



Course Guide and Program of Studies

2023-2024 School Year

revised 1/9/23

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

Two-semester courses receive 1 credit; one-semester courses receive ½ credit.

*The 3 credit science must include one credit each 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, AP Art History (Honors Art History a prerequisite), Studio Art, Portfolio, Acting, Photography, Honors Power of Black Music in America, Concert Choir, Concert Band, or Chamber Ensemble.

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

****Students must take Comparative Religion, and one of the following to meet this requirement: Honors Facing History & Ourselves, Honors Meaning of Life, Ethics, or Honors the Writings of C.S. Lewis. OSH World Religions may be taken in place of Comparative Religion.

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 \$97. 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 Mind, Soul, Body, Strength & Conditioning I, II, & III, Acting Fall or Spring, Concert Band, 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 History I
Honors Biology or Honors Accelerated Biology
World Language (choices: French I, French II, Latin II, Spanish I, Spanish II)
Mind, Soul, Body
Study Hall and/or Elective (limited to AP Computer Science, AP Human Geography, Concert Band, Concert Choir, Chamber Ensemble, Studio Art, Photography, Global I or II, Intro to Engineering Design)

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 Precalculus AB, Honors Precalculus BC, AP Calculus AB, AP Calculus BC, or Honors Statistics AP Statistics
Honors World History II or AP World History
H Physics or H Acc. Physics*
World Language (if required), Religious Studies (if required), Fine Arts, 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), Physics*, Fine Arts, or electives

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

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.

St. Mary's will provide a \$1,820 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 English curriculum at St. Mary's includes a wide expanse of literary works that provide for each student the opportunity to think deeply about her relationship to the world around her and the complexities of the human experience. Throughout the high school years, students focus on analytical writing and close reading, and they work toward critical as well as imaginative thought, with emphasis on poetry, nonfiction, and fiction texts. Students will engage in project-based learning, collaboration, and independent research, and work toward a demonstrated confidence in their own writing voice.

Writing, reading, research, grammar, and vocabulary serve as the foundation of our study of English language and literature. 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.

Ninth Grade English

This course is designed to introduce students to the classics that form the bedrock of Western literature in English. Over the course of their freshman year, students will trace paths from the epics of ancient Greece to the manuscripts of medieval Europe, from the parables of the Bible to the plays of the early modern stage, noting the ways that different authors have both drawn inspiration from and talked back to the texts that preceded them. Along that journey, students will store up the cultural capital that makes reading literature both accessible and enjoyable, while also tracing the tensions and exclusions that mark our literary inheritance as speakers of English. Focused on helping students develop complex reading, writing, thinking, and studying skills, Foundations of Western Literature offers students an opportunity to build their own foundations for their future work in the upper school.

Tenth Grade English

Tenth grade English continues the critical study of literature, primarily American literature from Fitzgerald to Williams, 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 can be discovered. 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.

Students 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, and also 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 Advanced Composition

This class emphasizes the art of revision, focusing on the formal study of usage and grammar, the mastery of rhetorical strategies, and the careful reading of texts as models. 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.

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Electives Available to Fulfill English Requirement

Students will choose three one-semester literature 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.

Honors Creative Writing

In this course, students will be “reader-as-writer” and examine storytelling across three genres of creative writing: poetry, fiction, and nonfiction. Students 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. We will engage in the writing process from the generative—translating the inkling of an idea to words on the page—to workshopping and editing. We will keep a daily journal of our own creative writing and craft process, as well as ruminations on what we’re reading, for our class and beyond. We will read a combination of poetry, fiction (short stories and novel excerpts), and nonfiction (essays). We will write a combination of poetry, fiction, and nonfiction through generative writing activities and prompts. Writers studied may include but are not limited to: William Shakespeare, Karen Russell, Aoko Matsuda, Virginia Woolf, Jenine Holmes, Eavan Boland, Ari Tison, Jhumpa Lahiri, among others.

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—or optimism and pessimism—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)? And what about chance, or fate? Students will explore these questions through the close reading of works from such authors as Flannery O'Connor, Annie Dillard, Barbara Kingsolver, Paulo Coelho, 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. Texts include but are not limited to: Grendel by John Gardner, Beowulf translated by Seamus Heaney, Dracula by Bram Stoker, Frankenstein by Mary Shelley, "The Kraken" by Tennyson, "Vampires Today" by Kristen Tracy, "Conriocht" by Alibhe Ni Ghearbhuigh, "St. Lucy's Home for Girls Raised by Wolves" by Karen Russel.

