



# UPPER SCHOOL Plan of Studies

2023-2024

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## SACRED HEART EDUCATION

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Saint Madeleine Sophie Barat, foundress of the Society of the Sacred Heart, envisioned Sacred Heart education to be an education serious in principles, strong in studies and rich in the spirit of love and life. In a recent document, the philosophy of Sacred Heart education was described in this way:

“The Schools of the Sacred Heart in the United States, members of a world-wide network, offer an education that is marked by a distinctive spirit. It is of the essence of a Sacred Heart school that it be deeply concerned for each student’s total development: spiritual, intellectual, emotional, physical. It is of the essence of a Sacred Heart school that it emphasizes serious study, that it educates to social responsibility, and that it lay the foundations of a strong faith” (*Goals and Criteria for Sacred Heart Schools in the United States*)

## OUR MISSION

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As a Catholic, Independent, Sacred Heart school for students of all faiths, Academy of the Sacred Heart educates students to learn, serve, and lead with confidence, self-awareness, and integrity.

## OUR VALUES

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The *Goals and Criteria* outlines the essential principles and values of Sacred Heart education. From the very beginning, it has served as a covenant among Sacred Heart educators and the Society of the Sacred Heart on behalf of young people for the sake of building a world reflective of the attitudes of Christ’s Heart. As a school of the Sacred Heart, we commit ourselves to these timeless principles and educate to:

1. a personal and active faith in God;
2. a deep respect for intellectual values;
3. a social awareness which impels to action;
4. the building of community as a Christian value; and
5. a personal growth in an atmosphere of wise freedom.

## OUR VISION

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Academy of the Sacred Heart graduates are collaborative problem solvers and transformative leaders. We accomplish this by fostering a community of learners who are purposeful, authentic, knowledgeable, inquisitive, analytical, creative, discerning, empathetic, humble and resilient.

## LOVE OF LEARNING

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Committed to educating to a deep respect for intellectual values, the Upper School at Academy of the Sacred Heart seeks to inspire students to a lifelong love of learning. Our academic program across all divisions is founded upon our mission: to inspire young women to lead and serve, through lives of purpose that integrate faith, intellect, community, social action, and personal growth in an atmosphere of wise freedom. The Upper School program is designed to nurture and inspire young women to develop their gifts, to build empathy and compassion for their world, and to gain confidence in the knowledge that their lives have meaning, promise, and purpose.

## DIPLOMA REQUIREMENTS

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In order to be awarded a diploma from the Academy of the Sacred Heart, a student must satisfactorily complete the following program of courses. Students must be in attendance for four (4) years (considerations will be made for transfer students). One half (0.5) credit is granted for the successful completion of one-semester courses and one credit (1) is granted for the successful completion of a full year of course work. The chart below represents the minimum graduation requirements. Any variations (such as on-line or summer school classes taken for credit), must be pre-approved by the Academic Department, College Counselor and the Director of the Upper School.

Course Requirements for Academy of the Sacred Heart Upper School Diploma	
English	4 Credits, <i>required yearly</i>
History & Social Studies	4 Credits, <i>including Economics and U.S. Government</i>
Mathematics	4 Credits, <i>required yearly</i>
Science & Technology	3.5 Credits, <i>including Intro to Computer Science</i>
Theology	3 Credits, <i>required yearly</i>
World Language	3 Credits
Visual, Performing & Practical Arts	2 Credits
Wellness	1 Credit
Project Term	Grades 9-12, <i>typically seven to ten days in March</i>
Mentor Program	Grades 9 -12, <i>cross-aged advisory group</i>
Service Learning	Grades 10-12, <i>~60-70 service hours per year</i>
Grade 9 Seminar	Grade 9, <i>weekly seminars &amp; local excursions</i>

## ACCREDITATION

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The Academy of the Sacred Heart is accredited by the Independent Schools Association of the Central States and the Network of Sacred Heart Schools.

## **Academic Planning**

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### *Course Selection*

Each spring, students (current Grades 9 - 11) plan their schedule for the next year with their parents and with input and guidance from their teachers, College Counselor and Upper School Administration. Parents must sign the course registration. Once the school year has begun, students have an Add/Drop period to modify their schedules without it being noted on their records. Entering into the ninth grade, a student's schedule is designed by the Upper School leadership and counseling team and after consideration of her high school placement test scores, profile reports from her middle school, and input from the student and family.

### *Withdrawal from a Course*

A student may drop a course during the first two weeks of the term. A student enrolled in a course must remain in the course as of the second week of the semester. Any withdrawal from a course must go through the Academic and College Counseling office in consultation with the teacher of the class.

### *Honors And Advanced Placement Course Placement Policy*

Each student is carefully reviewed before being placed in an AP or honors level class. Honors and AP course placement is based on a prerequisite course, class performance, student interest and faculty recommendation. Some AP courses are available only in alternate years. Course placement is done with attention to the student's best interests. For students to succeed at the AP or Honors level, she must meet certain requirements.

### *Advanced Placement (AP) Courses*

In coordination with the College Board, high school students around the nation are provided with the opportunity to take college-level courses and exams while they are still in high school. At the completion of the course, the student is required to take the Advanced Placement Exam. Based on exam results, a student may earn credit, advanced placement, or both for college. Requirements vary from college to college. Advanced Placement (AP) level courses are taught at the Academy of the Sacred Heart which allow students to explore the journey through college-level academic challenges. Students will develop skills and study habits that will be vital in college. A weighting of 0.2 will be added each semester to the final grade, conditional upon the student sitting for the AP Exam and demonstrating a sincere attempt at the exam.

### *Advanced Placement (AP) Courses through Michigan Virtual*

Additional AP courses are available through Michigan Virtual. Students wishing to take an AP course outside of the Academy of the Sacred Heart Plan of Studies, must submit a letter to the Director of the Upper School and Academic Counselor stating their desire to take the course, a link to the course curriculum, and parental support prior to the start of the school year. The enrollment fee for these courses are to be paid by the family. On-line AP coursework is taught and graded by the educator offering the course through the Michigan Virtual platform.

### *Classes Taken Outside of Academy of the Sacred Heart*

All non-AP courses taken outside Academy of the Sacred Heart will be listed on the transcript but will not be computed into the grade point average. The transcript from programs attended outside of the Academy of the Sacred Heart will remain in the student's permanent file as part of the student's record.

### *Repeating a Course*

If a student needs to repeat a course due to a failing grade, she will need to remediate that grade during the following summer and recover the credit toward graduation. This must be done with prior approval of the Director of Upper School and College Counselor. In the case of courses needed to remediate work previously done at Sacred Heart, the official transcript retains the listing of the original course, with the original grade and remains a part of her grade point average. As with any course taken outside of Academy of the Sacred Heart, the subsequent course, where it was taken, and the grade for work in that course will also be listed on the transcript.

### *Incomplete*

A grade of “Incomplete” may be used in the case of illness or other such extenuating circumstances, only by prior arrangement with the Director of the Upper School. A timeline for completion of the course work must be submitted by the faculty member to the Director of the Upper School. Failure to meet the predetermined deadline will result in the “Incomplete” changing to a “F” grade. A grade of “ML” (medical leave) is used when a student has an extended absence due to a medical condition and/or hospitalization. This indicates that the student was in good standing but was unable to attend school and therefore unable to earn the credits.

### *Grades and Grade Reports*

Students receive a grade each semester for each subject. In addition to the quality of the work, class participation, conscientiousness, effort and attendance are factors in determining the grade. To calculate mid-term and year- end averages, the grading scale below is used.

GRADING SCALE		
A	93-100%	4.0
A-	90-92%	3.7
B+	87-89%	3.3
B	83-86%	3.0
B-	80-82%	2.7
C+	77-79%	2.3
C	73-76%	2.0
C-	70-72%	1.7
D+	67-69%	1.3
D	63-66%	1.0
D-	60-62%	0.7
F	Below 60%	0.0

### *Grade Point Average (GPA)*

The Grade Point Average (GPA) is based on a 4.0 scale. All Advanced Placement (AP) courses are weighted by adding 0.2 points per term. Report cards will indicate a Term GPA, reflecting that term only. The Cumulative GPA, the entire Upper School experience to date, is included on the report card and the official transcript. It is calculated by totaling all points earned and dividing by the sum of credits attempted. All non-AP courses taken outside Academy of the Sacred Heart are not included in the Cumulative GPA.

### *Insufficient Enrollment*

The Upper School Directors and Academic & College Counselor are at liberty to cancel a course in the Plan of Studies book due to insufficient enrollment. The school is also at liberty to move a student from one section to another section of the same course in order to balance enrollment.

### *Homework Guidelines*

All students are encouraged to develop sound study and learning habits. In a Sacred Heart school, homework is used to promote self-discipline, responsibility and decision-making, which are all important parts of Goal V. Homework reinforces the skills learned in the course and should advance the course content. Quality homework is an essential component of all Academy of the Sacred Heart Upper School courses. Students are expected to communicate challenges they may face and further interests they may want to pursue. Students are expected to use good time management and study skills in balancing their schedules.

### *Senior Independent Research Project*

Seniors at the Academy of the Sacred Heart with a desire to explore areas of interest not represented in the curriculum may submit a proposal to the Academic and College Counselor for a Senior Independent Project (SIP) during the course request process. The SIP allows a senior to demonstrate her interests through a specialized project and culminate in a research project, performance, or other significant work that the senior would design and present. A faculty member would act as a supervising mentor and evaluate the SIP at the end of the term. One half credit (0.5) will be awarded at the discretion of the faculty mentor. A maximum of 0.5 credits in the senior year may be earned through the SIP. A grade of Pass/Fail will be issued for the SIP and will not be calculated into the GPA. The SIP does not fulfill any departmental requirement.

### *Senior Student Assistant Positions*

Seniors who have met all of their graduation requirements may be considered for a student assistant position. The final decision is made by the teacher and Director and will be based on the following: student's past and current behavior, promise in the field of the assistantship, student availability during the class period an assistant is needed, student's academic standing and student's overall leadership/positive example within the student community. Seniors, if selected, may only serve as an assistant for one semester earning 0.5 credits.

#### *Science Lab Assistant:*

This student will work under the direct supervision of the Upper School science teachers and do such tasks as inventory science laboratory equipment, set up science class labs with the teacher, clean up supplies after the conclusion of class labs.

#### *Studio Art Assistant:*

This student will work directly with the art teachers and do such tasks as help organize and clean up art rooms, set up art projects for classes, inventory art supplies for art teachers.

#### *Leadership Assistant:*

This student will work directly with the Associate Director of the Upper School and perform tasks in support of student life such as organizing files, setting up spaces for activities, and other duties.

#### *ASHWorks Shop Assistant*

Students will assist younger students in another ASHWorks class by helping them learn new skills and complete their projects. This class requires instructor approval and previous ASHWorks class experience.

