



## **Upper School Course Offerings**

**2022-2023**

# Sacred Heart Academy Goals

As a member of the Network of Sacred Heart Schools,

Sacred Heart Academy Bryn Mawr

commits itself to educate to:

**Goal One:** a personal and active faith in God;

**Goal Two:** a deep respect for intellectual values;

**Goal Three:** social awareness which impels action;

**Goal Four:** the building of community as a Christian value; and

**Goal 5:** personal growth in an atmosphere of wise freedom.

Sacred Heart Academy

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# Graduation Requirements

**English (4 credits):** Must include Literary Genres, World Literature, and American Literature.

**Theology (4 credits):** Must complete four years of Theology courses.

**Social Studies (3 credits):** Must include World History I & II, and American History.

**Science (3 credits):** Must include Biology, Chemistry, and Physics.

**Mathematics (3 credits):** Must include Algebra I, Algebra II, and Geometry.

**World Languages (3 credits):** Must progress to the third year of a language AND complete three years of a world language.

**Electives (4.5 credits):** Seniors must take a minimum of four elective classes, including 3 academic classes. Juniors must take at least one semester of an elective.

**9th Grade Seminar (1 credit):** Freshmen must take this course which includes one quarter of Technology, Wellness, Art, and Music.

**Arts (1 credit):** May include any course from the Arts Department.

**Wellness (1 credit):** Sophomores must take 1 credit of Wellness.

**College Counseling (2 semesters):** The non-credit College Counseling program runs in the fall semester of senior year and the spring semester of junior year. It will take the place of one day per cycle of a study hall or elective.

\*All courses which Sacred Heart Academy anticipates offering for the 2022-2023 academic year are included in this guide. However, courses that do not have sufficient enrollment will not be offered. Enrollment in elective courses is not guaranteed.

# English Department

## Literary Genres

The goal of the ninth-grade literary genres course is to introduce students to an array of literary genres in order to sharpen their skills at analyzing literature. Students study both fiction and nonfiction works in order to improve their familiarity with the traditions of literary writing. They learn to identify genres as well as the elements specific to each genre. At the culmination of the course, students recognize the importance of their past, how it provides the framework to their present and shapes their future. Throughout the course, students develop an understanding and appreciation for the writing process. Students explore arguments in order to support claims, using valid reasoning and relevant and sufficient evidence. Students conduct research projects to answer a question or solve a problem by gathering information from various sources, with careful assessment of the reliability of each source. Texts include *Odyssey*, *Antigone*, *How Dare The Sun Rise* and *Romeo and Juliet*.

## Honors Literary Genres

The goal of the ninth-grade literary genres course is to introduce students to an array of literary genres in order to sharpen their skills at analyzing literature. Students study both fiction and nonfiction works in order to improve their familiarity with the traditions of literary writing. They learn to identify genres as well as the elements specific to each genre. At the culmination of the course, students recognize the importance of their past, how it provides the framework to their present and shapes their future. Throughout the course, students develop an understanding and appreciation for the writing process. Students explore arguments in order to support claims, using valid reasoning and relevant and sufficient evidence. Students conduct research projects to answer a question or solve a problem by gathering information from various sources, with careful assessment of the reliability of each source. Texts include *Odyssey*, *Antigone*, *How Dare The Sun Rise* and *Romeo and Juliet*.

In the honors level course, students are expected to show interest, ability and motivation in order to meet the challenges of the coursework. In Honors Literary Genres, the content provides enrichment not acceleration. Classroom activities and assessments require students to take greater responsibility for their work. The course provides an environment conducive to written expression, discussions and oral presentations. Students are encouraged to evaluate issues, generate and defend arguments and manufacture ideas. The teacher expects an honors level student to produce creative and complex critical thinking skills. Entrance into this course requires department approval.

## **World Literature**

Students in this course study World Literature beginning in the Renaissance period (1500s) and moving through to the early twentieth century. Since the novel was not fully developed or popular until the nineteenth century, the class begins by studying primarily poetry and plays and then moves into the novel. In addition, students engage in diverse writing assignments that allow them to explore ideas and improve writing skills. Writing remains an integral part of the curriculum, as this is a vital skill for all individuals no matter what they decide to do in life. Discussion also serves as an important part of the class, with an emphasis on captivating conversations that help students to articulate their ideas clearly and effectively. Texts include *A Midsummer Night's Dream*, *Persepolis*, *Born a Crime*, creation myths, various poems and Holocaust literature.

## **Honors World Literature**

Students in this course study World Literature beginning in the Renaissance period (1500s) and moving through to the early twentieth century. Since the novel was not fully developed or popular until the nineteenth century, the class begins by studying primarily poetry and plays and then moves into the novel. In addition, students engage in diverse writing assignments that allow them to explore ideas and improve writing skills. Writing remains an integral part of the curriculum, as this is a vital skill for all individuals no matter what they decide to do in life. Discussion also serves as an important part of the class, with an emphasis on captivating conversations that help students to articulate their ideas clearly and effectively. Texts include *A Midsummer Night's Dream*, *Persepolis*, *Born a Crime*, creation myths, various poems and Holocaust literature.

In the honors level course, students are expected to show interest, ability and motivation in order to meet the challenges of the coursework. In Honors World Literature, the content provides enrichment not acceleration. Classroom activities and assessments require students to take greater responsibility for their work. The teacher expects an honors level student to produce creative and complex critical thinking skills. Entrance into this course requires department approval.

## **American Literature**

American Literature is a humanities class closely tied to its counterpart, American History. The course is divided into thematic units exploring Native American history and literature, slavery and its legacy, the waves of feminism, the Jazz Age, the Harlem Renaissance, Japanese internment, the Vietnam War and 9/11, among others. Texts could include *The Narrative of the Life of Frederick Douglass*, *Homegoing*, *The Great Gatsby*, short stories by women throughout American literature, *When The Emperor was Divine* and *The Things They Carried*. In addition, a heavy emphasis is placed on the process of writing. Over the course of the year, students draft, revise and complete many types of papers for various audiences and purposes, including the

college essay. One major project is a jointly-assigned, history-English research paper. This assignment is intended to help students become independent in crafting a thesis, researching an argument, synthesizing information and documenting resources in a well-written and engaging paper.

## **AP English Language and Composition**

AP Language/Honors American Literature is a survey course that explores our country's literary past through the lens of history. The required readings cover numerous movements including Romanticism, Transcendentalism, Realism and Modernism and Postmodernism, and students discuss how these movements, which affect both literature and art, were influenced by historical change. Texts could include *The Narrative of the Life of Frederick Douglass*, *The Great Gatsby*, the poetry of Emily Dickinson, various short stories by women, and *Homegoing*. The honors section of this course requires a more advanced reading, discussion and analysis of these texts, sometimes involving the application of literary theory. As in the College Prep section, a heavy emphasis is placed on the process of writing. Students will draft, revise and complete many types of papers for various audiences over the course of the year, including the college essay. One major project is a jointly assigned, history-English research paper. This assignment is intended to help students become independent in crafting a thesis, researching an argument, synthesizing information and documenting resources in a well-written and engaging paper.