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

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

"Not all those who wander are lost." — J. R. R. Tolkein.

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.



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

Acceptance Criteria:

Teacher Recommendation

In the description, I would edit the last part of the paragraph to be: Proofs with deductive or indirect reasoning are used to justify thought processes. The practice of justifying is introduced to enhance logical thinking and creative problem-solving. In addition to traditional assessments, occasional projects are assigned to heighten appreciation for the application of geometry to the real world.

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 in-depth study of trigonometry, sequences, series, and matrices, while building necessary skills for future math courses. Students will develop critical thinking skills and learn to communicate mathematically in multiple ways. Juniors who take this course will typically 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

Precalculus AB

Prerequisite: H Algebra II

Acceptance Criteria:

Teacher Recommendation

This accelerated course is a prerequisite to AP Calculus AB with an in-depth study of various functions, trigonometry, sequences, series, limits, and derivatives. Students will develop critical thinking skills and learn to communicate mathematically in multiple ways. A TI-84, TI-Nspire CX, or TI-Nspire CAS graphing calculator is required for this course.

Honors

Precalculus BC

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.

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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 Precalculus AB or Precalculus BC

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

Prerequisites:

- 8th grade teacher recs
- Placement test

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

Prerequisites: Algebra I

Corequisites: Geometry or higher

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

Prerequisites:

- H Geometry
- 9th grade teacher recs
- Placement test
- Summer HW

Corequisites: H Algebra II or higher

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: Algebra II or higher

Physics at SMS introduces students to the basic concepts behind Physics, the branch of science that primarily studies matter, energy, and their interactions. Honors Physics is a first-year algebra- and trigonometry-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 and trigonometry in problem-solving exercises.

Honors Accelerated Physics

Estimated daily homework: 45 minutes

Prerequisites:

- 10th /11th grade teacher recs
- Placement test
- PSAT scores

Corequisites: HPrecalAB or higher

Physics at SMS introduces students to the basic concepts behind Physics, the branch of science that primarily studies matter, energy, and their interactions. The goal of Honors Accelerated Physics 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 honors 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 Acc 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:

- ≥ 3.67 unweighted science avg
- ≥ 93 in HAcc Bio & HAcc Chem
- Application packet
- Science Dept approval
- Attend interest meeting
- $\geq B$ in AP Chem recommended

Corequisite: HPrecalAB or higher

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:

- Attend interest meeting
- HAcc Chem Exam ≥ 93
- HAlgII Exam ≥ 93
- Placement test ≥ 60
- Teacher recs

Corequisite: HPrecalAB or higher

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:

- HAcc Chem
- Attend interest meeting
- PSAT math score
- $\geq A-$ in jr yr math & science
- Science dept approval

Corequisite: APCalcAB or higher

Physics at SMS introduces students to the basic concepts behind Physics, the branch of science that primarily studies matter, energy, and their interactions.

AP Physics C is intended to be representative of courses commonly offered in colleges and universities. There are four main goals of this class: to develop the students' abilities to read, understand, and interpret physical information; 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; for the student to perform experiments and interpret the results of observations, including making an assessment of experimental uncertainties; 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

Prerequisites:

- ≥ 3.67 unweighted GPA
- Support from two faculty related to research area
- Application
- Interest meeting
- Ability to conduct at least 60 hours of research during the summer

Corequisite: AP Stat

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, cyber security 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.

H Intro to Engineering Design

Prerequisites: None

In the Introduction to Engineering Design class, students can expect to learn the basic principles of engineering design, including the design process, project management, and the use of CAD software. They will also have the opportunity to work on projects that involve building and designing electromechanical systems, which are systems that involve both electrical and mechanical components.

In addition to technical skills, students in the introduction engineering design class can also expect to gain professional skills, such as communication, teamwork, and problem-solving skills. These skills are important for success in any engineering career, as engineering often involves working with others to develop solutions to complex problems.

H Advanced Engineering Design

Prerequisites: H Intro to Engineering Design

Using the skills gained from the Introduction to Engineering Design course, students will design solutions to real-world problems by applying the engineering design process. This typically involves breaking down the problem into smaller, more manageable problems that can be solved through engineering.

To evaluate solutions to real-world problems, students will use a variety of tools and techniques, such as prototyping and testing, to ensure that the solution meets the required specifications and functions as intended. They will also use techniques such as cost analysis and risk assessment to evaluate the feasibility and sustainability of the solution.

