are expected to take the Advanced Placement exam. A formal research paper is required.

## **Advanced Placement U.S. Government & Politics**

This course introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

## **Advanced Placement Comparative Government & Politics**

This course introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures, policies, and political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.

## **Honors Global Issues I**

**Honors Global Issues I** Like all Global Issues courses at St. Mary's, Global Issues I will utilize the United Nations Sustainable Development Goals (SDGs) to anchor the course topics and focal points. These seventeen goals will be split between Global Issues I and Global Issues II. A student in Global I will be introduced to half of the goals, their significance on a global and local scale, and will apply the goals to a Shelby County-specific perspective. Students will use readings, media, presentations, and group discussions (to name a few mediums) frequently in this interactive course. Students should leave Global Issues I with a more heightened ability to implement the first two domains of global competence into their daily lives: Investigate the World & Recognize Perspectives. A student must take Global I if intending to progress to Global III.

## **Honors Global Issues II**

**Honors Global Issues II** Like all Global Issues courses at St. Mary's, Global Issues II will utilize the United Nations Sustainable Development Goals (SDGs) to anchor the course topics and focal points. These seventeen goals will be split between Global Issues I and Global Issues II. A student in Global II will be introduced to half of the goals, their significance on a global scale, and will apply the goals to an international perspective. Students will use readings, media, presentations, and group discussions (to name a few mediums) frequently in this interactive course. Students should leave Global Issues II with a more heightened ability to implement the first two domains of global competence into their daily lives: Investigate the World & Recognize Perspectives. A student must take Global II if intending to progress to Global IV.

### **Honors Global Issues III**

#### **Course Requirements:**

Students in Global Issues III will need to have taken Global I prior to enrollment.

**Honors Global Issues III** After spending a semester in Global Issues I learning about the Domains of Global Competency, The United Nations Sustainable Development Goals, and how these frameworks apply to issues at a federal, state, and local level, Global III students will have the opportunity to dive more deeply into the topics introduced in Global I. Global III students will utilize the global domains of Communicate Ideas & Take Action to plan and execute an SDG-aligned project that is able to deliver meaningful action for a real-world problem that exists at a local level. A successful semester project will utilize global knowledge, skills, and attitudes cultivated throughout a student's time in Global Issues I & III.

### **Honors Global Issues IV**

#### **Course Requirements:**

Students in Global Issues IV will need to have taken Global II prior to enrollment.

**Honors Global Issues IV** After spending a semester in Global Issues II learning about the Domains of Global Competency, The Sustainable Development Goals, and how these frameworks apply to issues at an international level (including in the United States), Global IV students will have the opportunity to lead conversations around international SDG work. Global IV students will take part in a semester-long research project that prioritizes the global domains of Communicate Ideas & Take Action at an international level. Their semester-long research will employ global knowledge, skills, and attitudes cultivated throughout a student's time in Global Issues II & IV.

### **Something's Happening in Memphis**

The purpose of this course is to acquaint students with a deeper understanding of the struggle for racial equity in their own community. The course takes a long view of that struggle, from the initial responses to the institutionalization of Jim Crow in the late nineteenth century to the present-day efforts to achieve racial justice. Readings and activities will emphasize the role of Memphis-based upstanders in that quest. Armed with the knowledge, students have a greater appreciation of how local history fits within the larger narrative and will be able to engage their community more critically as informed, emphatic citizens.



## World Language Department

Proficiency in language acquisition is the main goal of the French and Spanish classes in the World Language Department. To achieve this proficiency goal, the primary methodology used is comprehensive-based instruction. This methodology incorporates the use of repetitive and high frequency vocabulary and language structures in the target language as well as exposure to cultural themes. Knowledge of culture, vocabulary, and language structures is gained through interaction with stories, media, music, novels, games, authentic and adapted readings and class discussions.