# ACADEMY OF THE SACRED HEART UPPER SCHOOL FOUR YEAR PROGRAM

## GRADE 9

### REQUIRED

- English 9 – Western Humanities
- History 9 – Western Humanities
- Algebra 1, Honors Geometry, Honors Algebra 2
- Biology, Honors Biology
- Introduction to Computer Science
- Theology 9

- Wellness 9 - PE & Health
- World Language
- Mentor, Grade 9 Seminar, Project Term

### GRADE 9 ELECTIVES

- *Performing Arts* - Music of the Heart, Concert Choir, Instrumental Ensemble, Speech, Theatre Arts Workshop

- *Practical Arts* - ASHWorks Design, Film, Media & Communications, Graphic Design, Illustrations
- *Visual Arts* - Art Foundations I
- *History & Social Studies* - Debate
- *Technology* - Introduction to Robotics & Engineering

## GRADE 10

### REQUIRED

- English 10 – World Humanities
- History 10 – World Humanities
- Geometry, Honors Algebra 2, Honors Precalculus
- Chemistry, Honors Chemistry
- Theology 10
- Wellness 10 - PE & Health
- World Language

- Mentor, Service Learning, Project Term

### GRADE 10 ELECTIVES

- *Performing Arts* - Music of the Heart, Concert Choir, Instrumental Ensemble, Music Appreciation, Speech, Theatre Arts Workshop
- *Practical Arts* - ASHWorks Design, Film, Media & Communications, Graphic Design, Illustrations

- *Visual Arts* - Art Foundations I & II, Drawing, Painting, Ceramics, Digital Photography, Yearbook, 3D Design Studio
- *History & Social Studies* - Debate
- *Technology* - Introduction/Intermediate Robotics & Engineering, AP Computer Science Principles

## GRADE 11

### REQUIRED

- American Literature, Honors American Literature
- US History, AP US History
- Algebra 2, Precalculus, Honors Precalculus, AP Calculus AB
- Physics, Honors Physics
- Theology 11
- World Language
- Mentor, Service Learning, Project Term

- Speech, Theatre Arts Workshop
- *Practical Arts* - ASHWorks Design, ASHWorks Independent Study, Film, Media & Communications, Graphic Design, Illustrations, Web Design
- *Visual Arts* - Art Foundations I & II, Drawing, Painting, Ceramics, Digital Photography, Yearbook, 3D Design Studio, Studio Arts, AP Art History
- *English* - College Composition, Creative Writing I, Latin & Literature, Shakespeare, Women in Literature
- *History & Social Studies* - Economics, U.S. Government, Debate, Introduction

- to Philosophy, Psychology, Honors European History
- *Math* - Advanced Topics in Mathematics
- *Science* - Advanced Chemistry Lab & AP Chemistry (*concurrent*), Advanced Biology: Life's Mechanisms, Honors Anatomy & Physiology, Environmental Science, Forensic Science, Zoology
- *Technology* - Introduction/Intermediate Robotics & Engineering, AP Computer Science P, AP Computer Science A
- *Wellness* - Life Fitness

- ### GRADE 11 ELECTIVES
- *Performing Arts* - Music of the Heart, Concert Choir, Instrumental Ensemble, Music Appreciation,

## GRADE 12

### REQUIRED

- Major Authors, AP English Literature
- Economics, U.S. Government
- Probability, Statistics and Trigonometry, Precalculus, Honors Calculus, AP Calculus AB
- Theology 12
- World Language
- Mentor, Service Learning, Project Term

- *Practical Arts* - ASHWorks Design, ASHWorks Independent Study, Film, Media & Communications, Graphic Design, Illustrations, Web Design
- *Visual Arts* - Art Foundations I & II, Drawing, Painting, Ceramics, Digital Photography, Yearbook, 3D Design, Studio Arts, Portfolio Preparation, AP Art History
- *English* - College Composition, Creative Writing I & II, Latin & Literature, Shakespeare, Women in Literature
- *History & Social Studies* - Debate, Introduction to Philosophy, Psychology,

- Abnormal Psychology, Honors European History, AP United States Government, Immigrants in American History
- *Math* - Advanced Topics in Mathematics
- *Science* - Advanced Chemistry Lab & AP Chemistry (*concurrent*), Advanced Biology: Life's Mechanisms, Honors Anatomy & Physiology, Environmental Science, Forensic Science, Zoology
- *Technology* - Intermediate Robotics & Engineering, AP Computer Science P, AP Computer Science A, Computer Science Capstone: Mobile App Programming
- *Wellness* - Life Fitness

- ### GRADE 12 ELECTIVES
- *Performing Arts* - Music of the Heart, Choir, Instrumental Ensemble, Music Appreciation, Speech, Theatre Arts Workshop

Please note: some electives are not offered every year.



# Academy of the Sacred Heart Upper School Course Offerings

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## **Art, Performing, Practical and Visual Arts**

*The Arts graduation requirement of two years may be fulfilled by taking a group of performing arts, practical arts, or visual art courses or a combination of the three. Students experience thinking, making, and skill developing in the arts, expressing their own individuality through the context of their own perspective, informed by an understanding of cultures, past and present.*

## **Performing Arts**

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*The Performing Arts provide an opportunity for students to develop confidence in their public speaking skills and express themselves creatively on the stage. Through the study and development of dramatic and musical texts, students will expand their perspectives to embody personas that may differ from their own experience*

### **Concert Choir - Grades 9-12 (0.5 credit)**

In this advanced ensemble, students develop proper vocal technique through rehearsal of a variety of ensemble music, including sacred and secular selections. In addition, students strengthen their music sight-reading and theory skills and review music history as it relates to the literature being studied in class. Students will sing for two liturgies and one formal concert each semester, as well as optional performance opportunities. This course may be repeated.

### **Instrumental Ensemble - Grades 9-12 (0.5 credit)**

This unique course, catering to the student who already plays a musical instrument, will hone the skills of more accomplished musicians. There is a contract and a fee of \$50 for the use of a wind instrument. Students who currently play an instrument will spend class time working on ensemble or solo music to be performed at school liturgies, prayer services, sporting events, special assemblies and concerts throughout the year. This course may be repeated.

### **Music of the Heart - Grades 9-12 (0.5 credit)**

This is a one-semester course that will introduce students to the fundamentals of enjoying music and participating in an ensemble. Participating in musical groups positively impacts students' social-emotional well-being and academic success. Students can choose to play an instrument, sing or do both. Students can continue to study an instrument she already plays or learn a new one. They will develop proper technique through rehearsal of a variety of Sacred and secular music including pop, Broadway and folk. Students perform for one formal concert, as well as optional performance opportunities to share their talents with the community and beyond by adding music to liturgies, pep rallies, prayers services, athletic events, as well as any invitations they may get to perform around town. Topics covered in Music of the Heart include historical and cultural background to music. Students will learn about the basic elements of music (melody, harmony, rhythm), forms and styles as an aid to understanding and enjoying music. Throughout the course, students will be exposed to different musical styles, including traditional, classical, folk, jazz, and popular music.

### **Music Appreciation - Grades 10-12 (0.5 credit)**

Music Appreciation is a one semester course that will introduce students to the fundamentals of enjoying and listening to music. Topics covered in music appreciation include historical and cultural background to music. Students will learn about the basic elements of music (melody, harmony, rhythm), forms and styles as an aid to understanding and enjoying music. Throughout the course, students will be exposed to different musical styles, including traditional, classical, folk, jazz, and popular music.

### **Speech - Grades 9-12 (0.5 credit)**

This single-semester course covers the essentials of public speaking, from presentation methods, research, audience interaction, and addressing performance anxiety. Students learn informational and persuasive speech techniques, and they practice and deliver regular presentations, receiving feedback from each other as well as from the teacher. They are evaluated by their in-class speeches and quizzes.

### **Theatre Arts Workshop - Grades 9-12 (0.5 credit)**

All aspects of theatre are explored to give the students an appreciation for the total production. Critical thinking is developed through the analysis of text, theatre as a commentary on social issues, and cooperation. Technical as well as performance skills will be taught. Literary analysis, lighting, scene design, make-up, production, directing as well as acting will be part of the class focus. Students will work toward a final goal of some type of production at the end of the semester. This course may be repeated.

## **Practical Arts**

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*Practical Arts gives students the opportunity to learn the skills of designing, creating, problem solving, and building projects.*

### **ASHWorks: Design and Application - Grades 9-12 (0.5 credit)**

*No prerequisite required*

In the ASHWorks program students will be given the opportunity to design and create projects out of various materials (wood, plastic, metal, etc.) Students will learn: workshop safety, drawing, measuring, the design process, and how to use hand and/or power tools and machines to complete their projects. Students will be encouraged to try new things, think outside the box, learn from mistakes, work collaboratively, and have fun by being creative. Student projects such as; charcuterie boards, mountain wood art, basic furniture, etc. allow students the opportunity to tinker and learn while doing.

### **ASHWorks Independent Study - Grades 11-12 (0.5 credit)**

*Prerequisite: ASHWorks/Instructor Approval*

In this Independent Study students will continue their training in the ASHWorks workshop. First, students will design and create individual independent projects throughout the semester to refine their skills. Second, students will assist younger students in another ASHWorks class by helping them learn new skills and complete their projects. This class requires instructor approval and previous ASHWorks class experience.

### **Film, Media & Communications - Grades 9-12 (0.5 credit)**

This course guides students through the basics of Adobe Premiere Pro and provides a creative platform in which students learn to use video as a tool to create productions to meet real-life needs. Topics covered include use of digital video cameras, storyboarding, film techniques, editing techniques, and communication techniques. Students will also be introduced to two additional pieces of the Adobe Creative Cloud Software - Illustrator and Photoshop. This course is offered every year.

### **Graphic Design - Grades 9-12 (0.5 credit)**

This course guides students through basic and advanced techniques using Adobe Photoshop. We will cover graphic design principles, creative typography, page layout, and digital image manipulation. The course includes both tutorials and projects. The tutorials are based on real-world examples. The projects help students apply skills learned from these tutorials. Projects may include, but are not limited to, the creation of logos, posters, ads, magazine spreads, information graphics, book covers and more. This course may be repeated.

### **Illustrations - Grades 9-12 (0.5 credit)**

This course focuses on using the core features of Adobe Illustrator. The course is similar to that of Graphics in terms of including online tutorials and open-ended projects. Students do not need any illustration or drawing skills to take the course. The tutorials students complete will build skills while the projects allow them to apply learning in a creative fashion. The course offers graphic design projects such as logo creation and product packaging design. *This course will be offered in the 2024-25 school year.*

### **Web Design - Grades 11-12 (0.5 credit)**

In this course, students will learn how to create content and construct pages for the Internet. Besides learning how to develop pages technically, students will also learn design skills to increase the effectiveness of work. Students will learn to consider navigation, interactivity, and other aspects of web publishing. The course is based on a series of projects that will develop skills and culminate in a final project. Class time will be used for topic introduction, hands-on lessons, critiques and website production. Students will also be introduced to two additional pieces of the Adobe Creative Cloud Software - Illustrator and Photoshop.