In addition, the honors section of this class has been approved by the College Board as an AP Language course. Students will learn to identify and utilize various rhetorical devices. Special attention is focused on the art of argumentation and the process and craft of writing. AP Language works especially well in conjunction with American Literature as it offers many excellent examples of advanced rhetoric.

## **AP English Literature and Composition**

AP English Literature and Composition is a unique course because it is the culmination of the high school English experience. Students come to the course already prepared with many of the skills they need to be successful on the test. Over the course of the year, we read in a variety of genres from a variety of time periods. Students complete papers that require them to write for different audiences and for different purposes, while at the same time using effective and engaging rhetoric. The revision process is also a key piece of the writing curriculum. This course fosters a love of literature and prepares students to be critical thinkers and effective communicators in college and beyond. This class has been approved as an AP English Literature course by the College Board.

## **Modern Mystery (Fall and Spring Semesters)**

*A student may register for only one semester of Modern Mystery.*

This course will explore criminal fiction and nonfiction as it has developed as a formula since the nineteenth century. Students will study the ideological underpinnings of the detective narrative, the formal requirements of the genre and how the detective figure has shifted over time from a single professional investigator to a team of experts. The course will explore the following questions: What social function do detective narratives serve? What role has true crime played in detective narratives? What do these narratives suggest about the rule of law? Students will read fiction and nonfiction and discuss contemporary popular iterations. In addition to readings and discussions, students will complete a variety of papers and reflections that require them to write for different audiences and purposes.

## **Literature and Film (Fall and Spring Semesters)**

*A student may register for only one semester of Literature and Film.*

This course is for those interested in analyzing the written word as it is translated to the screen. What aspects of the novel are intrinsic to its themes and must be included in the movie? Which elements of the story are essential, and what can or should be changed? Why does the director choose to portray a character in one way, when the author chose a completely different way? Students will read and analyze characters, plots and themes and then see how they are developed in the movie version. Students will study a variety of modern stories and novels and compare and contrast the impact both genres have on the audience.

## **Dystopian Literature (Fall Semester)**

The focus of this course will be on the different definitions of dystopia as explored by authors of novels from a variety of time periods. Students will analyze how these governments, both modern and futuristic, impact individual creativity, population, and progressive thinking. There will be comparisons and contrasts made, and students will debate and discuss the ramifications of the choices depicted as it relates to our society and government today. Novels such as *1984*, *Handmaid's Tale*, *Brave New World*, *A Clockwork Orange* are a few examples of the kinds of books we may read. There will be a strong emphasis on class discussion as well as reflective writing.

## **Creative Writing (Spring Semester)**



Creative Writing offers students an opportunity to write in various forms including personal narrative, short story, poetry and playwriting. The course allows students to experiment and to develop their own strengths and voices in a variety of writing styles. A significant amount of class time is devoted to group workshops in which students share work and offer and receive constructive feedback in a helpful and encouraging atmosphere. The semester-end project gives each student the freedom to create a portfolio in the form she feels best showcases her talents.

## **Social Studies Department**

### **World History I: Beginnings through Middle Ages**

The World History course begins with the emergence of human civilization in Mesopotamia and traces its development through the early Middle Ages. The study of the past exposes students to the central themes of society, such as government, culture, and religion. Through a comparison of early river valley civilizations in Asia and Africa and an exploration of the Greco-Roman world, students become firmly rooted in the foundations of civilization. Students then move through the themes of exchange and encounter in the Arab world, African kingdoms, East Asian empires, and the early Middle Ages of Europe to allow them to analyze the roots of problems that may still exist in the world today. Throughout the course, the importance of writing and research skills is emphasized, as students learn to formulate questions and arguments about the past. The use of primary sources and geography are essential elements of the course. By the conclusion of the course, students are able to make judgments about historical evidence and realize history is not memorization, but an analysis and interpretation of past events.

### **Honors World History I: Beginnings through Middle Ages**

The Honors World History course begins with the emergence of human civilization in Mesopotamia and traces its development through the Middle Ages. The study of the past exposes students to the central themes of society, such as government, culture, and religion. Through a comparison of early river valley civilizations in Asia and Africa and an exploration of the Greco-Roman world, students become firmly rooted in the foundations of civilization. Students then move through the themes of exchange and encounter in the Arab world, African kingdoms, East Asian empires, and the early Middle Ages of Europe to allow them to analyze the roots of problems that may still exist in the world today. Throughout the course, the importance of writing and research skills is emphasized, as students learn to formulate questions and arguments about the past. The use of primary sources and geography are essential elements of the course. By the conclusion of the course, students are able to make judgments about historical evidence and realize history is not memorization, but an analysis and interpretation of past events.

In the honors level course, students are expected to show ability and motivation to meet the challenges of the coursework. In Honors World History, the content provides enrichment not acceleration. Classroom activities and assessments require students to take greater responsibility for their work. The course provides the opportunity for in-depth analysis of primary and secondary sources. Attention is given to understanding one event from multiple viewpoints to make a valid historical argument. Students are encouraged to become independent thinkers and writers throughout the course.

## **World History II: The Middle Ages through the Twentieth Century**

This course will explore the history of the modern world beginning with the later Middle Ages and ending in the twentieth century through an exploration of global conflict and resolution. Students will explore politics, social changes, religion, economics and inventions, art and architecture, and the impact of influential individuals and groups. The course will examine how global interactions led to the development of modern government, philosophies, and culture. Finally, the class will study the ways in which history can be subjective by exploring different viewpoints. Through the exploration of geography, economics, war, technology, and social themes, students will note how nations are able to both keep tradition and embrace change. Students will learn how to develop their own ideas and opinions on different historical topics and support these ideas by providing evidence, improving their reading, writing, and questioning skills, clearly expressing themselves both in class and in their writing, and working together in groups to effectively communicate, debate, and become effective problem solvers.

## **AP Modern World History**

AP World History Modern is a survey course based on the College Board AP World History Modern Curriculum Framework and is designed to prepare students for the AP World History Modern Exam. The course covers the cultural, economic, political and social developments that have shaped the world from 1200 CE to the present. Through the study of modern world history, students should gain an understanding of the major events and trends that have shaped our current global society. Major themes include the relationship between humans and the environment, cultural/social developments and interactions, governance, economic systems, and new technologies and innovations. Students will analyze primary and secondary texts, visual sources, and other forms of historical evidence to write essays and have discussions expressing historical arguments.