### **French I**

French I is an introduction to the language and culture of the Francophone world. Students learn the basic grammar structures and vocabulary necessary for beginning communication. A high level of oral/ aural participation is stressed in class where students learn through exposure to repetitive, comprehensible, and engaging content in French. Students become aware of the variety of French-speaking communities throughout the Francophone world through cultural studies and comparisons.

### **French II**

French II presents a more complex structure of the language and expands the cultural themes begun in French I. By the time students complete French II, they will have acquired a command of basic vocabulary and structures necessary for personal communication as well as an understanding of the Francophone world. Emphasis is placed on refined pronunciation, and grammar, which is acquired through both lectures and in context. Students, at this level, begin to use a self-evaluation, journal-keeping method to guide their proficiency paths along with the novice, intermediate, and advanced levels.

### **Honors French III**

In Honors French III, students focus on the acquisition of more advanced communication skills and enriched vocabulary and language structures, as well as their understanding of linguistic and cultural variations in the Francophone world. At this level, the students transition to the use of more authentic listening and reading sources. The year culminates in the reading of the unabridged authentic text, *Le Petit Prince* by St-Exupéry.

### **Honors French IV: French History through Film and Literature Pt. 1**

*Prerequisite:*

- Honors French III

Honors French History through Film and Literature is an honors course that will trace the history of French culture and customs from the cave paintings of Lascaux through the medieval period, culminating in the Classical Age of Louis XIV. Students will study literary texts, films, and other cultural artifacts to obtain a deeper understanding of the cultural products, practices, and perspectives that form the worldview of French culture.



Texts include the Lais of Marie de France, Carl Theodor Dreyer's *La Passion de Jeanne d'Arc*, and an in-depth study of the Loire Valley châteaux and Versailles. Students will continue to develop their speaking, listening, reading, and writing skills through the interpretive, interpersonal, and presentational modes. This course is taught entirely in French. Offered first semester.

*Note: This course may fulfill .5 of the full credit fine arts graduation requirement with any other Fine Arts course.*

## **Honors French IV: H French IV: French History through Film and Literature Pt. 2**

*Prerequisite:*

- Honors French IV Part 1

Honors French History through Film and Literature is an honors course that will continue to trace the history of French and Francophone culture and customs from the Enlightenment and the French Revolution to present day. Students will study literary texts, films, and other cultural artifacts to obtain a deeper understanding of the cultural products, practices, and perspectives that form the worldview of French-speaking communities around the world. Students will continue to develop their speaking, listening, reading, and writing skills through the interpretive, interpersonal, and presentational modes. This course is taught entirely in French. Offered second semester.

## **Advanced Placement French**

(In the past this was listed with French IV and it was all one listing. With French IV being two descriptions, how do we want to list it with a separate description?)

## **Latin II**

Latin II stresses the fundamentals of reading Latin linearly through the study of a series of readings set in the city of Rome during the reign of Domitian. In addition to a thorough review of grammar, students receive instruction in advanced syntax and in strategies for processing Latin linearly. The course also stresses vocabulary, pronunciation, derivatives, history, and myth. The course concludes with the reading of the *Res Gestae* of the Emperor Augustus.

### **Honors Latin III**

Honors Latin III is a reading course in unadapted Latin prose and poetry. Students will study selections from historians Tacitus and Caesar and the Augustan poets Horace and Vergil. Along with the varied strategies for processing prose and poetry linearly, students will learn the functions of various features of prose style and discourse structure. The second semester will move students into preparation for the Advanced Placement course, where Caesar and Vergil are featured authors.

### **H Latin IV: Readings in Roman Literature and Culture**

*Prerequisite:*

- Honors Latin III

Students will interpret a number of Latin texts of literary and non-literary nature in order to increase their proficiency in the interpretive reading mode. Readings will vary year to year depending on individual student interest, and multiple choices for reading will be available to students in the same class. Culturally relevant texts will explore both the lives of a wide swath of inhabitants of the empire in the classical period, and the cultures of diverse cultures that expressed themselves in Latin over the centuries. The course will run concurrently with AP Latin IV.