## **Visual Arts**

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*Visual Arts courses are an essential element of our curriculum for all students, as they offer practical experiences of visual and verbal communication, critical thinking, and creativity.*

### **Art Foundations I - Grades 9-10 (0.5 credit)**

*Prerequisite for all art courses*

This semester-long course introduces students to art media and techniques in the context of art history. Students will explore various processes, including drawing, painting, ceramics, and sculpture. Developing projects from start to finish, they will learn to refine their personal style and point of view. The central focus of this course will be the Elements of Art and the Principles of Design. Through this process, students will expand their ability to use critical thinking skills, while gaining a global perspective of art and its impact on humanity.

### **Art Foundations II - Grades 10-12 (0.5 credit)**

*Prerequisite: Art Foundations I*

This semester-long course introduces students to more specialized processes than were explored in Art Foundations 1. Students will explore various media, including printmaking, fiber art, jewelry making, and digital media. Developing projects from start to finish, they will learn to refine their personal style and point of view. The central focus of this course will be the Elements of Art and the Principles of Design. Through this process, students will expand their ability to use critical thinking skills, while gaining a global perspective of art and its impact on humanity.

### **Drawing - Grades 10-12 (0.5 credit)**

*Prerequisite: Art Foundations*

This course introduces students to drawing as an art form. In this class, students will explore common drawing techniques using a variety of media. Students will develop the ability to utilize the Elements of Art and the Principles of Design to create works of art that show their individual point of view. Students will be asked to observe carefully, think creatively, render technically, and make intentional, thoughtful decisions.

### **Painting - Grades 10-12 (0.5 credit)**

*Prerequisite: Art Foundations*

This course introduces students to painting as an art form. In this class students explore traditional painting techniques, developing the ability to utilize the Elements of Art and the Principles of Design to create works of

art that show their individual point of view. Students will be asked to observe carefully, think creatively, render technically, and make intentional, thoughtful decisions. This course may be taken more than once, and will increase in complexity each time.

### **Ceramics - Grades 10-12 (0.5 credit)**

*Prerequisite: Art Foundations*

This course introduces students to ceramics as an art form. In this class students will explore traditional clay techniques using stoneware. Students will develop the ability to utilize the Elements of Art and the Principles of Design to create works of art that show their individual point of view. Students will be asked to observe carefully, think creatively, render technically, and make intentional, thoughtful decisions. This course may be taken more than once, and will increase in complexity each time.

### **Digital Photography - Grades 10-12 (0.5 credit)**

*Prerequisite: Art Foundations*

This course explores the young art medium of photography and its expansive developments from analogue to digital. In this class students will explore DSLR technology and equipment, experiment with photo editing software, and find creative ways to apply that knowledge to images that reflect their own feelings and point of view. This course may be taken more than once, and will increase in complexity each time.

### **Yearbook: 2D Design & Production - Grades 10-12 (0.5 credit)**

*Prerequisite: Art Foundations*

This course introduces students to the basics of Digital Art and Design. Students will use technology to create the Upper School yearbook, working as a team to develop a long-term project from start to finish. Students will be asked to photograph events, collect and organize images, advertise book sales, and contribute to a dynamic final product. This course may be taken more than once.

### **3D Design Studio - Grades 10-12 (0.5 credit)**

*Prerequisite: ASHWorks & Art Foundations*

Combining function and form, this course builds upon the foundations laid in ASHWorks and Visual Arts. Students will develop a product and brand from beginning to end. They will create everything from the product itself to the logo, packaging, and advertising for their "company". This course is designed for self-motivated, creative students who enjoy challenging themselves through the creative process.

### **Studio Art - Grades 11- 12 (0.5 credit)**

*Prerequisite: Art Foundations I & II*

The Studio Art course continues students' development of their voice in art. In this course, students will create a thematic body of work of their own choosing, which will be exhibited formally at the end of the semester. They will experience the creative process, from the planning stages all the way to curating the final show. This course may be taken more than once.

### **Advanced Art: Portfolio Preparation - Grade 12 (.5 credit)**

*Prerequisite: Studio Art and teacher recommendation*

Portfolio Preparation studio is intended to be taken in the fall semester of the student's senior year for the purpose of preparing a body of works suitable for college submission and review purposes. Course work is self-directed and requires summer work under the guidance of the teacher. It is expected that enrolled students intend to pursue art studies at the college level and work well in the independent nature of an art studio environment.

## **AP Art History - Grades 11-12 (1 credit)**

*Prerequisite: Art Foundations and teacher recommendation*

The AP Art History course welcomes students into the global art world to engage with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the students develop in-depth, holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, developing understanding of individual works and interconnections across history. The content of the course is intended to cover the information that will be tested on the Advanced Placement exam in the spring and is designed to be an equivalent to a college level introductory course.

## **English**

*The English Department works to develop an appreciation of literature, poetry, and film and to increase awareness of the commonality of people and the human experience. We read and discuss great novels and poetry to advance our understanding of disparate cultures in order to build empathy and understanding of these communities. The Department also provides instruction in mechanics, writing techniques, and composition as part of the course work at all levels. Special emphasis is placed on analyzing texts through close readings and responding to them through writing and classroom discourse. The Department aims to increase social awareness by including texts written by people from marginalized communities in order to give students a more complete view of the human experience.*

### **English 9: Western Humanities - Grade 9 (1 credit)**

English 9 is a survey of literature, history and cultures that traces the foundations of Western culture. This course intersects with Social Studies 9: Western Humanities in order to maximize students' exposure to and appreciation of philosophy, literature, history, art, literary analysis, writing, and critical thinking. Students are evaluated based on their class participation, formal essay writing, and quizzes. They are introduced to student centered literature discussions as they participate in the basic analysis of poetry, novels, and short stories. Students expand their vocabulary during regular word-building instruction and a formal online vocabulary training program, and they also improve their basic writing skills by learning to create more formal argumentative paragraphs. Students learn the basics of narrative, comparative, and argumentative essay writing conventions.

### **English 10: World Humanities - Grade 10 (1 credit)**

This course focuses on the primary issues that have created our cultural and societal structures within a framework for global understanding. It includes a survey of key literary works that embrace and analyze globally and culturally diverse works of literature taught in line with the geographical locations covered in the History 10 course. Students compare and contrast ideas in different places, time periods and cultures and examine the inter-relationships between ideas, change and conflict. The foundational skills from World Humanities: analyzing, communicating, writing, questioning and reflecting skills are honed and developed in this course.

### **American Literature - Grade 11 (1 credit)**

The focus of American Literature is to understand the influential voices of this genre and how it continues to develop as unique to the American experience. American Literature is a two semester course required of all juniors. Throughout the course, students respond to selections through short analyses via class participation and student-led discussions using the Harkness Discussion Method. The study of literature includes analyzing the history and culture unique to the writer's experience. The works studied in this class explore evolving eras, ethnicities, religion, and socioeconomic backgrounds. Students continue to build upon their skills as close readers and discuss literature in a scholarly manner. In order to prepare students for the rigor of college, they

read expert criticisms to aid in their deeper understanding of the authors and their works. Students write several literary analysis papers during each semester. Essays are evaluated in order to help students continue to improve their grammar and argumentation. The course concentrates on incorporating transitions, subject verb agreement, and parallelism. As a culminating assignment, students write a more extensive literary analysis paper.

### **Honors American Literature - Grade 11 (1 credit)**

*Prerequisite: B+ in English 10 and teacher recommendation*

Honors American Literature is a reading-intensive and writing-intensive course that addresses the same essential thematic questions as American Literature, but through an exploration of additional and more challenging texts. This survey course is intentionally aligned to be taught chronologically with the American History coursework to reinforce through anchor texts, the larger discussion of cultural beliefs, attitudes and values of the American people of each unit of study. Critical writing skills are practiced through the completion of analytic essays focusing on writing literary and rhetorical argument, understanding thesis development, and using evidence from primary/secondary sources to support multiple draft essays and other writings. Regular student-centered and student-directed discussions are part of this course structure. An emphasis will be placed on students' abilities to craft sophisticated and original analysis, to synthesize information from multiple sources, and to support an argument with primary and secondary sources. Students who elect to take Honors American Literature should expect an intensive workload that involves completing lengthier reading assignments, writing critical responses more frequently, and participating in higher level critical thinking in discussions.

### **Major Authors - Grade 12 (1 credit)**

*Prerequisite: American Literature or senior standing*

This two-semester course focuses on the works of various authors decided upon by the English department for the year. Literary analysis focuses on historicizing these works and learning how they affect our world today. During class discussions, students respond to selected texts using the Harkness Discussion Method. Students evaluate the history and culture unique to the author's experience. The works studied in this class explore developing eras, ethnicities, religion, and socioeconomic backgrounds. Students continue to build upon their skills as close readers and discuss literature in a scholarly manner. In order to prepare students for the rigor of college, they read expert criticisms to aid in their deeper understanding of the authors and their works. Students write several literary analysis papers during each semester. Essays are evaluated in order to help students continue to improve their grammar and argumentation. Grading concentrates on incorporating transitions, subject verb agreement, and parallelism. As a culminating assignment, students write a more extensive literary analysis paper. As in previous English courses, the MLA format is the standard for all writing in this course.

### **AP Literature and Composition - Grade 12 (1 credit)**

*Prerequisite: B+ in American Literature and teacher recommendation. It is strongly recommended to take Latin and Literature before taking this course.*

The Advanced Placement English course is an introductory college-level literary analysis course. Students are expected to read closely and critically analyze imaginative literature in order to deepen their understanding of the ways writers use language to provide meaning and pleasure. As students read, they will consider a work's structure, style, and themes, as well as figurative language. Writing assignments will include: expository, analytical and argumentative essays that will require students to analyze, interpret, and synthesize literary works. The course includes an intensive study of representative works of British, American, and world writers in several genres from the sixteenth century to contemporary times. This course is designed to comply with the curricular requirements described in the AP English Course Description Focus and Objectives (as defined by the College

Board). The AP Class invites students to study in an intensive manner, representative works from various genres and periods. Students will read deliberately and thoroughly in order to absorb a work's complexity. Students will hone their skills in close reading, critical thinking and college level writing skills. As students consider various ways to approach literature, including some critical theories, they will learn how to formulate their own original ideas about an author's intent. Students will write essays that will require them to substantiate these original ideas with textual evidence. Students will engage in inquiry through student led discussions exemplified through the Harkness Method.