## **United States History**

In American History, students will explore the people, ideas, movements, and events that have shaped American culture. Through politics, economics, technology, war, civil rights, and other themes, students will see how American culture has evolved while maintaining tradition and embracing change. Additionally, students will examine popular culture through music, film, fashion, and counterculture trends, which frequently reflect culture in fresh and insightful ways. To extend students' frame of reference beyond a national context, local and global connections to U.S. events are integrated appropriately throughout the course. To foster these kinds of connections, this course is aligned thematically with the American Literature course as part of the integrated humanities curriculum. Students are expected to develop their own ideas and opinions on different historical topics and provide support for their ideas, clearly and persuasively express themselves in oral and written form, and develop problem solving, research, and reading and writing skills. Finally, students will work with primary and secondary sources to support opinions and develop positions, learn to assess the significance or overall importance of an action, and view historical events and situations in ways that are fair and accurate to all cultural groups affected.

## **AP United States History**

AP U.S. History is a survey course covering American history from the Pre-Columbian period to the present. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, crafting historical arguments, and historiography. The class is taught in accordance with the revised *AP U.S. History Curriculum Framework* and is designed to prepare students for the AP U.S. History Exam in May. Students will engage in discussions, assignments, activities and projects that require analytical thinking and foster the development of historical reasoning skills. The revised AP format is broken into seven broad themes: (1) Belief Systems; (2) America in the World; (3) Geography and Environment; (4) Peopling; (5) Identity; (6) Politics and Power; and (7) Economics— Exchange, Work, and Technology. Each of these themes is covered extensively.

## **12th Grade**

### **AP Comparative Government**

This course will introduce students to the study of comparative government, and the theoretical framework necessary to compare political systems throughout the world, including power, political institutions, the role of the citizen, economic change, and public policies. In order to better understand these theoretical concepts, students engage with in-depth country studies to

illustrate major themes and ideas. The six countries this course focuses on are the United Kingdom, Russia, China, Iran, Nigeria, and Mexico. In each unit, students research current events, political parties, and major public policy issues of the countries studied. These countries provide an excellent opportunity to note both similarities and differences amongst political systems in the modern world. It is hoped that at the conclusion of this course students will leave not only with a better understanding of the world but also an appreciation for the opportunities afforded by the political system of the United States.

## **American Civil Rights (Fall Semester)**

“What is history, but a fable agreed upon?” This quote, attributed to Napoleon, recalls the idea that history is written by and tells the story of the “winners.” Many U.S. history classes present mainstream historical narratives that were created by white, Anglo-Saxon men when they “agreed upon” what history was important. This course will take an entirely different approach: in order to broaden our understanding of what history is, this class will study inequity in America through predominantly non-mainstream perspectives. Through the robust use of primary sources, we will study and analyze the experiences of various American individuals through their own eyes, with their own voices telling their stories. Students will evaluate how these individual stories intersect with race, class, and gender, how they have shaped American society, and how the complex history of groups like African-Americans, Women, Asian-Americans, Indigenous Peoples, Latin-Americans, etc. inform the way that traditional historical narratives have been understood. Finally, students will examine the current issues facing these groups in an attempt to prevent minority voices from being lost to modern history.

## **U.S. Civics and Politics (Fall Semester)**

In an age where civic knowledge and involvement is declining, this course focuses on the historical foundation of American democracy as well as the current political system including: political institutions, political parties, the electoral process, and citizen participation in government. Students engage in discussion, debates, and projects dealing with our country’s current political system and the interesting events and people in politics today. This course studies issues and events related to current political issues as well as examining the civic duty of the everyday citizen and attempting to answer the timeless question: What does it mean to be an American citizen?

## **American Women’s History (Spring Semester)**

Writing to her husband John Adams, Abigail Adams famously insisted that the future president forever “remember the ladies” and their role in shaping the founding of the United States. In this course, we will take up her cause, challenging a traditional telling of American history as the deeds of “great men” by centering the experiences of women from the colonial period to present day. To answer big questions about what it means to be a woman in America today – should she “lean in” or can she “have it all?” – this course will uncover these issues’ historical roots. To do

so, we will consider our own stories alongside a range of voices, not only famous women like Abigail Adams but women from all backgrounds who have helped shape the nation.

## **International Relations (Spring Semester)**

This semester focuses on the major current events and political situations happening in the world today, as well as how the United States fits into the world stage. Topics may include socialism in Latin America, a post-Brexit Europe, and how the Sunni/Shi'a conflict has shaped conflict in the Middle East. Additionally, students examine and discuss the tough issues facing the world today from climate change to refugees. An emphasis on critical thinking and reading through current events is developed. From broad themes facing each continent to learning how countries all over the globe face the same challenges, students observe both similarities and differences amongst political systems in the modern world. Note: You do NOT need to have taken "U.S. Civics and Politics" in order to take this class.

## **Prerequisites for English and Social Studies Course Placement**

These three areas will be taken into consideration when making honors or AP placement in the English or Social Studies departments. A student must achieve these two out of three requirements to be admitted into an honors or AP course. *An "A" in a course does not guarantee honors or AP placement.*

## **TEACHER RECOMMENDATION**

The teacher recommendation is the most important aspect of student placement. Teachers consider such elements as student independence, motivation, initiative, responsibility, focus, ability to cope with stress and time management. Performance on the midterm exam is carefully considered as an indication of a student's ability to retain and synthesize information. In addition, the research paper is an indication of a student's ability to craft and support an argument as well as work independently and manage her time. Teachers may wait until the end of the school year to make a decision. Any student who receives a 1 on an AP test will be reevaluated for placement into AP/Honors in the following year.

<h2><b>GRADE REQUIREMENTS FOR HONORS OR AP PLACEMENT</b></h2>
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**9th Grade:**

- Students currently in Honors World History and Honors Literary Genres: B+
- Students currently in College Prep World History and Literary Genres: A

**10th Grade:**

- Students currently in AP Modern World History and Honors World Literature: B+
- Students currently in College Prep World History II and World Literature: A

**11th Grade:**

- Students currently in AP US History and AP English Language: B
- Students currently in College Prep American History and American Literature: A

**PSAT REQUIREMENTS****9th Grade:**

Current freshmen must earn in the 75th percentile or above (540+) in the Evidence-Based Reading and Writing section of the PSAT. A score of 26 in Analysis in History/Social Studies is recommended.

**10th Grade:**

Current sophomores must earn in the 85<sup>th</sup> percentile or above (570+) in the Evidence-Based Reading and Writing section of the PSAT. A score of 29 in Analysis in History/Social Studies is recommended.