*Note: This course may fulfill .5 of the full credit fine arts graduation requirement with any other Fine Arts.*

### **Advanced Placement Latin IV**

*Prerequisite:*

- Honors Latin III

AP Latin IV offers an extensive reading and analysis of Caesar's *de Bello Gallico* and of Vergil's *Aeneid* in preparation for the AP exam. Students will review and deepen their appreciation of Caesar's commentaries and then study the distinct structure underlying Latin poetry so as to develop strategies for reading it linearly. The course also introduces students to aspects of literary analysis of the *Aeneid* as they investigate plot and character, literary devices, meter, stylistic analysis, and Vergil's debt to Homer. Students also examine the cultural, social, and political context of the *Aeneid* and Vergil's literary influence on later works. All students enrolled in this course are expected to take the Advanced Placement exam in the spring.

## Honors Latin V: History

### of Latin Language Pt. I

- Prerequisite: AP Latin IV

Honors History of Latin Language Part I is an honors-level course that will trace the course of the Latin language from its beginnings in Proto-Indo-European through the early medieval period. Students will investigate a number of inscriptional and literary texts of early Latin and trace the development of the language into its familiar classical form, through non-standard graffiti and inscriptions, and into Medieval Latin. The difference between literary written Latin and sparsely attested spoken Latin will be a constant theme to show how the two forms of Latin diverged ever further.

## Honors Latin V: History

### of Latin Language Pt. II

*Prerequisite:*

- Honors Latin V: History of the Latin Language Part I

History of the Latin Language, Part II is an honors-level course that will follow the final stages of the evolution of the Latin language from its non-literary, spoken form of the late medieval and early Renaissance periods into one of its modern incarnations, viz., Italian. The course is taught from the perspective of the evolution of Latin, although students will learn a substantial amount of elementary Italian grammar and produce short biographical pieces in standard Italian. Final reflections on the differences, but also the striking continuities between today's Italian and spoken Latin of earlier periods will bring the study to a conclusion.

## Spanish I

Spanish I is an introduction to the language and culture of the Spanish-speaking world. Students learn the basic grammar structures and vocabulary necessary for beginning communication. A high level of oral/aural participation is stressed in class where students learn through exposure to repetitive, comprehensible, and engaging content in Spanish. Students become aware of the variety of Hispanic communities in Spain, Latin America, and the United States through cultural studies and comparisons.

## Spanish II

Spanish II presents a more complex structure of the language and expands the cultural themes begun in Spanish I. By the time the students complete Spanish II, they will have acquired a command of basic vocabulary and structures necessary for personal communication as well as an understanding of the Hispanic world.

### **Honors Spanish III**

In Honors Spanish III students focus on the acquisition of more advanced communication skills and enriched vocabulary and language structures, as well as their understanding of linguistic and cultural variations in the Spanish-speaking world. At this level students transition to the use of more authentic listening and reading sources. Throughout the year students read short stories and novels such as *Bianca Nieves y los 7 Toritos*, *La Hija del Sastre*, and *La lengua de las Mariposas*.

### **Honors Spanish IV**

This course is conducted solely in Spanish, and offers students authentic and motivating content to learn and use Spanish for purposeful communication. Students will obtain a deeper understanding of the interconnection of the history, cultural products, practices, and perspectives that form the worldview of Hispanic cultures. There will be opportunities for communication in all modes (interpretive, interpersonal, and presentational) with individual, pair, and group work interwoven throughout each activity. Students will interpret, evaluate, and discuss Hispanic film, literature, art, current events, and music and will authentically improve their proficiency in listening, reading, speaking, and writing.

### **H Spanish V A & B**

*Prerequisite: H Spanish IV*

This course offers the chance to develop proficiency in the Spanish Language and culture. The class will incorporate the six overarching themes that foster real-world communication. These themes include but are not limited to:

Family and Communities

Science and Technology

Beauty and Aesthetics

Contemporary Life

World Challenges

Personal and Public Identities

Students will discuss current events in this country and in the 20 Spanish-speaking countries by watching news and YouTube, by reading short stories and blogs, and by getting involved in the Hispanic community. The main goal is to give those students not wanting to do the rigorous work in the AP class an opportunity to continue their coursework in Spanish in order to achieve proficiency.