### **College Composition - Grades 11-12 (0.5 credit)**

In this elective course, students produce and revise a variety of genres of academic essays, practice essential skills of paragraph organization, and develop techniques of critical analysis. Assignments range from response papers to formal essays. Selected readings will be assigned on such topics as audience, voice and plagiarism. The course addresses individual writing needs, but the focus remains on academic writing. Format is a workshop environment that includes peer review and one-on-one student/ teacher conferencing. Students will also read model essays and critique essays. Language focus activities include refining working thesis claims, using a variety of primary and secondary sources as required by the particular assignment, using active voice, parallel construction, subject/ verb agreement, pronoun antecedent, resolution of ambiguity, and appropriate word choice for the audience including precise vocabulary. This course is best scheduled in junior year or for non-AP seniors. English electives are typically offered every other year. *This course will be offered in the 2024-25 school year.*

### **Creative Writing I - Grades 11-12 (0.5 credit)**

This 0.5 credit elective course focuses on student-created writing of a non-academic nature. Students will learn and study a variety of fiction and nonfiction writing formats that include letters, narratives, memoirs, short stories, and poems. The course will be instructional and also follow a workshop format where writers review each other's work. Grades are based on in-class writing and longer formal submissions. English electives are typically offered every other year. *This course will be offered in the 2023-24 school year.*

### **Creative Writing II - Grade 12 (0.5 credit)**

Creative Writing II is a course for those who have taken Creative Writing I, and the focus will be on more in-depth work. Students will go through the entire process of writing a fictional short story or nonfiction essay that will be ready for publication by the end of the semester. The course will emphasize developing characters, diagramming story arcs, defining conflict, and creating excitement in their writing. Students will also learn how the academic publication process works and submit their work to several university presses. *This course will be offered in the 2024-25 school year.*

### **Latin and Literature - Grades 11-12 (0.5 credit)**

The Latin and Literature class features Latin for literary and global use and explores the ties between classical literature and contemporary stories. This portion of the class supports World Language classes as well as enhances performance on college entrance exams and in future studies/careers. The literature selections cover stories of famous mythic personages and creatures (mythology) so that students attain greater understanding of classical allusions going forward in their English classes (even into college). Students also make connections between classical works and later works inspired by these archetypal characters and their histories.

### **Shakespeare - Grades 11-12 (0.5 credit)**

This upper-level elective course provides a full semester study of the works and culture of William Shakespeare and its status as the exemplar of the full flowering of Elizabethan drama. Students read and perform close reading activities to enhance their reading ability of older texts and of poetry, as well as enhance their vocabulary through contextual reading strategies and use of in-text glossary. Various areas of theater production are showcased through each play's culminating group or individual projects - such as designing an overall staging concept for one of the classic works, and constructing a cardboard mock up of the stage set design for a particular scene. The design would incorporate nuances of symbol, characterization, and theme that had been highlighted in group discussions and close readings. Students also write at least one film analysis paper based on a filmed version of one of the plays studied as a culminating project. *This course will be offered in the 2023-24 school year.*

### **Women in Literature - Grades 11-12 (0.5 credit)**

This upper-level elective is designed to go deeper into a single area of study using a variety of critical lenses to investigate, examine and reflect upon the impact of portrayals and interpretations of women in various literary works, both fictional and biographical. Some of the large questions that the course will grapple with include: The role that gender plays in the interpretation of literary and cultural texts such as fairy tales and myths all the way to the current depictions in various visual and textual media. How have women's voices and the stories they choose to tell, challenged or changed conventions of literary representation? Students will explore a diverse range of texts by and about women in a variety of genres, including fiction, nonfiction, poetry, memoir, critical theory, and film. Students will practice honing their writing skills in weekly journals, impromptu responses, and multi-draft expository essays. The course will be taught utilizing the Harkness method of instruction and inquiry. Daybooks are used as the primary source of analysis in all genres of writing. English electives are typically offered every other year.

## **History & Social Studies**

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*History and Social Studies courses are designed to give students an understanding of the experiences of people from other backgrounds, an appreciation of various cultures and increased awareness of their own. Understanding their world will empower students to make wise decisions as citizens of the United States and the world. Emphasis is placed on critical thinking in the framework of historical bias and problem solving. The development of research and analytical skills is enhanced using technology. Current events and geography are included in each course to reinforce perspective and chronology.*

### **History 9: Western Humanities - Grade 9 (1 credit)**

History 9 is a survey of literature, history and cultures that traces the foundations of Western culture. This course intersects with English 9: Western Humanities in order to maximize students' exposure to and appreciation of philosophy, geography, literature, history, art, literary analysis, writing, and critical thinking. Students will study the chief economic, political, religious, social, and cultural contributions of civilizations as they shaped Western Europe in times of war and peace, practicing research, critical thinking, data analysis and historical interpretation skills, discerning the roots of conflict and cooperation over the last 500 years, measuring and appreciating the impact of historical events and processes on literature and art. Students gain confidence in the necessary art of inquiry and weighing reasonable competing interpretations of historical facts. This course is designed to develop a foundation for students' analytic, communication, research, writing and questioning skills throughout their academic career.



### **History 10: World Humanities - Grade 10 (1 credit)**

This course focuses on the primary issues that have created our cultural and societal structures within a framework for global understanding. It includes a survey of world geography, history, literature and cultures. Key literary works are taught in the context of the geographical locations covered in the social studies course. Essential topics such as global economy, historical dynamics, environment, movement, women, philosophy, religion, human development and the inter-relation of these topics to contemporary society are examined. Students compare and contrast ideas in different places, time periods and cultures and examine the inter-relationships between ideas, change and conflict. The foundational skills from Humanities I: analyzing, communicating, writing, questioning and reflecting skills are honed and developed in this course.

### **United States History - Grade 11 (1 credit)**

United States History provides students with the opportunity to acquire an understanding of the chronological development of the United States and government by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the rise and growth of the nation. The course encompasses materials from the pre-revolutionary era through the twenty-first century. Content covered includes, but is not limited to: an understanding of geographic-historic and time-space relationship, changes and trends in American culture through the centuries, the technological and urban transformation of the country, and American foreign political development. This course provides multiple opportunities to demonstrate an evolving proficiency in applying critical thinking to historical events, processes and artifacts.

### **AP United States History - Grade 11 (1 credit)**

*Prerequisite: Permission of the Social Studies Department*

This college-level course spans more than half a millennium's worth of events, processes, and developments that shaped the country and the world that we inhabit today. The unfinished project of expanding the definition of what it means to be a citizen and what it means to be free is the focus of our discussions and of the written work over the course of the year. The course centers around a shared inquiry in primary and secondary documents that may appear on the May exam. Arguments are rooted in historical evidence and reasonable interpretations are anchored in the tranquil waters of civility, compassion, and care for one another. This course provides multiple opportunities for students to demonstrate evolving proficiency in applying critical thinking to historical events, processes and artifacts. Specifically, over the course of the year, we master the following six core skills: 1) identifying and explaining historical developments and processes; 2) analyzing sourcing and situation of primary and secondary sources; 3) analyzing arguments in primary and secondary sources; 4) analyzing the context of historical events, developments, and processes, and 5) using historical reasoning processes (comparison, causation, continuity and change); 6) analyzing patterns and connections between and among historical developments and processes.

### **Economics - Grades 11-12 (0.5 credit)**

This course emphasizes the ways in which economics affects the lives of individuals and how individuals, through their economic choices, shape their world. Using a project-based learning approach, focus areas will include scarcity and choice, opportunity cost, macro and microeconomics, the role of government, international growth and stability. Throughout each unit, students will develop personal finance tools and strategies and apply them to relevant current events and significant historical ones. Personal finance and budgeting topics will include taxes, buying and maintaining a car, a home, and a lifestyle. *This course meets the State of Michigan's financial literacy requirement.*

### **United States Government - Grades 11-12 (0.5 credit)**

This course aims to empower students to be informed, active and involved citizens. This course pursues a thematic approach to the political and social responsibilities required by residence in a nation served by a democratic constitution and tradition. Students will study the primary documents of our democratic heritage with special emphasis on the Constitution as it relates to everyday situations, major Supreme Court decisions and a discerning analysis of civil liberties. The federal government is studied in detail as well as state and local government in lesser detail. We follow current events using online news sources and other media. Students are expected to go beyond learning the structure of government to learn how it actually works and some of the major influences on government. *This course meets the State of Michigan's U.S Government/Civics requirement.*

### **AP United States Government - Grade 12 (1.0 credit)**

*Prerequisite: Permission of the Social Studies Department*

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Students will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. *This course meets the State of Michigan's U.S Government/Civics requirement.*

### **Debate - Grades 9-12 (0.5 credit)**

This one-semester elective course is designed for those interested in developing their skills in public speaking and presentations. This semester-long course prepares students to represent Academy of the Sacred Heart on the local, regional, and national stage in each of the following debate events: a) Big Questions; b) Congressional Debate; c) Extemporaneous Debate; d) Lincoln-Douglas Debate; e) Policy Debate; f) Public Forum Debate; g) World Schools Debate; h) Ronald Reagan Presidential Debate; i) Coolidge Cup Debate.

### **Introduction to Philosophy - Grades 11-12 (0.5 credit)**

How do we know and understand things? What is reality? What is the difference between knowledge and belief? This one-semester course is an introduction to philosophy, focusing on epistemology and metaphysics. Our shared history of knowledge impacts the modern world and the development of community, and this course enhances student understanding of the impact of some of humanity's greatest thinkers, including Plato, Aristotle, St Augustine, St Thomas Aquinas, Descartes, Thomas Hobbes, and John Locke. Students read excerpts from the major works of each philosopher, discuss their ideas, and write an essay comparing several schools of thought. They are evaluated on their participation in discussions, class quizzes, and a major essay. Students will also engage in open-minded discussion and debate as they tackle, head-on, some of the greatest philosophical ideas in human history.

### **Honors European History - Grades 11-12 (1 credit)**

*Prerequisite: Successful completion of World Humanities and permission of the Social Studies Department*

This course covers the history of Europe from Minoan Civilization to the Modern Age. It includes social, political, economic, intellectual and cultural issues, as well as art history. Students will need to maintain a demanding reading schedule, which will include the text and supplementary sources. Emphasis is placed on analytical writing, class participation and discussion, use of primary sources, and investigative reading.