Once a solution has been developed, students will present their plans, projects, and outcomes to their peers using a variety of presentation methods, such as oral presentations, posters, and reports. This allows them to share their ideas and receive feedback from others, which can help to improve the final solution.



History Department

Honors World History I

World History I Honors is designed as a traditional survey of world history with an especially heightened emphasis on comprehension and analysis. The course focuses on identifying historical patterns and broader connections that span multiple regions and epochs, from the earliest human origins to the end of the Medieval Period. Classes are especially question-driven and incorporate a heavy examination of primary sources to not only gain a more intimate knowledge of human development across the globe but also to aid students in using this heightened knowledge to formulate concrete ideas making sense of this knowledge. To this end, there is a heavy reading and writing component. The primary goal of the course is to make sense of complex concepts in the formulation of strong academic arguments. Students leave with heightened abilities in writing and reading comprehension, as well as the skills necessary for informed young citizens in an increasingly interconnected global community.

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 geographic 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:

- Both Freshman English and Freshman History teacher recommendation

This course introduces students to the significant political, economic, social, and cultural developments in the United States since the era of the First Americans. Through discussions and readings of primary and secondary texts, students will gain an understanding of the major people, events, and ideas in American history. Students will be able to trace significant trends and themes over time, such as the struggle for democracy and equality, the meanings of American nationalism, and the goals of U.S. foreign policy. Additionally, students will develop their ability to critically analyze sources and to communicate these skills effectively in both oral and written form, culminating in the sophomore research paper. Students enrolled in this course will take the AP U.S. History exam on May

Honors World History II

This course introduces students to the significant developments in the United States since the First Americans prior to European contact. Through discussions, visual presentations, and readings of primary and secondary texts, students will gain an understanding of the major people, events, and ideas in American history. Additionally, students will develop their ability to critically analyze sources and to communicate these skills effectively in both oral and written form, culminating in the sophomore research paper.

Advanced Placement World History: Modern (1200 - present)

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

Prerequisite: H Global I

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

Prerequisite: H Global II

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.

Honors 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. (Online, Summer)



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 V

Prerequisite:

- Honors French IV or Honors French III with permission of instructor

AP French is an elective course that follows the guidelines for the Advanced Placement Program in French Literature and Culture. This course is based on advanced study of French through intensive use of authentic materials to develop the four language skills and an understanding of French and francophone 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 French 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 in the spring.

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

course
• *Prerequisite:* H Latin III

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 • Honors Latin V: History of the Latin 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.

H Latin Fiction Through the Decades

In this course, students could possibly address:

- How political climates form Latin identities in various decades
- Latin/Caribbean types of government and their influence over the country's culture
- Afro-Latin Identity
- Family roles in Latin communities in different time-periods
- Female Latin in the United States and abroad

In this course, students will:

- Read two to three books written by various Latin authors
- Watch and reflect on videos about each author and their point of view - Evaluate the books through a historical and political perspective through online videos, discussions, and journal prompts
- Examine the history of each author's country of origin in order to provide a contextual worldview
- **This course would be taught in English to allow for any foreign language student to register**
- Online, Summer



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
Fall

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 Spring

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 mark-making, 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.

H Color Theory

Color theory teaches foundational design principles to effectively use color harmonies and choose color relationships for specific purposes, aesthetics, and emotions. Students will be able to describe how our eye perceives color and the physical and emotional effects it can have. Color theory is heavily used in marketing and business plans of every kind, and application of this skill strongly affects the success of visual design.



Religious Studies Department

Comparative Religion Comparative Religion 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 Ethics

This class will study ethical theories and approaches by reading philosophers like Kant, Mill, and Bonhoeffer. Students will begin to articulate their own ethical stances on topics like economics, war and peace, the environment, and the human body. We will develop a respect for how others might come to different moral conclusions, and we will engage in civil discourse around controversial topics. This class is one semester and is offered to Sophomores, Juniors, and Seniors. Comparative Religions is not a prerequisite.

Honors The Writings of C. S. Lewis (Summer Course)

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. (Online, Summer)

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.



2023-2024 Courses

AP Environmental Science
AP European History
AP Macroeconomics
AP Microeconomics
AP Music Theory
AP Psychology
Abnormal Psychology (.5 or 1)
Advanced Computer Science: Coding with Python (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
Political Science (.5 or 1)
Social Entrepreneurship (.5 OR 1)