**11th Grade:**

Current juniors must earn in the 85<sup>th</sup> percentile or above (580+) in the Evidence-Based Reading and Writing section of the PSAT. A score of 32 in Analysis in History/Social Studies is recommended.

## Science Department

### Biology

Biology exposes students to a wide range of biological topics, mostly on cellular and molecular levels as well as genetics and evolution. This course also promotes an understanding of the nature and methods of science and involves students in their own learning by using inquiry as the organizing instructional approach. Students will master biological concepts through active learning rather than passive exposure to content. A dynamic and balanced biology program is achieved by integrating the textbook, online activities, animations, video clips and laboratory work. Each chapter is organized into a few key concepts to keep the material manageable. Students will develop skills such as the ability to learn independently, to think critically, and to explain biological phenomena with clarity.

### Honors Biology

Honors Biology is a faster-paced and more detailed course than biology and is designed for advanced students. Assessment and teaching strategies are modified for the strongest science students. Honors Biology exposes students to a wide range of biological topics, mostly on cellular and molecular levels as well as genetics and evolution. This course also promotes an understanding of the nature and methods of science and involves students in their own learning by using inquiry as the organizing instructional approach. Students will master biological concepts through active learning rather than passive exposure to content. A dynamic and balanced biology program is achieved by integrating the textbook, the online activities, animations, video clips and laboratory work. Each chapter is organized into a few key concepts to keep the material manageable. Students will develop skills such as the ability to learn independently, to think critically, and to explain biological phenomena with clarity.

## Chemistry

Chemistry covers the fundamental principles of chemistry. Chemistry is a graduation requirement and is usually taken during the sophomore year of high school. Students are expected to use problem solving skills and expand their critical thinking skills. The course covers chemical principles such as: measurement in science, atomic theory, the basics of quantum theory, the periodic table, chemical bonds, balancing chemical equations, the mole, molarity, stoichiometry, solutions, properties of solids and gasses, acids and bases, rates of reactions, thermodynamics, and electrochemistry. Laboratory work is an important component to the course. Lab experiments coincide with class work and are designed to reinforce concepts as well as explore real life applications. Lab skills include using proper techniques of measurement in data collection, problem solving, inquiry, calculations, and analysis. The course is designed to prepare students for success in college chemistry.

## Honors Chemistry

The Honors Chemistry course emphasizes the development of critical thinking skills related to the study of fundamental chemical principles. Chemistry is a graduation requirement and is usually taken during the sophomore year of high school. The same topics will be covered as in College Prep Chemistry except at a greater depth and faster pace. Some additional topics may also be covered such as nuclear chemistry, kinetics, gas laws, etc. Tests and exams will be more comprehensive and challenging than College Prep Chemistry. Analyzing data, organizing information, problem solving, reasoning and synthesizing ideas to make conclusions are all abilities which students must develop and utilize throughout the course. Laboratory work is an important component of the course and coincides with classroom topics. Lab work focuses on proper laboratory techniques, data collection, inquiry, calculations and analysis. Students will work cooperatively in problem solving in both class work and the lab. The course is designed for students interested in pursuing science, medicine or engineering in college. *Prerequisite:* A or better in biology and teacher recommendation. Students will be notified if they are recommended.

## Physics

In their junior year at Sacred Heart Academy, all students are required to study Physics. Physics is the study of our physical world. In all physics courses at SHA, there are two components: Acquisition of Knowledge and Skill Development. While studying Physics, our students acquire knowledge about Mechanics including One and Two Directional Motion, Newton's Laws and Forces, Work and Energy, Momentum and Collisions, Rotational Motion, Electricity and Waves. At the same time, our students will develop meaningful skills including the ability to communicate technical concepts, derive relationships between variables of motion, model forces and motion, through diagrams and collaborate with classmates through an active learning environment to develop problem-solving strategies.



## Honors Physics

Students in Honors Physics are expected to be comfortable with mathematical tools that are used to quantify concepts in Physics Honors Physics students will be challenged with higher level problem-solving skills and dive more deeply into each unit than the College Prep curriculum.

*Prerequisite:* Students will be recommended for Honors based on 10th Grade math grades and teacher recommendation. Students will be notified if they are recommended.

## Advanced Placement Biology

Advanced Placement Biology is the equivalent of a two-semester introductory college biology course. This rigorous and demanding course is designed around the revised AP Biology curriculum framework and focuses on the big ideas in biology: evolution, cellular processes (energy and communication), genetics, information transfer, ecology, and interactions. The curriculum provides a basis for students to develop strong conceptual understanding in biology and the opportunity to integrate that knowledge through inquiry-based activities and laboratory investigations rather than through traditional content coverage. This approach allows students to develop the reasoning skills necessary to engage in science practices such as developing and refining testable explanations, collecting and analyzing data, applying mathematics models, and connecting concepts across domains. Participation in the AP Biology Exam is mandatory.

*Placement:* Teacher recommendation is required. Students will be notified if they are recommended.

## Honors Organic Chemistry and Nanotechnology\*

This course is a comprehensive introduction to organic chemistry, the study of molecules containing carbon. The course is intended for any student interested in pursuing science or medical fields in college or those with an interest in organic chemistry. The focus of the course will be on molecular structure, nomenclature, physical and chemical properties, stereochemistry, reactions and reaction mechanisms, and synthesis of the major classes of organic compounds including alkanes, alkenes, alkynes, aromatic compounds, alcohols, carboxylic acids, ethers, esters, and amines. Classwork will consist of group work, lecture, collaborative problem solving, modeling etc. Laboratory investigations are an important part of the course with a focus on techniques of synthesis and purification. Analysis of purity, yield, physical properties etc. will be performed to introduce students to modern organic chemistry laboratory techniques. During the last quarter, students will investigate the emerging field of nanotechnology.

Nanotechnology is a process in which scientists study molecular structures in the range of 1-100 nm ( $1 \text{ m} = 1 \times 10^9 \text{ nm}$ ) with the goal to control individual atoms and molecules. Nanotechnology holds huge promise in all fields of science and this course will explore the remarkable properties of nanomaterials as well as the growing applications and scientific breakthroughs that have already been achieved. *Placement:* Teacher recommendation is required. Students will be notified if they are recommended.

## **Anatomy & Physiology\***

Anatomy and Physiology is a course that enables students to understand relationships between the structures and functions of the human body. The course builds on the concepts of biochemistry and cell biology studied in introductory biology and progresses to the tissue, organ and organ system level of organization and function. The role of organ systems in maintaining homeostasis will be explored in addition to the study of relevant disease states. The course is especially appropriate for anyone interested in pursuing further study in biology, medicine, or science. The course will involve a variety of learning opportunities including lab work, models, simulations, videos, collaboration, dissections, etc.