### **Immigrants in American History - Grade 12 (0.5 credit)**

The story of immigration to America is complex, complicated, and multifaceted. This course traces the history of immigration and the meaning of citizenship from America's very beginnings to the present day. In this course, students will investigate the many issues, events, and controversies surrounding the history of American immigration: questions of inclusion and exclusion, settlement patterns, issues of race, gender, and ethnicity, and the evolution of federal immigration policy. As we move chronologically through time, students will be pushed to critically analyze, question, and critique commonly held narratives surrounding immigration by examining a wide variety of primary and secondary sources to substantiate their interpretations. This course will place particular emphasis on exploring lived immigrant experiences throughout American history. Throughout the semester, students will conduct independent research, engage in mock debates on immigration issues, and apply historical context and perspective to current events surrounding immigration.

### **Psychology - Grades 11-12 (0.5 credit)**

This course will introduce essential topics in psychology including an overview of how psychology developed as an academic discipline, and give students an introduction to this subject by examining the major psychological perspectives including behavioral, cognitive, and social-cultural. Throughout the course students will engage in reasoning, problem solving, abstract, analytical, and critical thinking skills. Cognition, perception, learning, human development, motivation, and personality are some of the topics of the class. Through reading, demonstration and research, students will gain a better understanding of who they are and how they function as humans.

### **Abnormal Psychology - Grade 12 (0.5 credit)**

*Prerequisite: Completion of Psychology 1 with a B+ or higher.*

This course will survey psychological disorders and diseases. Students will identify, categorize, and become familiar with symptoms and treatments of mental disorders. Cultural factors, public attitudes, and ethical issues will be included as well as the effects of mental disorders on individuals, families and society.

## **Mathematics**

*The Mathematics curriculum fosters competency and understanding of the computing and thinking skills necessary to function in a rapidly changing technological society while fostering curiosity and learning by discovery. In addition to learning the fundamentals of algebra, geometry, trigonometry, probability, statistics and calculus, each student develops her abilities in analysis, precision, logic, critical thinking and problem solving. The Mathematics Department offers a variety of classes to accommodate different levels of ability and instructional needs. All courses are college preparatory level. The method of instruction incorporates the Common Core Standards for Mathematical Practice through hands-on activities, the use of technology, and increased attention to modeling and problem-solving skills. A graphing calculator (TI84 Plus preferred) is required for all math classes (\$75-\$100). Student placement in a course is designed to provide the best opportunity for success as well as the best utilization of the student's talents. Sometimes as the student matures and becomes more cognizant of her needs and desires, she wishes to be in math classes that are more rigorous, demanding, and move at a more rapid pace. If a student and/or parent requests that the next course in the math sequence be an honors rather than a college preparation course, the following criteria must be met:*

1. A final grade of "A" (93% or better) in the previous course
2. Teacher recommendation
3. A score of 85% or better on the final exam from the previous course
4. A formal (written) commitment to learn, before the requested class begins, in addition to completing any material that may have been excluded from the student's previous math course

### **Algebra 1 - Grade 9 (1 credit)**

*Prerequisite: Equivalent of eighth grade math and placement exam*

Students in Algebra 1 use the Big Ideas Algebra 1 textbook. This course is an introduction to the study of algebra where students further practice their problem solving, pattern recognition, and reasoning skills and develop mathematical language for science and more advanced mathematics. This course introduces students to variables, algebraic expressions, inequalities, linear and quadratic equations, systems of equations, functions, and all of their multiple representations. A variety of activities such as modeling, group work, and open-ended problem solving allow students to develop the ability to explore and solve real-world application problems, demonstrate the appropriate use of graphing calculators, and communicate mathematical ideas clearly. This course lays the foundation for mathematical literacy that will help students be successful in every subsequent course in mathematics.

### **Honors Geometry - Grade 9 (1 credit)**

*Prerequisite: Honors Grade 8 math, Honors Grade 8 Algebra 1 or placement exam*

Students in Honors Geometry work through the Big Ideas Geometry textbook. Euclidean Geometry is one of the oldest disciplines that is still routinely studied in school. As the first exposure to a self-contained axiomatic system, geometry is an introduction to the logical framework that underlies all mathematical inquiry. Students study both analytic and coordinate geometry in two dimensions, exploring lines, segments, angles, polygons, and circles. Special emphasis is given to formal proofs involving congruence among triangles and similarity among triangles and among other polygons. As the course moves to more practical aspects of geometry, students explore three-dimensional figures, determining surface areas and volumes of pyramids, prisms, cones, cylinders, and spheres. Students apply algebra, logic, and problem-solving skills throughout. The honors course delves more deeply into the axiomatic character and the logical development of geometry. In addition, honors students acquire greater independence in their ability to make logical deductions and explore right-triangle trigonometry as an extension of the concept of similarity.

### **Geometry - Grade 10 (1 credit)**

*Prerequisite: Algebra or equivalent*

Students in Geometry work through the Big Ideas Geometry textbook. Euclidean Geometry is one of the oldest disciplines that is still routinely studied in school. As the first exposure to a self-contained axiomatic system, geometry is an introduction to the logical framework that underlies all mathematical inquiry. Students study both analytic and coordinate geometry in two dimensions, exploring lines, segments, angles, polygons, and circles. Special emphasis is given to formal proofs involving congruence among triangles and similarity among triangles and among other polygons. As the course moves to more practical aspects of geometry, students explore three-dimensional figures, determining surface areas and volumes of pyramids, prisms, cones, cylinders, and spheres. Students apply algebra, logic, and problem-solving skills throughout.

### **Honors Algebra 2 - Grade 10 (1 credit)**

*Prerequisite: B or better in Honors Geometry, or teacher recommendation*

Students in Honors Algebra 2 use the Big Ideas Algebra 2 textbook. This course continues the study of algebra, forming a basis for understanding mathematical language in science and more advanced mathematics. Topics include linear, quadratic, polynomial, rational, exponential, and logarithmic functions and their graphs; systems of equations; roots, powers, and rational exponents. Emphasis is placed on algebraic processes, problem-solving, critical thinking, and real-life applications that integrate concepts from geometry and other branches of mathematics. Graphing technology is an integral part of instruction and student work. Problems and applications are more complex than those in Algebra 2.

### **Algebra 2 - Grade 11 (1 credit)**

*Prerequisite: Geometry or equivalent*

Students in Algebra 2 work through the Big Ideas Algebra 2 textbook. This course continues the study of algebra, forming a basis for understanding mathematical language in science and more advanced mathematics. Topics include linear, quadratic, polynomial, rational, exponential, and logarithmic functions and their graphs; systems of equations; roots, powers, and rational exponents. Emphasis is placed on algebraic processes, problem-solving, critical thinking, and applications that integrate concepts from science and other branches of mathematics. Graphing technology is used throughout the course.

### **Precalculus - Grades 11-12 (1 credit)**

*Prerequisite: B or better in Algebra 2*

This course reinforces and expands the concepts from algebra and geometry as a preparation for calculus. The material requires students to be dedicated and independent learners with a good work ethic. Topics include polynomial and rational functions and their graphs, exponential and logarithmic functions, circle trigonometry, trigonometric graphs and inverses and trigonometric identities and equations. Students improve their problem-solving and reasoning skills through a variety of activities such as individual practice, group work, applications, and discussions of various methods of solving and practice.

### **Honors Precalculus - Grades 11-12 (1 credit)**

*Prerequisite: B or better in Honors Algebra 2*

This course reinforces and expands the concepts from algebra and geometry as a preparation for calculus, including AP Calculus. Students explore the same topics as in the regular precalculus course, but at a greater depth of conceptual understanding. The material requires students to be dedicated and independent learners with a good work ethic. Topics include polynomial and rational functions and their graphs, exponential and logarithmic functions, circular trigonometry, trigonometric graphs and inverses and trigonometric identities and equations. Time will also be spent exploring conic sections and their graphical properties. Students improve their problem-solving and reasoning skills through a variety of activities such as individual practice, group work, applications, and discussions of various methods of solving and practice.

### **Probability, Statistics and Trigonometry - Grade 12 (1 credit)**

*Prerequisite: Successful completion of Algebra 2 and teacher recommendation*

This course begins with a study of counting techniques, particularly permutations and combinations. These techniques are then applied to probability, and students further learn basic probability distributions, such as the binomial and geometric distributions. The statistics section of the course starts with descriptive statistics, then moves to a discussion of data-gathering, sampling, and basic inferential statistics, such as confidence intervals for a proportion. Calculators are used extensively for probability and statistical computations. The trigonometry section reinforces and expands concepts from algebra and geometry through a deeper study of right triangle trigonometry and general trigonometric functions. Emphasis is given to applications such as map-making, and navigation, using the Law of Sines and the Law of Cosines. The course concludes with a project chosen by the student.

### **Honors Calculus - Grade 12 (1 credit)**

*Prerequisite: B or better in Precalculus or Honors Precalculus and teacher recommendation*

Honors Calculus is designed for students who wish to study the fundamentals of calculus without the intent of taking the AP Calculus test. This course is concerned with developing the students' understanding of the concepts of calculus and how, why and when to use them. The material is analyzed using visual, numerical, algebraic, and verbal methods, and includes limits, continuity, differentiation, curve-sketching and applications

of differentiation. Students improve their problem-solving and reasoning skills through a variety of activities such as modeling, group work, applications, and discussions of various methods of solving and practice.

### **AP Calculus AB - Grade 12 (1 credit)**

*Prerequisite: B or better in Honors Precalculus and teacher recommendation*

This course deals with three big ideas: change, limits, and analysis of functions. For the first big idea, change, students use derivatives to describe rates of change, or definite integrals to describe net change. These ideas are explored in a variety of contexts, with an emphasis on the Fundamental Theorem of Calculus. The second big idea, that of a limit, is explored in both discrete and continuous models. As students consider limiting cases, they model real-world behavior and discover and understand important ideas, definitions, formulas, and theorems in calculus, such as continuity and differentiation. Finally, students implement analysis of functions, the third big idea, by analyzing the behaviors of functions and relating limits to differentiation, integration, and infinite series and relating each of these concepts to the others. Students are expected to take the AP Calculus exam, with a view toward earning a score that will qualify them for college credit.

### **Advanced Topics in Mathematics - Grades 11-12 (0.5 credit)**

*Prerequisite: Algebra 2 and teacher recommendation*

This semester class offers students the opportunity to study topics not covered in the standard mathematics curriculum. These topics may include combinatorics, linear algebra, number theory, graph theory and non-Euclidean geometry.

## **Science**

*Science courses are designed to meet the needs of today's technical and societal advancements. Students use the scientific method to obtain information through inquiry and investigation and the integration of technology. Emphasis is placed on the development of an understanding for the processes of science, problem solving and reasoning skills, critical thinking, and application of knowledge. The scope and sequence of the curriculum is developed in a manner that enables a student to successfully complete the fundamental requirements of the life and physical sciences. Students don't just learn about science; they do science through labs, projects and investigation. In the upper level science courses, math and science skills are strongly correlated.*

### **Biology - Grade 9 (1 credit)**

Biology introduces the student to the living systems on a cellular, organismal, and ecological level. Students will engage in classroom lecture, discussion, and laboratory experiences. The course will emphasize the development of the scientific process and laboratory techniques. Students will access the Next Generation Science Standards through storylines that include both Science and Engineering Practices, as well as, Cross Cutting Concepts from topics including diversity of organisms, cellular and molecular biology, heredity, growth and development, structure and function of organisms, evolution, and ecology.