## **Advanced Placement Spanish V**

### *Acceptance Criteria:*

- H Spanish IV semester grade of 85
- Oral interview conducted during 4th quarter of H Spanish IV
- Teacher approval

AP Spanish is an elective course that follows the guidelines for the Advanced Placement Program in Spanish Language and Culture. This course is based on advanced study of Spanish through intensive use of authentic materials to develop the four language skills and a keener understanding of diverse Hispanic cultures and customs. Students polish their speaking, listening, reading, and writing skills through the interpretive, interpersonal, and presentational modes. The course is conducted entirely in Spanish and the students are required to interact with their classmates and teacher in the target language. All students enrolled in this course are expected to take the Advanced Placement exam.



## Fine Arts Department

### **Concert Band**

Concert Band is a performance class for Upper School instrumentalists in which each student is helped to achieve a reasonable proficiency on a woodwind, brasswind, string, or percussion instrument. In a large ensemble context, the students are exposed to a wide-ranging musical repertoire through performance, thereby increasing their awareness and appreciation of many different styles and genres.

### **Concert Choir**

Concert Choir seeks to expose the students to a wide-ranging musical repertoire through performance, thereby increasing their awareness and appreciation of many different styles and genres of music. They will also develop an understanding of the technique of good vocal production, multiple part singing, and ensemble performance.

### **Chamber Ensemble**

Chamber Ensemble is an audition-based course which will strive to develop the talents of a select group of vocalists. Auditions will be held early in the second semester for the following year.

### **Honors Music History**

Honors Music History is a survey of the history of the Western European musical tradition from the Middle Ages to the 20th Century. The aims of the class are to acquaint the students with a diverse repertoire, thereby increasing their awareness and appreciation of many different musical styles, to develop a heightened aural sensitivity to stylistic and interpretive nuance, to recognize music as an integral part of the human experience, and to place significant musical events into an historical context. An additional goal is to develop in the students the ability to express abstract concepts clearly and convincingly, using a thorough knowledge of history and literature as a foundation for the discussions. This course can be considered toward fulfillment of the Fine Arts graduation requirement. Offered to grades 10-12.

### **Honors Power of Black Music in America**

This Fine Arts course addresses the history of African American music from its roots in West and Central Africa to its place in the present day United States. It explores the impact of Black music on the musical and cultural history of America, and will cover African Music, Spirituals, Ragtime, Blues, Jazz, Gospel, Rhythm and Blues, Soul, and Music of the Civil Rights Movement. The class is rich in historical and musical content, and students should come away with an understanding of the part African American music has played in the fabric of American music. It will also foster a new appreciation of how music reveals the emotional and intellectual life of a people over the course of many years and decades. This course can be considered toward fulfillment of the Fine Arts graduation requirement. Offered to grades 10-12.

### **Performance Arts 1 & 2**

In Performance Art, students study a “hands-on” approach to the plays being produced by the Upper School in the Rose Theater. Credit is earned for being in the play or working behind the scenes on a production. Students learn basic acting principles and basic design skills. Students experience a production from start to finish with this course offering. This course meets twice a week during the lunch period.

### **Fundamentals of Acting**

This semester course is designed to introduce students to the fundamentals of theatre and the art of acting as explored through class exercises, imaginative creative assignments, game play, solo performance, speech tournaments and scene work. It is also designed to inspire a passion for the art form and equip the students with a fundamental theatrical vocabulary and introduce them to several play genres.

### **Studio Art I - Fall**

Students learn basic drawing techniques including perspective, gesture and contour. Pencil, pen and other drawing media will be used in observation drawings. Drawing and painting assignments will introduce students to color theory and the principles and elements of composition and design.