*\*Only one of these courses will run in the 2022-2023 school year based on student enrollment.*

## **Astronomy (Fall Semester)**

Why do stars twinkle? Is it possible to fall into a black hole? Will the sun ever stop shining? Since the first glimpse of the night sky, humans have been fascinated with the stars, planets, and universe. This course introduces students to the study of astronomy, including its history and development, basic scientific laws of motion and gravitational force, the concepts of modern astronomy, and the methods used by astronomers to learn more about the universe. Additional topics include the solar system, the Milky Way and other galaxies, and the sun and stars. Using online tools, students examine the life cycle of stars, the properties of planets, and the exploration of space.

## **Environmental Science (Spring Semester)**

The objective of this course is to provide students with an in-depth understanding of the environment in which they live, their impact on our environment and multiple important environmental challenges facing our world today. Environmental science is a multidisciplinary subject combining aspects from not only science, but social science as well. Through online and in class simulations, videos, news articles and class discussions, students are asked to question and examine the evidence to educate them. Topics explored in Environmental Science include matter cycles and energy flow, global climate change and non renewable versus renewable energy sources. Laboratories and outdoor fieldwork enhance the students' understanding.

# Math Department

## 2022-2023 Math Courses

9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
<b>Algebra I</b>	<b>Alg II/Trig</b>	<b>Analytical Geometry, Probability &amp; Statistics</b>	<b>Precalculus Statistics</b>
<b>Honors Algebra I</b>	<b>Honors Alg II/Trig</b>	<b>Honors Analytical Geometry, Probability &amp; Statistics</b>	<b>Honors Precalculus Honors Statistics</b>
<b>Algebra II/Trig</b>	<b>Analytical Geometry, Probability, &amp; Statistics</b>	<b>Precalculus</b>	<b>Calculus Statistics</b>
<b>Honors Algebra II/Trig</b>	<b>Honors Analytical Geometry, Probability &amp; Statistics</b>	<b>Honors Precalculus</b>	<b>Honors Calculus AP Calculus AB Honors Statistics</b>

## Algebra I

Algebra I is a one-year course which covers the study of linear and quadratic functions. Exponents, systems of equations, inequalities and polynomial functions are also integral parts of this course. Graphing is an important skill that is introduced and developed throughout the entire

year. Students are taught to graph both linear equations, systems of equations and inequalities in the coordinate plane. Factoring is also an essential skill that involves first and second-degree polynomials.

## **Honors Algebra I**

This course is designed for students who have demonstrated mastery of basic arithmetic skills and have excellent problem-solving ability. Students move at an accelerated pace through the study of expressions, equations and functions to prepare for advanced mathematics courses. Topics include linear, quadratic, exponential, polynomial, radical and rational equations. Graphing of these is an essential part of this course. Students will end the year completing the square and the quadratic formula which completes the process of solving quadratic equations.

*Prerequisites:* Placement into this course is determined by the head of the math department and is based on the student's performance in both the mathematics placement test and past math grades.

## **Algebra II/Trigonometry**

This course expands upon the concepts learned in Algebra I by focusing on the study of functions and an introduction to the study of trigonometry. Topics include the study of linear, quadratic, polynomial and rational algebraic expressions, radicals, irrational and complex numbers, exponents, logarithms and basic trigonometric functions. Probability and data analysis are also topics discussed at this level. The graphing calculator is used extensively throughout this course.

## **Honors Algebra II/Trigonometry**

This course is designed for the student who has demonstrated mastery in Algebra I and has good problem-solving skills. Students move at a fast pace through a variety of concepts and skills. Topics include the study of quadratic functions, matrices, polynomial and rational expressions, radicals, irrational and complex numbers, exponents and logarithms. Probability and statistics are also discussed at this level. Students are introduced to the basics of trigonometry through trigonometric ratios and the unit circle. The graphing calculator is used extensively throughout this course.

*Prerequisite:* Performance in the math placement test, previous grades and/or department recommendation.

## **Analytical Geometry**

This geometry course addresses the critical areas of congruence, reasoning, basic trigonometry, three-dimensional figures and more. These areas of importance will help students apply geometric concepts in modeling situations, reason abstractly, and think critically. Students can expect to see various concepts being covered including points, lines, and planes, logic and reasoning, angles, slopes, triangles, polygons, circles, volume, area, and other broad topics you are likely to see on the PSAT and SAT. Furthermore, these topics provide a strong foundation for higher level math classes such as Precalculus. This course ends with a brief introduction to topics in Statistics and Probability to better prepare students for the PSAT and SAT.

## **Honors Analytical Geometry**

This geometry course addresses the critical areas of congruence, reasoning, basic trigonometry, three-dimensional figures and more. These areas of importance will help students apply geometric concepts in modeling situations, reason abstractly, and think critically. Students can expect to see various concepts being covered including points, lines, and planes, logic and reasoning, angles, slopes, triangles, polygons, circles, volume, area, and other broad topics you are likely to see on the PSAT and SAT. Furthermore, these topics provide a strong foundation for higher level math classes such as Precalculus. This course ends with a brief introduction to topics in Statistics and Probability to better prepare students for the PSAT and SAT. Emphasis is placed on problem solving and rigorous logical reasoning at a faster pace than the CP section.

## **Introduction to Statistics (Fall Semester)**

This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will investigate statistics by analyzing real life data through data collection and use of random data sets, such as those on the *census at school* website. Students will learn to make inferences about populations based on random samples. Students will use technology, such as TI 84 graphing calculators and web based applets to help build conceptual understanding. This course is intended to prepare students for continued study of statistics in college.

## **Probability and Applications (Spring Semester)**

This course introduces students to the major concepts and tools for using probability as a mathematical tool to study randomness. Students will learn to understand independence in

probability and conditional probability and use them to interpret data. Students will learn to recognize, create and analyze probability distributions. Students will investigate applications of binomial and geometric probability distributions. Students will use technology, such as TI 84 graphing calculators and web based applets to help build conceptual understanding. This course is intended to prepare students for continued study of probability in college. *Introduction to Statistics is strongly encouraged as a prerequisite, but not required.*

## **Precalculus**

This course focuses on a study of all functions. Students enhance their knowledge of polynomial functions, radical and rational functions as well as exponential and logarithmic functions. Probability, sequences and series are also discussed at this level. The main topic in this course is Trigonometry, which includes the study of the unit circle, trigonometric identities, graphing trigonometric functions, solving trigonometric equations and the Laws of Sine and Cosine. The graphing calculator is used extensively throughout the course to emphasize and excite the student's learning of mathematical concepts.