### **Honors Biology - Grade 9 (1 credit)**

*Prerequisite: Successful completion of Algebra and with teacher recommendation*

Honors Biology is a rigorous course where students will engage in classroom lecture, discussion, and laboratory experiences. Students will be introduced to the living systems on a cellular, organismal, and ecological level. The course will emphasize the development of the scientific process and laboratory techniques. Honors Biology is a rigorous class that goes into greater depth of Biology concepts. It will be more demanding in terms of time, effort and preparation. The same topics will be covered as with General Biology but with more detail and deeper understanding and analysis of material. Honors Biology will move at a faster pace covering more depth and breadth of vocabulary and interconnected processes. Students will access the Next Generation Science Standards

through storylines that include both Science and Engineering Practices, as well as, Cross Cutting Concepts from topics including diversity of organisms, cellular and molecular biology, heredity, growth and development, structure and function of organisms, evolution, and ecology.

### **Chemistry - Grades 10-11 (1 credit)**

Students explore the fundamental principles of chemistry which characterize the properties of matter and how it reacts. Computer-based and traditional laboratory techniques are used to obtain, organize and analyze data. Conclusions are developed using both qualitative and quantitative procedures. Topics include, but are not limited to: measurement, atomic structure, electron configuration, the periodic table bonding, gas laws, properties of liquids and solids, solutions, stoichiometry, states of matter, behavior of gasses, water and aqueous systems, solutions, molarity, molality, and reactions.

### **Honors Chemistry - Grade 10 (1 credit)**

*Prerequisite: Math and Science teacher recommendation*

Students explore the fundamental principles of chemistry which characterize the properties of matter and how it reacts. Computer-based and traditional laboratory techniques are used to obtain, organize and analyze data. Conclusions are developed using both qualitative and quantitative procedures. Topics include, but are not limited to: measurement, atomic structure, electron configuration, the periodic table bonding, gas laws, properties of liquids and solids, solutions, stoichiometry, reactions, kinetics, equilibrium, acids and bases, and oxidation and reduction.

### **Advanced Chemistry Lab - Grades 11-12 (1 credit)**

*Prerequisite: Honors Chemistry and concurrent enrollment in AP Chemistry*

The Advanced Chemistry Lab Techniques course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based laboratory investigations. These labs are aligned with learning objectives of the AP Chemistry course. This course also aligns with best practices promoted by America's Lab Report and the National Science Foundation Advanced Chemistry Lab Techniques emphasizes scientific inquiry, reasoning, and critical thinking. It enables students to plan, direct, and integrate a range of science practices, such as designing experiments, collecting data, and applying quantitative skills. This class must be taken along with AP Chemistry.

### **AP Chemistry - Grades 11-12 (1 credit)**

*Prerequisite: Honors Chemistry and concurrent enrollment in Advanced Chemistry Lab*

AP Chemistry is an in-depth, fast-paced second year chemistry course for advanced students with a genuine interest in chemistry and other sciences. The course provides students with a thorough grounding in chemical principles and quantitative reasoning, with an emphasis on inorganic chemistry. The workload is equivalent to a first year college level general chemistry sequence. Self-motivated, independent learners who have demonstrated strong abilities in previous science courses are encouraged to take this rigorous, but rewarding, course. This course **must** be taken concurrently with Advanced Chemistry Lab.

### **Physics - Grades 11-12 (1 credit)**

*Prerequisite: Advanced Algebra and final grade of B+ or above in Chemistry and with teacher recommendation*

This course is designed to give students a thorough understanding of basic physics concepts. In every unit, students will first experience and measure physical phenomena, analyze and discuss their data using verbal, visual, numerical and analytical representations to create a scientific model, and then extend their conclusions to a new setting where refinement of the model may be necessary. Topics of study will be kinematics and dynamics in one dimension, energy and work.

### **Honors Physics - Grades 11-12 (1 credit)**

*Prerequisite: Precalculus or concurrent and final grade of B+ or above in Honors Chemistry or final grade of A in Chemistry with teacher recommendation*

This course is lab-based, designed to give students a strong background in introductory physics using the skills of observation, speculation, analysis and conclusion. In every unit, students will collect data and discuss their results, arguing with evidence, developing a scientific model using verbal, visual, numerical, analytical and computational representations, and then extend their conclusions to a new setting where refinement of the model may be necessary. Topics will include kinematics and dynamics in one and two dimensions, energy and work.

### **Advanced Biology: Life's Mechanisms - Grades 11-12 (1 credit)**

*Prerequisite: Successful completion of Honors Biology, Honors Chemistry and teacher recommendation*

This year-long study of biology is an advanced biology course where students engage in classroom lecture, discussion, and laboratory experiences to cultivate their understanding of biology through inquiry-based investigations. Units explored include the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. Advanced Biology is structured around four big ideas, the enduring understandings within the big ideas and the essential knowledge within the enduring understandings.

### **Honors Anatomy & Physiology - Grades 11-12 (1 credit)**

*Prerequisite: Successful completion of Honors Biology and Honors Chemistry and teacher recommendation*

This academically rigorous laboratory science course will build on concepts learned in biology and chemistry. It will focus specifically on human anatomy and physiology. Through lectures, labs, and activities, students will learn how the structures (anatomy) of the human body fit their function (physiology) to maintain homeostasis of the organism and continue the species. All twelve human body systems will be included, as well as the types of tissue and cell chemistry.

### **Environmental Science - Grades 11-12 (0.5 credit)**

The goal of the course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, to examine alternative solutions for resolving and/or preventing them, and to develop and focus their own political perspective.

Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science.

### **Forensic Science - Grades 11-12 (0.5 credit)**

*Prerequisite: Successful completion of Biology and Chemistry*

This course will connect science to the real world. Students will work independently but collaboratively, understand forensic science, incorporate history with science, expand critical thinking, use scientific terminology and learn new uses of technology in solving crimes. Students will learn about careers involved in Forensic Science and will play mock roles as experts in the field to solve crimes. Students will be given the tools to interpret data in both chemical and biological analysis. This course is rich in lab investigation and exploration which applies to many disciplines of scientific study such as biology/anatomy, chemistry and physics. *This course will be offered in the 2024-25 school year.*



## **Zoology - Grades 11-12 (0.5 credit)**

Zoology provides an introduction to the role of science in the study and conservation of animals and plants. Course lectures, scientific readings, and a field trip provide a rigorous introduction to the motivation for, methods of, and major challenges facing contemporary zoology. In addition, lectures and laboratories seek to enhance each student's understanding of the scientific process and thus the potential and limitations of science as a tool in addressing contemporary social problems. The content of course lectures focuses on an introduction to the scientific study and analysis of biodiversity; a survey of the major threats to biodiversity; an overview of contemporary conservation strategies and an analysis of recent and historic success and failures in conservation efforts. *This course will be offered in the 2023-24 school year.*

## **Technology**

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*Computer Science is introduced to all ninth graders. We offer our students a comprehensive exposure to technology to enable them to make knowledgeable and wise choices. No matter what level of proficiency students enter our school with, they will be given the opportunity to learn and achieve within the framework of their experience and potential.*

### **Introduction to Computer Science - Grade 9 (0.5 credit)**

*This course is a required course for all Grade 9 students.*

Intro to Computer Science is an introduction class for students who have had no prior computer science experience. This class will be using award-winning Blackbird Code. It is a project-oriented programming curriculum that introduces new programmers to the skills required to build animations and games using JavaScript. Students develop programming skills such as declaring and using variables, conditional statements, data types, objects, functions, loops, and arrays. Students will program on a user-friendly code editor, which has helpful error messages and documentation which makes learning much easier. Students will learn to develop logic statements, complex data structures, and build games and animations.

### **Introduction to Robotics & Engineering - Grades 9-12 (0.5 credit)**

Introduction to Robotics is a beginning class into the world of robotics. Robots are used in smartphones, smart cars, smart buildings, healthcare, defense, the internet, security systems, space and sea exploration, satellites, etc. This curriculum is designed to take new programmers and lead them step by step into the world of ROBOTC-programming. The Vex Curriculum is built around the fundamental understanding of the systems that make up robots and the development of workplace competencies. The cornerstone of the class involves solving engineering design problems. The teacher will be placed in the role of a facilitator/mentor, the student in the role of project manager/problem solver. Upon completion of the course the student will be able to: identify, formulate solutions for, and solve engineering technology problems using engineering design processes, apply knowledge of mathematics, science and technology to solve robotic engineering technology problems, function on multi-disciplinary teams, communicate effectively using various forms of communications, recognize the need for, and demonstrate the ability to, engage in life-long learning, describe various methods used to manage and schedule projects, participate in and/or conduct design reviews and collect, analyze and interpret data.

### **Intermediate Robotics & Engineering - Grades 10-12 (0.5 credit)**

*Prerequisite: Introduction to Robotics and teacher recommendation*

Intermediate Robotics is a continuation of the Intro to Robotics class students take as freshmen. It is an in-depth study of the systems that make up robots and methods for solving engineering design problems. Complex and advanced programming skills are learned in this course. Students will design and build their own robot, to their own specifications, as long as the specifications follow certain parameters and the robot is able to complete specific tasks. The robots will be more advanced with a higher level of design and intricacy. The main

objective of the class is to design a robot to perform a specific task, approved by the instructor. To accomplish this, students will do the following: Identify a problem/task, formulate solutions using engineering design processes, apply prior knowledge and new knowledge to solve the problem, collect, analyze, and interpret data to help in the engineering of the robot, iterate until the task can be completed by the robot.

### **AP Computer Science Principles (AP CSP) - Grades 10-12 (1 credit)**

*Prerequisites: Introduction to Computer Science, Minimum B in previous math and science course*

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

### **AP Computer Science A (AP CSA) - Grades 11-12 (1 credit)**

*Prerequisite: Intro to Computer Programming, AP Computer Science Principles*

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

### **Computer Science Capstone: Mobile App Programming - Grade 12 (1 credit)**

*Prerequisite: AP Computer Science A*

Mobile applications are becoming increasingly important to our consumption of media, news, social interaction, and learning. In this course, students will learn how to create mobile apps. Students will design and build applications to run on their own smartphones and will use the latest tools and technologies available for mobile app development. They will then put it on a marketplace, such as App Store and Google Play, to sell or offer for free.