Building on this knowledge, students will use the Photoshop app on iPads, original art, and photographs to create a narrative work based on a favorite place, poem, verse, song, or event. Students are also introduced to basic block printing techniques to create illuminated letters. Using photographs taken by the students and manipulated in the Photoshop app students will learn to work color harmonies using acrylics.

### **Studio Art I - Spring**

Students use gesture drawing in figure studies building to a figurative composition. These skills are used in figurative relief and 3-dimensional clay projects. Work in clay includes an introduction to both hand-built and wheel-thrown pottery. Color, composition and drawing from observation are incorporated in painting assignments. Composition is also stressed in varied design oriented assignments. Abstraction, design and pattern development are incorporated in screen-printing assignments.

### **Studio Art II - Fall**

*Prerequisite:* Studio Art I

In Art II students continue to work with basic drawing skills focusing on observation drawings incorporating perspective, gesture, and contour techniques. Drawing and painting assignments will be designed to strengthen and develop each student's particular style and interest. Students with a more graphic orientation may use the Photoshop app on iPads to complete various assignments. Students will be expected to develop individual approaches and follow through with more than one media including drawing, painting, cloisonne enamel, and/or printing.

### **Studio Art II - Spring**

*Prerequisite:* Studio Art I

In Art II students continue work with figure studies. Clay assignments include modeling a head and a 3-D project of the student's choice. Drawing, painting, and printing assignments will incorporate color, abstraction, design elements, and pattern development. Students may elect to use the Photoshop app on iPads to complete some projects. The final assignment will be a multi-color textile design for silkscreen printing.

### **Honors Studio Art I: Fall and/or Spring**

*Prerequisite:* Studio Art I & II Fall and Spring Teacher recommendation required

Students must have completed a full year of Studio Art I and Studio Art II before they can be enrolled in Honors. Students in Honors are expected to generate their own ideas and problem

solve. Each student will work with the teacher to initiate her own direction and projects. She is expected to work more independently both in and out of class. The goal of Honors is for students to develop their own sense of expression through personal exploration. This may include exploration of a specific idea, concept, technique or developing a portfolio for college and scholarship applications. Honors Studio may be taken for one or two semesters. Students are expected to push their ability and previous experience levels. Work done outside of class will be required and graded on the same criteria of work completed in class. Grades will be based on both the work reflected in the assignments and the degree to which the student has pushed her skill levels.

## **Honors Studio Art II: Fall and/or Spring**

*Prerequisite:* Honors Studio Art I & II Fall  
and/or Spring  
Teacher recommendation required

Students taking this course must have completed the corresponding semester(s) of Honors I and not be working to prepare a college portfolio. Students are required to have a sketchbook. Sketchbook assignments will be completed outside of class for a grade and as preparation for in-class assignments. Assignments will be designed to allow students to creatively problem solve as they explore ideas and media. Students Fall semester assignments will focus on both working from observation in assorted media and developing them based work. Spring semester assignments will focus on figure studies and working both 3-dimensionally and graphically. Grades will be based on both the work reflected in the assignments and the degree to which the student has pushed her skill levels.

## **Photography I**

This one semester course is an introduction to digital photography as an artistic medium. A digital camera with manual controls is required. Students will learn basic camera handling, how to compose an aesthetically pleasing image, and how to use various camera functions and modes. The focus will be on capturing images, rather than manipulation of images. Images will become a means of communication through compositional framing, lighting, and the use of the elements of art and principles of design. Students will describe, analyze, interpret, and evaluate the photographs of their own as well as historically significant photographs and photographers. Assignments will include light as a metaphor, motion, advertisement, texture, self-portrait, and documentary photography.

## Photography II

Students will build on their knowledge and skills of image capturing from Photography I. Images will be edited and manipulated using the computer. Techniques will include working in layers, adjusting color and contrast, sharpening, selecting, retouching, and applying filters. The course will focus on creating composite images as works of art, gaining understanding of content through analysis and interpretation. It will also include continued study and understanding of historically important photographs, photographers, and the use of photography in art today. Assignments will include abstraction, collage, juxtaposing images in layers, altered landscapes, manipulated portraits, and creating a personal portfolio.