## **Honors Precalculus**

This course builds upon the skills of Algebra II/Trigonometry and is designed for the student who has good problem-solving abilities. Topics include: sequences and series, probability, logarithmic and exponential functions, vectors, parametric and polar equations and their graphs. Trigonometry is the main focus of this course. During our study of trigonometry, the course will include trigonometric ratios, the unit circle, graphing trigonometric functions and their transformations, solving trigonometric equations using trigonometric identities, inverse functions, and the Laws of Sines and Cosines. At the end of the year, students begin to study limits and continuity as they prepare to take either Honors Calculus or AP Calculus in their senior year. The use of technology is an essential aspect of this course.

*Prerequisite:* B+ in Honors Algebra II/Trigonometry and/or teacher recommendation.

## **Honors Calculus**

Calculus is a branch of mathematics that studies rates of change of functions. The first semester concentrates on pre-calculus skills as well as finding limits of functions. As the semester progresses, differential calculus is introduced. Students compute derivatives and study their various applications including the slope of the tangent line and velocity/acceleration problems.

In the second semester, integral calculus is studied. Students will again compute many integration problems and will apply their skills by solving real-life word problems. Although the students at this level do not take the AP Calculus exam they are still responsible for learning the

three main components of Calculus: Limits and Continuity, Derivatives and Integration. The use of technology is an important part of this course.

*Prerequisite:* B or better in Honors Algebra II/Trigonometry, Pre-Calculus and/or teacher recommendation.

## **AP Calculus AB**

AP Calculus is a rigorous course which is based on the AB Advanced Placement syllabus as outlined by the College Board. This course emphasizes a multi-representational approach to learning: 1) graphically 2) numerically 3) analytically and 4) verbally. Topics include: Limits and Continuity, Differential Calculus and Integral Calculus. Application of the derivative and the integral are studied throughout the year. The use of technology is an essential part of this course. Students are required to sit for the AP Calculus exam in May.

*Prerequisites:* B+ in Honors Pre-Calculus, PSAT scores and/or teacher recommendation.

# World Languages Department

## French I

This course introduces students to the vocabulary and the basic structures of the French language. The goal of the course is to help students develop the essential language skills of speaking, listening, reading and writing. This is achieved through the use and study of various and level appropriate texts, audio, visual, and authentic resources. Students are afforded the opportunity to practice their language skills through dialogues, collaborative work and the use of appropriate educational technology. Level appropriate readings, videos and class activities enhance the students' knowledge and appreciation of French and Francophone cultures.

## French II

This course continues to build upon the language skills developed in the French I. More complex structures and diverse vocabulary lessons are presented in thematic units. The focus continues to be placed upon the use of various authentic materials to improve students' proficiency and fluency in the language. Students are afforded the opportunity to practice their language skills through dialogues, collaborative work and the use of appropriate educational technology. Level appropriate readings, videos and class activities enhance the students' knowledge and appreciation of French and Francophone cultures.

## Honors French III

This course is intended for motivated learners who wish to continue an in depth and comprehensive study of the French language. Students will have added concentration on their reading and written comprehension through the study of selected readings of poems, fables, fairy tales and short stories. Relevant and thematic vocabulary is introduced through the study and use of various level appropriate texts, audio, visual and authentic resources. Students are afforded the opportunity to practice their language skills through dialogues, presentations, collaborative work and the use of appropriate educational technology. Authentic resources will aid students as they acquire further cultural awareness and improve upon their aural and oral proficiency. *Prerequisite: Students must achieve a B+ or better and the recommendation of the instructor.*



## **Honors French IV: Francophone Cultures and Civilization**

This challenging course affords students the opportunity to build upon the language skills and cultural competency they've developed in the previous years of study. Students will read, discuss and analyze various Francophone selections in the target language. Films and other authentic materials will be introduced to allow the students to explore various aspects of Francophone culture. Students will be expected to write, speak, and conduct oral presentations in the target language. An extensive review of advanced grammar and vocabulary is also included; however, the focus of the course is placed upon the use of language to discuss Francophone culture and civilization. *Prerequisite: Students must achieve a B or better in Honors French III or an A or better in French III and the recommendation of the instructor.*

## **Spanish I**

This course is for both the student who has never had Spanish and those who have had some prior exposure. Students are introduced to Spanish vocabulary and grammar structures such as present tense verb conjugations, appropriate sentence syntax and noun-adjective agreement. Vocabulary will be introduced in thematic units. Students will be global-minded speakers of Spanish who are able to listen, speak, read and write in the target language. Cultural competency will also be developed and explored.

## **Spanish II**

This course is designed for students who have successfully completed Spanish I. Students are introduced to the past tenses in Spanish as well as other advanced grammar structures. Vocabulary will continue to be introduced in relevant thematic units through the use of level appropriate texts, authentic resources and stories. Cultural competency will continue to be refined and explored. Students will have additional opportunities to role play and present dialogues in order to increase fluency and proficiency.

## **Spanish III**

Spanish III continues to build on the material presented in Spanish I and II. All topics are reviewed and expanded upon. Students are introduced to complex grammar structures such as the subjunctive mood. Other key concepts include passive voice and hypothetical clauses. Additional vocabulary will be introduced and previous vocabulary will be utilized. Students will

have added concentration on reading and writing through current events, poems and short stories.

## **Honors Spanish III**

Spanish III Honors is designed for the motivated student who has proven she can work both independently and at a faster pace. This course continues to build upon the material presented in the first two levels. Students are introduced to complex grammar structures such as the subjunctive mood. Students will have many opportunities to role play and give oral presentations. Students will also read and analyze advanced poems and authentic texts.

*Prerequisite: Students must achieve a B+ or better and the recommendation of the teacher.*

## **Honors Spanish IV: Spanish Language and Cultures**

The fourth year focuses on mastering the grammar learned in the first three years. All the material presented in the first three years is reviewed and expanded upon. Class participation is imperative in order to be successful. There is a strong emphasis placed on writing essays and papers. Students are required to do oral presentations. The student is required to read short stories, poems, and excerpts from novels and interpret on her own. There will be an emphasis on Hispanic Cultures and history as well as literature and film, which will be discussed in the target language. *Prerequisite: Students must achieve a B or better in Honors Spanish III or an A or better in Spanish III and the recommendation of the instructor.*

## **Theology Department**

### **Sacred Scripture**

The fall semester of this course will introduce students to the content of the Hebrew Bible or Old Testament - the Torah, the Prophetic Books, the Historical Books, and Wisdom Literature. By exploring the historical, literary, cultural and theological heritage in ancient Israel, students will develop a stronger understanding of and appreciation for the Old Testament, both textually and spiritually. By the end of the course, students will have learned about: creation and fall, faith and story, Exodus and freedom, power and violence, love and covenant, prophecy and kingship, etc. The Hebrew Scriptures have influenced people for centuries. An awareness of their content and lessons can assist in a fuller understanding not only of Judaism but also of Christianity.