## **Theology**

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*Goal One of Sacred Heart education is to "educate to a personal and active faith in God." By creating a safe and welcoming environment, we invite each student to explore her personal relationship with God and grow in community with others. We welcome families of all faiths whose values are compatible with those of Sacred Heart education. The Theology curriculum awakens students to the call for social justice and engages them in dialogue about various religious traditions, scripture, and moral/ethical questions. Courses are grounded in the Heart of Jesus and through the lens of the Gospels, and students will explore the scriptures, investigate Catholic moral theology and social justice, compare and contrast the faith traditions of the world, and develop her own understanding of and personal relationship with God. The theology curriculum seeks to challenge students to dialogue, study, think critically, take action, and contemplate how to live their faith in a way that is both personal and Sacred Heart. The spiritual journey is transformational and unique to each student, and emphasis is placed on what it means to be a child of the Sacred Heart, the importance of knowing yourself and your relationship with God.*

### **Elements of Faith and Scripture - Grade 9 (0.5 credit)**

This half-credit course teaches the basics of Catholic faith through a close reading of the Nicene Creed, Bible passages, and teacher-selected readings. It aims to help students navigate the Bible, apply Bible readings to

everyday life, and understand their role as stewards of the earth. It develops an understanding of the Bible's structure and the many authors and books it comprises. Students will begin this course discerning their belief systems, who God is to them, as well as how morality plays a role in their faith lives through journaling, discussion, and prayer. Students will study both the Apostles and Nicene Creeds, gaining a broader understanding of their context in history and as prayer. Students will then respond to and wrestle with what we come to understand, question and experience as a challenge or an "A- Ha" moment.

### **World Religions - Grade 10 (1 credit)**

This course introduces students to the ecumenical conversation between Roman Catholicism and four of the world's major religious traditions (Islam, Hinduism, Buddhism, and Taoism), and to the academic field of the comparative study of religions. With each tradition, the students explore history, geography, primary texts and narratives, basic tenets, sacred spaces, rituals, practice, ethics, as well as cultural contributions. Students examine aspects pertinent to the evolution and relevance of each tradition in the contemporary world. In addition to gaining an awareness and literacy regarding differences and similarities across religious traditions, students gain an appreciation and respect for the lived religious traditions that help shape the personal and social identities of diverse peoples in the United States and across the Global South.

### **Living Justice and Peace - Grade 11 (1 credit)**

This course will focus on envisioning a world of justice and peace through the study of Catholic Social Teaching, Scripture, and real lived experiences. By intertwining the *Goals and Criteria* into dialogue and reflection in this course, students will have ample opportunity to critically, prayerfully, and empathetically view social challenges of injustice and make connections that will impel them to action. Students will learn about and study a wide range of social issues on the local, national, and international levels. Students will be encouraged to examine their own personal, internal spirituality through exposure to resources and organizations that are committed to justice in the world. Through a study of the sacred story of a variety of ancient and modern religious experiences, students will grow in their global awareness and are encouraged to live justly and to be peacemakers in all areas of their lives.

### **Spiritual Crossroads - Grade 12 (0.5 credit)**

With a Sacred Heart focus and through the lens of the Catholic faith, though not limited exclusively to Catholic practices, students will explore, research, and experience the case and importance for strengthening our own spiritual life, the diverse RSCJ and Catholic approach to prayer and spirituality; and the diverse approach to other faith traditions to prayer and spirituality. Students will carefully look at the place of the Spirit within their lives and explore how belief, theology, religion, faith and spirituality intermingle on the journey. Students will rely on their own personal and communal wisdom and the insights of others to deepen and expand their sense of self, others and the God of our understanding.

## **Wellness**

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*Students are taught the different dimensions of overall wellness and the value of a healthy lifestyle. They will be given the information and taught the skills necessary to make the choices that will enable them to be healthy for a lifetime. Grade 9 and 10 will focus on one of the many dimensions of wellness, including physical wellness, emotional wellness, intellectual wellness and social wellness. The information and skills that students will learn throughout these courses will be taught and implemented in various settings within each course, both in the classroom and in the gym, or outside. PE electives will focus on health and wellness throughout life. During Grades 9 and 10, students will earn .5 credit. Physical Education uniforms are required for Grades 9 and 10 and must be purchased through the online Spirit Store.*

### **Wellness 9 - Grade 9 (0.5 credit)**

The focus of this course will be learning the key concepts necessary to achieve overall physical wellness, make wise and healthy choices in order to be healthy for a lifetime. Students will learn the importance of and balance of physical activity, nutrition and mental wellbeing in their own lives to keep their bodies in top condition. They will also learn about mental illnesses, including awareness and treatment options. Students will also learn the skills necessary to effectively communicate and make decisions. They will be given opportunities to work cooperatively in a variety of situations, including many team sports.

### **Wellness 10 - Grade 10 (0.5 credit)**

There will be a focus in this course on building and maintaining healthy relationships. Additionally, students will have the opportunity to engage in both individual and team sports, in a variety of different situations. Competition and strategy will be used and discussed to solve problems and figure out how to be successful and reach one's potential. Students will learn about alcohol and other drugs and the role these substances can play in their lives. Students will be introduced to First Aid and CPR concepts during this course. Students will be taught information on sex education, including important information that is necessary for them to make wise and healthy choices.

### **Life Fitness - Grades 11-12 (0.5 credit)**

This semester-long course is designed for students who have a desire to engage in a variety of high-intensity fitness activities they can participate in for a lifetime. Activities may include, but are not limited to, circuit training, tabata training, cardiorespiratory endurance training, strength training, boot camp, plyometrics, and functional stretching and yoga. Students will also study nutritional practices to enhance overall wellness as well as nutrition supplementation for sports related performance. Students will be required to develop and implement a class workout and/or participate in a regular training plan to participate in a 10K/half-marathon run. The student will also gain an understanding of basic exercise physiology principles and basic anatomy. *This class may be taken twice.*

## **World Language**

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*The primary aim of the World Language program is to present languages as essential living tools for communication, given the global community in which we live. Employing proficiency-based methods, students develop the ability to use other languages in realistic situations following the standards of communication, cultures, connections, comparisons, and communities while developing the skill areas of listening, speaking, reading, and writing. The knowledge, insight, and appreciation they gain for other cultures allows students to develop empathy by broadening their understanding of how others live, think, and interact in ways different to their own.*

### **French 1 - Grades 9-12 (1 credit)**

French 1 is an introduction to the French language and francophone culture. The purpose of this course is to learn oral and written communication skills using the appropriate grammar and vocabulary for level one. The focus is on listening, speaking, reading, and writing in the present tense, while building a better understanding of French culture. Most of the class will be conducted in French, but grammatical rules will be explained in English. Use of everyday French expressions will be required. Some cultural videos or readings will be presented in English, requiring short comments in French (written and oral).

## **French 2 - Grades 9-12 (1 credit)**

*Prerequisite: B or better in French 1 and teacher recommendation*

The purpose of this course is to learn oral and written communication skills using the appropriate grammar learned in level one and adding level two. The focus is on listening, speaking, reading, and writing in the present and passé composé, while building a better understanding of French culture. Most of the class will be conducted in French, but grammatical rules will be explained in English. Use of everyday French expressions will be required. Some cultural videos or readings will be presented, requiring short comments in French (written and oral).

## **French 3 - Grades 10-12 (1 credit)**

*Prerequisite: B or better in French 2 and teacher recommendation*

The purpose of this course is to learn oral and written communication skills using the appropriate grammar learned in levels one and two and adding level three. The focus is on listening, speaking, reading, and writing in the past tense, while building a broader understanding of French culture. Students write and talk in the past, recognizing the need to use either the passé composé or the imparfait. Most of the class will be conducted in French, but grammatical rules will be explained in English. Students will write and speak using the grammar learned and apply it to everyday real or imaginary situations related to the lesson themes. Students work on skits, short videos, and recordings in which they apply the vocabulary and grammar covered during the first three years of French.

## **French 4 - Grades 10-12 (1 credit)**

*Prerequisite: B or better in French 3 and teacher recommendation*

The purpose of this class is to continue building proficiency in the French language and culture through listening, speaking, reading, and writing. French literature and art are introduced, along with a grammar review that covers all topics taught in the previous years. Students read French literature and are expected to comment, compose, and answer oral and written questions in French. The reading assignments will be evaluated through class discussions, with emphasis on different literary elements. It is expected that the students will compare and contrast different texts with one another, participate in class discussions and write essays all in the target language. Most of the class will be conducted in French. Some cultural videos or readings may be presented in English, but students are expected to answer questions and write compositions in French, based on the English materials.

## **French 5 - Grades 12 (1 credit)**

*Prerequisite: B or better in French 4 and teacher recommendation*

In French 5, students continue building proficiency in the French language and culture through listening, speaking, reading, and writing. French literature and art are introduced, along with a grammar review that covers the perfect/compound tenses. Students read French literature and are expected to comment, compose, and answer oral and written questions in French. The reading assignments will be evaluated through class discussions, with emphasis on different literary elements. It is expected that the students will compare and contrast different texts with one another, participate in class discussions and write essays all in the target language. Most of the class will be conducted in French. Some cultural videos or readings may be presented in English, but students are expected to answer questions and write compositions in French, based on the English materials.

**Latin 1 - Grades 9-10 (1 credit)**

This course will introduce students to the beautiful and challenging world of the Latin language. This course introduces the students to the Latin language. This course is an intensive study of the language with emphasis on syntax, grammar, and vocabulary. Emphasis is on conjugating verbs and declining nouns. The students learn about the Roman world via a family in Pompeii. They study social, cultural, economic, and political history. Since Latin is a literary language, there is no emphasis nor expectation that students will speak or write the language. This class will help the students understand the important legacy and tradition that the Romans and their language imparted not only on European culture (and through colonialism, world culture), but also on our shared American heritage.

**Latin 2 - Grades 9-11 (1 credit)**

*Prerequisite: Latin 1*

This course builds upon the knowledge the students learned in Latin I. The students complete their knowledge of Latin noun forms, investigate the relationship between nouns and adjectives, and utilize Roman idioms. The story shifts from Pompeii and to Roman Britain where the students learn about Roman colonization and its implications throughout history. This course is available to students who have taken Latin I or students who have taken 3 years of Latin in the Middle School for Girls at Academy of the Sacred Heart. Since Latin is a literary language, there is no emphasis nor expectation that students will speak or write the language. This class will help the students understand the important legacy and tradition that the Romans and their language imparted not only on European culture (and through colonialism, world culture), but also on our shared American heritage.

**Latin 3 - Grades 10-12 (1 credit)**

*Prerequisite: Latin 2*

Latin III is the culminating grammar course in the Latin curriculum. The students complete their knowledge of Latin grammar with a heavy focus on the subjunctive mood, its uses, and the variety of ways in which Latin utilizes participles. Once complete, the students begin their hand at translating unadapted texts, usually from major authors such as Julius Caesar and from the Vulgate. A variety of cultural issues are addressed with specific attention given to the use of Latin and the humanistic tradition during the post-Classical period.