## Honors Portfolio Prep I

### *Acceptance Criteria:*

- Three semesters of studio art
- Teacher approval
- Open to juniors only

Students will be required to keep a sketchbook and complete specific sketchbook assignments for a grade. The sketchbook should also show evidence of their thought process and problem solving as they approach in-class assignments. Students will be expected to work outside the class, during the school day and at home. Students will also select a focus, theme or concentration and complete eight to ten pieces that reflect development and evolution of their focus. There will be specific in-class assignments designed to demonstrate a broad range of media, subject and technique.

When reviewing portfolios, colleges look for skill levels, problem solving and range of media. However, all work need not be refined drawings and paintings. There should be evidence of strong marking, rendering from observation, and an understanding of composition, perspective and color theory. Influence of professional artists and styles is also acceptable as long as the student's work shows evidence personal interpretation and expression. At the end of the semester, students should have eight to ten strong pieces photographed and ready for consideration in a college portfolio. Work that is not completed will be completed in the coming fall semester.

## Honors Portfolio Prep II

### *Acceptance Criteria:*

- Honors Portfolio Prep I
- May be taken as a stand-alone for non-honors credit to meet college portfolio requirements

Students will continue building the work completed in the previous semester with a goal of 12-18 strong pieces for submission to colleges. Assignments will vary for each student based on specific college portfolio requirements. All work, including work drawn from the previous semester and sketchbook assignments, will be completed and photographed by late November. Students will also learn the practices for digital submission.

## Honors Art History

Honors Art History is a survey course of Western art from the Prehistoric through Modern eras. The students identify styles, periods, and traditions and learn to evaluate the impact they had on later styles and periods. The course work provides the basis for advanced studies in art history, including the spring semester AP Art History course. This course can be considered toward fulfillment of the Fine Arts graduation requirement. Offered to grades 10-12.

## Advanced Placement Art History

*Prerequisites:* Honors Art History

*Acceptance Criteria:*

- B- in Honors Art History
- Strong writing and discussion skills
- Teacher approval

The AP Art History course is a survey course that follows the AP course requirements. The requirements include both the study of ancient through modern painting, sculpture, and architecture and a new focus on art globally. The examples of global art outside the European tradition will include regions, periods and cultures not covered in world history classes. Students use the knowledge from Honors Art History and material covered in the college level text as they take turns presenting material to each other in this seminar-style class. The teacher presents additional material and focuses on material not covered in Honors Art History. In class discussion is stressed to prepare students for discussion based writing on tests and quizzes. All students enrolled in this course are expected to take the Advanced Placement exam in the spring. This course can be considered toward fulfillment of the Fine Arts graduation requirement.

## Honors Humanities I and Humanities II

The Honors Humanities courses are interdisciplinary studies of the ideas, beliefs, and cultural developments that have formed Western civilization. Historical, literary, and philosophical documents are examined as well as artifacts which reflect the artistic expression of our heritage and culture. Honors Humanities I focuses on Classicism through the Renaissance. Honors Humanities II begins with the Enlightenment and goes through the Modern and Postmodern eras. These courses can be considered toward fulfillment of the Fine Arts graduation requirement. Offered to grades 11 and 12.



## **Religious Studies Department**

## **Faith Foundations**

Faith Foundations has a two-fold purpose and is offered as an introductory class that will support further learnings later in high school. The class is designed to give students a basis for understanding five of the major world religions: Hinduism, Buddhism, Judaism, Christianity, and Islam, and also to introduce the core themes and stories of the Bible. The course presents the historical development of these faiths and texts, and helps students have an appreciation for the place of religion in the larger culture. Scholars, clergy members, and practitioners of each faith may be invited to have classroom conversations with students in light of their religious traditions. There may also be a yearly field trip organized to select houses of worship. *This class is a graduation requirement.*

**Students must choose one of the following four courses to fulfill the religious Studies graduation requirement. Additional Religious Studies courses may be taken as electives.**

## **Honors Facing History & Ourselves**

Facing History looks at human behavior utilizing sociology, psychology, and ethics to examine the moral choices and decisions that have made history and impact our present and future. Students will undertake a rigorous study of the Holocaust as a vehicle to better understand why people act the way they do, both as perpetrators of evil, but also as “upstanders” who courageously take risks to resist injustice and rescue others. Ultimately, students will come to see that although the legacies of the past are still with us today, they can become empowered to make positive change in their world. One semester, offered to grades 10-12.