In the spring semester of this course, students will be introduced to the texts of the New Testament. We will review the books and writings of the New Testament, focusing especially on the four Gospels – Mark, Matthew, Luke and John. Time will be devoted to learning how to read and analyze the gospels and their portrayal of Jesus. Through this course, students will expand their understanding of both the Historical Jesus and the Christ of Faith. In doing so, each student should also expand her understanding of how she relates to the stories of Jesus and, most importantly, how she can best imitate Jesus in the events and decisions of everyday life.

## **Church History**

This course focuses on the pivotal moments and people in the history of the Catholic Church. The students will delve into the church of the Apostles, the early church councils, the monastic period, the great schism of 1054, the Protestant Reformation, the Council of Trent, Vatican I and Vatican II. In addition, they will explore the people who have shaped the Church, including St. Peter & St. Paul, St. Augustine, St. Teresa of Avila, St. Thomas Aquinas, St. Ignatius of Loyola, St. Madeleine Sophie & St. Philippine Duchesne. During this course, the students will read at least one papal encyclical and study primary sources.

## **Morality (Semester)**

This course deals with human morality, the web of our human relationships and how we handle them in an attempt to help students understand that morality is neither a Christian invention nor a Catholic one, but rather a necessity of our humanity. The course proposes that once we decide to live a moral life in the even flow of our relationships with others, we can then begin to see what our Christianity and, specifically, what both our Catholic faith and our Creator want us to do with our lives and with all of the riches with which we've been blessed..

## **World Religions (Semester)**

In an ever-shrinking world, we encounter people with a greater diversity of opinions and beliefs. One of the best ways to build a culture of respect and peace is to engage and learn from those who differ from ourselves. Since Vatican II, the Catholic Church has called for a greater sense of empathy and awareness for all religions. In this course, the students will learn about the other major world religions, namely Hinduism, Judaism, Buddhism and Islam. By the end of this course, the students will have a better understanding of our global community and a deeper respect for those of other faith traditions.

## **Catholic Social Justice (Semester)**

In this semester-long religion course, students have the opportunity to study Catholic Social Teaching. By using Church documents including papal encyclicals and bishop's statements,

students learn about the Catholic Church's role in the modern world. The themes of Catholic Social Teaching frame discussions on contemporary topics such as domestic poverty, global poverty, migration, the environment, war and peace and the right to life. Students engage with these topics and learn about ways that progress is being achieved throughout the world and where work remains. The course is designed to reflect current events and topics, but always remains centered on the Church's commitment to justice.

## **Discovering Women of Faith (Semester)**

This semester-long course explores the virtue of faith and how various women, particularly in the Christian tradition, have lived out their faith throughout history. Students will discuss the vital question: "What does it mean to be a woman of faith in our modern world?" by exploring the writings, mystical experiences, theological developments, and witnesses of faithful women including but not limited to: Hildegard of Bingen, Julian of Norwich, Harriet Tubman, Madeleine Sophie Barat, Edith Stein, Dorothy Day, Simone Weil, Mahalia Jackson and Fannie Lou Hamer and Flannery O'Connor.

## **Instructional Technology Department**

### **Coding and Computer Science I (Independent Study)**

Students will be introduced to the field of computer science and the fundamentals of computer programming with an emphasis on problem solving and logical thinking. Topics that will be covered include: animation, graphics, games and data structures. It is a beginner programming course and students will move at their own pace. No background in computer science is needed to succeed in this course.

### **Coding and Computer Science II (Independent Study)**

Students will learn the languages HTML and CSS, and will create their own live homepages to serve as portfolios of their creations. This is a project-based learning course. Not only will students learn how to structure, style and create their own website, they will also develop animated and interactive web pages. This is a faster paced course. Prerequisite: Coding I.

### **Social Media Marketing (Independent Study, Full Year)**

This independent study course is a chance for one or two students to work in the Marketing & Communications Department to develop our brand and promote SHA to the larger community. Students would work on their own to take pictures and write up blurbs to accompany Instagram posts, website information and any publications released by SHA. The goal is to highlight and

showcase activities throughout the school in all three divisions' classrooms. Teachers could contact the student about upcoming events and activities and she would be responsible for sharing that with the larger community; this student could also attend after-school events and create social media posts about them. This independent study would also entail reaching out to other Sacred Heart schools and promoting the network both to our community here in Bryn Mawr and across the country. Anyone interested in learning more and developing their strategic social media and marketing skills should consider this independent course.

## **Arts Department**

### **Visual Arts I: Process Thinking (Semester)**

The goals of VA1 are to add observational aptitude to the students' learning skills, address the influential nature of art, present the interdisciplinary creative impulse and thinking process as instinctive and historically universal, and introduce the basic art language used to initiate and critique visual art. The elements of art (line, shape, texture, color, form, value, and space) are the foundation of the curriculum at this level. The individual and integrated use of the elements of art will be investigated using both two and three-dimensional applications. Fundamentals of drawing, color theory, bas-relief, functional art, and printmaking will allow the students to develop personal themes and compositions during their exploration of technique.

### **Visual Arts II/III: Aesthetic Explorations (Semesters)**

The goals of VA2/3 are to have the students be more personally engaged in the "step by step" nature of the creative process by learning to use observation and research skills to inspire ideas, to develop a singular concept into a related series, to solve technical problems by experimentation, and to fully implement the basic art principles used to organize and compose visual art. The Principles of Art (emphasis, balance, movement, contrast, unity, rhythm, and pattern) are the foundation of the curriculum at this level. The integrated use of the Principles of Art is investigated using both two and three-dimensional applications. With an emphasis on composition and original concept development, both Fine Arts and Commercial Art themes are addressed. Breadth in drawing, collage, sculpting, and printmaking skills are developed to inspire original solutions to projects. Fashion and graphic design are introduced at this level.

### **Visual Arts IV/V: Aesthetic Explorations (Semesters)**

With an emphasis on the development of 2D and 3D composition, this course of study focuses on the students learning to be more inventive in their solutions to project challenges, to selectively use and address the elements and principles of art when composing their work and, to study technique by investigating master works through observation and experimentation.

Each student is challenged to learn to utilize history as a personal tool of discovery and inspiration; particular attention is paid to the variety of technical processes of modern artists from circa 1850 to present. The media to be explored will be determined in light of the individual student's goals. *Open to all students.*

## **Advanced Portfolio Development (Full Year, 12th Grade)**

This course of study allows the serious art students more independence in their choice of themes, media, and techniques. The art college bound student's creative goals are prioritized in light of their college aspirations in conjunction with an intensive investigation of the elements and principles of art with an emphasis on drawing skills. The portfolio requirements of a variety of student selected and local colleges are investigated; portfolio projects are developed with the individual student and colleges of choice in mind. At this level, the serious non-portfolio students focus on developing their own artistic voice as well as learning to consider how their visual expressions are perceived by the viewer. Given a series of technique and/or conceptual lessons that include a variety of 2D and 3D media, the students learn to respect the value of the possibilities inherent in specific techniques and to develop original applications. *Art teacher recommendation required.*

## **AP Studio Art**

The AP Studio Art experience challenges the students to develop a portfolio of 24 artworks that demonstrates their artistic abilities within a specific area of art: Drawing, 2D Design, or 3D Design. Within the boundaries of the portfolio type selected, the students are required to show proficiency in each of the three AP Art Exam categories of evaluation: Quality- the evaluation of five artworks that physically represent technical skill, Breadth- the evaluation of twelve digitally submitted artworks that demonstrate a variety of compositional and technical solutions to required assignments; the mastery of a variety of skills must be demonstrated, and Concentration- the evaluation of a series of twelve digitally submitted artworks that express a significant investigation of a personal and specific theme; technical and visual growth must be clearly demonstrated. With all of the requirements associated with the AP Studio Art exam in mind, the primary goal of the SHA AP Studio Art curriculum is to ensure each student will thoroughly experience lessons and opportunities that challenge her natural artistic aptitude; personalized lessons will necessitate the use critical thinking skills, require research, and advance the technical abilities of each student in light of their individual portfolio objectives. *Art teacher recommendation required.*

## **Fundamentals of Music Theory (Semester)**

This course will introduce students to the fundamentals of music theory, providing them with the skills needed to read and write Western music notation in the common practice period. They will learn to understand, analyze, and listen.. The class will cover material such as pitches and scales, intervals, clefs, rhythm, form, meter, phrases and cadences, and basic harmony.

This course covers the fundamentals of Western music theory, from the absolute basics to some more advanced concepts and, as such, is the perfect course for beginners and more experienced musicians alike. No prerequisite.

## **Yearbook Design and Publication**

In this course, students will work on the content and overall development and publication of the school yearbook. Students will gain and practice skills in the areas of page design, photography, copywriting, editing and publishing. Throughout the course of the semester, students will produce yearbook pages that capture school memories. Students may be asked to attend or cover events outside of the school day, but the independent work time is flexible and adaptable. There will be a strong emphasis on time management and design principles, as students will work independently in order to meet deadlines. Students will need to be responsible, communicative, responsive and collaborative. *Previous teacher(s) will be asked to confirm a student's ability to work independently and to meet deadlines.*

## **Guitar Lab (Semester)**

In this course, students will learn different aspects of guitar performance including, melodic playing, accompaniment, and ensemble playing. Using a modern approach of tablature and chord figures, students will learn the skills needed to learn songs by their favorite artists. No experience is needed to join, but students are encouraged to provide their own instruments. Students will perform for their classmates in this course. Due to the individualized nature of this course, students may enroll in this course multiple times.

## **Health and Wellness**

### **10th Grade Wellness**

The goal of the wellness course is to address current topics that influence the overall mental and physical wellbeing of a high school student. Main topics to be covered are time management, mental health awareness, nutrition, appropriate social media usage, vaping and alcohol use, and sex education. Students participate in group discussions, analysis of current events, project based learning, as well as physical activity. Emphasis is placed on leading a well balanced and healthy lifestyle. **New:** All 10th grade students will be certified in CPR as part of the Wellness program. The American Red Cross First Aid/CPR/AED certification course is a course for the lay responder to gain the knowledge and skills necessary to respond to medical emergencies and injuries to help sustain life while minimizing the consequences of injury or sudden illness until advanced medical help arrives. Certification is valid for two years after completion. A cost of approximately \$40 is required to cover the cost of the textbook and certification processing fee through the American Red Cross organization.

## **College Counseling Program (12th Fall Semester; 11th Spring Semester)**

Guided by Sacred Heart's Five Goals, college counselors help to empower students to find their best fit for college where they will grow in academics, career planning, and community involvement. In 11th grade, students are encouraged to meet with college representatives during SHA campus visits. Students complete resumes, write two college essays, review test scores, undertake a college admissions case study, meet with their college counselors for one-on-one planning, and begin to develop their college choice list. In 12th grade, students actively finalize materials for their application submissions in a workshop style class with three college counselors.

## **9th Grade Seminar**

The 9th grade seminar class introduces students to essential concepts in the areas of Technology, Wellness, Visual Arts, and Music. The rationale for this class is anchored in the Sacred Heart Goals and Criteria. Goal V requires the school community to “model, practice, and teach safe, ethical, and responsible use of technology” as well as promote “spiritual, intellectual, physical, and social-emotional well-being.” The semester spent studying Technology and Wellness will prepare students with the life skills needed to support their well-being. The criteria for Goal II challenges all Sacred Heart schools to “cultivate aesthetic values and the creative use of the imagination.” After an introduction to Visual Arts and Music, students may go on to take additional electives in these areas.



# SophieConnect

Full and semester year courses offered *asynchronously online* by Sacred Heart Network instructors. This program is administered by Sacred Heart Greenwich. The tuition for a full-year course is expected to be \$675 and \$450 for a semester course. For more information, see the course descriptions below as well as the [Sophie Connect website](#).

A separate registration form is required for SophieConnect courses that includes a parent signature. Please contact the Director of Academics with any questions.

## Full-year courses

AP Art History

AP Computer Science A

AP Computer Science Principles

AP Human Geography

Latin III/IV

Latin I/II

AP Macroeconomics

AP Microeconomics

AP Music Theory

AP Psychology

AP Statistics

## Semester courses

Financial Literacy (Fall and Spring)

Nutrition & Wellness (Fall)

General Psychology (Fall)

Introduction to Neuroscience (Spring)

## SophieConnect

### Online Course Registration

Student Name \_\_\_\_\_ Current Grade \_\_\_\_\_

Please register my daughter for \_\_\_\_\_, an online course offered through the Sacred Heart Network's online school, SophieConnect. I have reviewed the requirements with my daughter. I understand that I will be billed \$450 for a semester course and \$675 for a full year course.

This form does not guarantee placement. Students are registered in order of receipt of SophieConnect course request forms. SophieConnect at Sacred Heart Greenwich is responsible for the administration of the SophieConnect courses.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\*\*Please return this form to Dr. Saraco, Director of Academics