## **Honors Religion & Literature: The Meaning of Life**

Mark Twain said, “The two most important days in your life are the day you were born and the day you find out why.” Join Mrs. Ray as we tackle this eternal question, “Why am I here?” Students will read classic and contemporary spiritual works addressing the meaning of life. We will seek inspiration and guidance from a variety of thinkers and writers; readings will include selections from fiction, non-fiction and poetry.

Working through thematic units, such as journey, suffering, joy, and relationships, we will discover how others have sought meaning through varied experiences. Authors may include (but are not limited to) Annie Dillard, Victor Frankl, Martin Buber, and Desmond Tutu.

Students will have space and time to explore their own spirituality. Through discussion, journaling, and writing of memoir, students will move toward the creation of their own spiritual autobiography. *This class is offered only to Seniors.*

## **H The Writings of C.S. Lewis**

In this course, students will read three of C.S. Lewis' seminal works, evaluate Lewis' claims through discussions and essays, and learn about orthodox Christian doctrine through Lewis' writings. We will compare the theology expressed by Lewis to the theology of the students' own experience, from their rearing, their experience in American moral culture, and their time in SMS Chapel, and we will examine how Lewis himself was shaped by living and writing through WW1 and WW2.



## Physical Education Department



**Mind and Body Wellness** Under the umbrella of Wellness, both fitness and health education are offered at the freshmen level. Fitness and Health are essential parts of the total educational program, which contributes to the physical growth, emotional health, and social development of the individual. The fitness component will encourage lifelong physical fitness on a personal level. The health component will promote self-management skills necessary to adopt a healthy lifestyle. All Upper School students must receive .5 credit in Fitness and .5 credit in Health for graduation.

**Strength & Conditioning I** This course is designed to give students the opportunity to learn introductory fitness concepts and conditioning techniques used for physical fitness. Students will benefit from introductory weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals and techniques of strength training, aerobic training, and overall fitness training and conditioning. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Offered both semesters to grades 10-12.

**Strength & Conditioning II** This course is designed to further students' introductory knowledge base of fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from the introduction of complex lifts and advanced cardiorespiratory endurance activities. Students will build upon the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Offered both semesters to grades 10-12.

**Strength & Conditioning III** This course is designed to allow students to test personal goals, develop fitness programs and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will advance training knowledge through increased variety and creativity in strength training, aerobic training, and overall fitness training and conditioning. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Offered both semesters to grades 10-12.



Courses offered by One Schoolhouse for the 2022-2023 year are listed below.  
Full course descriptions are available at the One Schoolhouse website:

[www.oneschoolhouse.org](http://www.oneschoolhouse.org)

AP Environmental Science  
AP European History  
AP Macroeconomics  
AP Microeconomics  
AP Music Theory  
AP Psychology  
Abnormal Psychology (.5 or 1)  
Advanced Computer Science: Game Design (pre-req: AP Computer Sci.)  
American Sign Language  
Artificial Intelligence (.5 or 1)  
Asian American Identity in the US (.5 or 1)  
Astronomy (.5 OR 1)  
Black Identity in the United States (.5 OR 1)  
Business and Economics (.5 OR 1)  
Criminal Justice Reform (.5 OR 1)  
Forensic Science  
Gender and Sexual Identity in America (.5 OR 1)  
Global Health (.5 OR 1)  
Happiness! The Psychology of What Makes Life Worth Living (.5 OR 1)  
Marine Science  
Neuroscience  
Social Entrepreneurship (.5 OR 1)