**Latin 4 - Grades 11-12 (1 credit)**

*Prerequisite: Latin 3*

The students will read scholarly articles on the authors they read, and they will give presentations on those articles. The articles focus on authorship, rhetoric, and genre. Students will begin to read unadulterated Latin works. This class will function as a literary course, with all the literature being in Latin. The authors surveyed will include Cicero, Sallust, Lactantius and Augustus. The Bible will also be read.

**Spanish 1 - Grades 9-12 (1 credit)**

The purpose of first level Spanish is to learn oral and written communication skills using the appropriate grammar and vocabulary for level one. The focus is on listening, speaking, reading, and writing in the present tense, while building a better understanding of Spanish culture. Most of the class will be conducted in Spanish, but grammatical rules will be explained in English. Use of everyday Spanish expressions will be required. Some cultural videos or readings will be presented in English, requiring short written and oral comments in Spanish.

## **Spanish 2 - Grades 9-12 (1 credit)**

*Prerequisite: B or better in Spanish 1*

The purpose of Spanish 2 is to learn oral and written communication skills using the appropriate grammar learned in level one and adding level two. The focus is on listening, speaking, reading, and writing in the preterit tense, while building a better understanding of Spanish culture. Most of the class will be conducted in Spanish, but grammatical rules will be explained in English. Use of everyday Spanish expressions will be required. Some cultural videos or readings will be presented in English, requiring short written and oral comments in Spanish.

## **Spanish 3 - Grades 10-12 (1 credit)**

*Prerequisite: B or better in Spanish 2 and teacher recommendation*

The purpose of Spanish 3 is to learn oral and written communication skills using the appropriate grammar learned in levels one and two and adding level three. The focus is on listening, speaking, reading, and writing in the imperfect tense, while building a broader understanding of Spanish culture. Students write and talk in the past, recognizing the need to use either the preterit or the imperfect. Most of the class will be conducted in Spanish, but grammatical rules will be explained in English. Students will write and speak using the grammar learned and apply it to everyday real or imaginary situations related to the lesson themes. Students work on skits, short videos, and recordings in which they apply the vocabulary and grammar covered during the first three years of Spanish.

## **Spanish 4 - Grades 11-12 (1 credit)**

*Prerequisite: B or better in Spanish 3 and teacher recommendation*

The purpose of Spanish 4 is to continue building proficiency in the Spanish language and culture through listening, speaking, reading, and writing. Spanish literature and art are introduced, along with a grammar review that covers all topics taught in the previous years. Students read from both Spanish and Spanish-American literature and are expected to comment, compose, and answer oral and written questions in Spanish. The reading assignments will be evaluated through class discussions, with emphasis on different literary elements. It is expected that the students will compare and contrast different texts with one another, participate in class discussions and write essays all in the target language. Most of the class will be conducted in Spanish. Some cultural videos or readings may be presented in English, but students are expected to answer questions and write compositions in Spanish, based on the English materials

## **Spanish 5 - Grades 12 (1 credit)**

*Prerequisite: B or better in Spanish 4 and teacher recommendation*

The purpose of Spanish 5 is to continue building proficiency in the Spanish language and culture through listening, speaking, reading, and writing. Spanish literature and art are expanded, along with a grammar review that includes the perfect/compound tenses. Students read from both Spanish and Spanish-American literature and are expected to comment, compose, and answer oral and written questions in Spanish. The reading assignments will be evaluated through class discussions, with emphasis on different literary elements. It is expected that the students will compare and contrast different texts with one another, participate in class discussions and write essays all in the target language. Most of the class will be conducted in Spanish. Some cultural videos or readings may be presented in English, but students are expected to answer questions and write compositions in Spanish, based on the English materials.

## Virtual & Online Courses Outside of the Sacred Heart Curriculum

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Online courses may be taken in the junior or senior year with prior approval from the Upper School Director and College Counselor. The coursework is subject to the requirements of the virtual provider. You may only sign up for one (1) credit total. If you sign up for two half credit (0.5) courses, they must be in alternating terms. An online course taken to fulfill a graduation requirement in a core subject may be taken during the school day, provided the student's other required core subject classes all fit as well. Online course providers are intended to leverage on-line learning, by providing quality on-line courses underpinned by the educational philosophy embodied by the Goals and Criteria. Students wishing to take an online course outside of the Academy of the Sacred Heart Plan of Studies, must submit a letter to the Director of the Upper School and Academic Counselor stating their desire to take the course, a link to the course curriculum, and parental support prior to the start of the school year. *Parent approval and responsibility for the enrollment fee is associated with online courses.*

## Experiential Learning & Student Life Programs

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*At Academy of the Sacred Heart, girls go beyond academic learning to discover who they are as confident, self-aware leaders ready to make a difference in the world. When learning is directly tied to the understanding of self and to increased knowledge of the world, girls learn best. Unique to the Upper School, the Experiential Learning Program including Mentor, weekly community service, Grade 9 Seminar, Retreats, Clubs, Student Government, Exchange, and Project Term allows girls to build on their classroom learning outside of the School's walls; to deepen their faith formation and to engage in reciprocal acts of justice, service, and connection.*

### *Mentor Seminar*

The objective of the Upper School Mentor program is to create a space for cross-aged connection, community, and a sense of belonging each day in a daily advisory. Mentor classes are an intentional cross-aged grouping of students that gather each morning and throughout the year to reflect, build community, share goals and experience fun student initiated activities. Over the course of four years, faculty mentors come to know each student personally.

### *Student Retreats*

Integral to the religious atmosphere, retreats provide opportunities for prayer, discussion, individual reflection, and class bonding. Students in ninth and tenth grade participate in day long, off-campus retreats. Students in eleventh grade participate in an overnight experience. Students in twelfth grade participate in a two-day, two-night retreat. Students, in relationships of trust, love, and prayer, develop an "active faith in God" and the building of school community. *Required all four years.*

### *Project Term*

After more than 40 years of Project Term, we believe that it is one of our finest programs and is recognized as an integral component of our four-year program. Each year, every student in the Upper School participates in an 7-9-day off-campus experiential learning opportunity. Students and faculty prepare and learn together in a focused year-long study and analysis using the Design Thinking Process to address a current issue in the world and gain awareness of the world around them first hand. Experiences can include such things as researching fields in oceanography through university programs in the Gulf of Mexico, searching deeply within the soul in the heart of the rainforest, and learning about social justice issues within and around the local community. We know from our graduates and faculty that Project Term can change attitudes, build bridges of communication, make connections between diverse groups, and open new doors. Project Term is a uniquely Sacred Heart program developed in alignment with the *Goals & Criteria* emphasizing personal growth, appreciation for mystery, development of wonder, social awareness, and the building of community.



### *Grade 9 Seminar*

Grade 9 Seminar is a unique experience in which grade 9 students have the opportunity to serve, develop their academic and social emotional skills and explore places in their local community including Metro-Detroit museums, sacred spaces. Students are encouraged to share their gifts with each other and as they engage in each opportunity to learn and understand different perspectives in their community and the world.

### *Service Learning*

The Service Learning program is an integral part of Sacred Heart education which seeks to educate students towards a social awareness that will impel them to assume an active role in the community. We strive to develop in students a critical sense which will lead them to a reflection on society and its values. Each student in the tenth, eleventh and twelfth grade participates weekly at a regular service placement. Ninth grade students participate in opportunities in Grade 9 Seminar to prepare them for service experience. Community Service experiences can include teacher aide duties in school classrooms, hospitals, assisted living facilities, local farms, and working at area food banks. Besides our weekly program, students (and adults) may also participate in a monthly Saturday program at Focus:HOPE in conjunction with the young men from the University of Detroit Jesuit High School (continuous since 1989).

### *Student Clubs*

Student Clubs empower students to take action and responsibility for building a stronger community and pursuing their interests. Clubs and their activities are student generated and supported by a faculty moderator.

### *Student Council*

The Student Council is composed of a president, vice president, and student representative for each class. The leadership application process is articulated to students annually in the spring. Student leaders must accept responsibility for decisions made; participate in activities and the completion of projects; and work to create a positive atmosphere in the school. Leadership is both a tremendous challenge and a great opportunity for personal growth.

### *Student Exchange Program*

One of the unique advantages of attending a Sacred Heart school is that students are automatically part of a global network of over [150 schools](#). Qualifying sophomore students have the opportunity to spend three weeks at one of these schools, living with a host family and later hosting an international student in their home and at Academy of the Sacred Heart. Students benefit from experiencing a Sacred Heart education from a different perspective, while being immersed in the local culture and language. Being a truly 1:1 reciprocal program, participating host families build a trusting relationship that crosses borders, rooted in their common desire for their children to expand their worldview and deepen their cultural awareness and empathy.

### *Special Events In The Upper School*

- All-School Liturgies
- Athletic Awards Ceremony
- Candlelight Ball
- Class Retreats
- Focus: HOPE - w/ U of D Jesuit
- Mother Daughter Senior Tea
- National Honor Society Induction
- Night Out with Dad Event
- Project Term
- Ring Ceremony
- School Dances
- Senior Art Show

## Performing Arts Extra-Curricular

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### *Earning a Varsity Letter in the Performing Arts*

During the academic year, students involved in drama, forensics, and music, can receive their varsity letter or additional Chenilles. These guidelines are published below.

#### *Choir Club*

This choir is for students who love to sing, but are unable to fit a choir class into their schedule, and includes the opportunity to perform. It is not expected that a student have a “perfect” voice; rather, a love and desire to learn more about the art of singing. Students will combine their efforts with members of the Upper School Choir for performances (no memorization required). This club meets during activity period and/or after-school. To earn their varsity letter or additional Chenilles a student must participate in all three sessions/performances (Christmas, Spring and Graduation).

#### *Forensics*

Sacred Heart participates in the Detroit Catholic League, a competitive public speaking league where the students are able to practice public address and interpretive skills. Each year there is a national competition hosted in one of a variety of participating cities throughout the United States where qualified students can compete with approximately 2,000 other students from all over the nation. Practice is arranged on an individual basis and requires some after-school and weekend participation. To earn their varsity letter or additional Chenilles a student must participate in at least three tournaments during the season.

#### *Heartstrings*

String students that are at an intermediate or advanced level perform at prayer services, liturgies and special events throughout the school year. This group meets during activity period and/or after-school. Practice is arranged on an individual basis. To earn their varsity letter or additional Chenilles a student must perform at the all school liturgies (Mass of the Holy Spirit, Mater, All Saints, St. Philippine, Immaculate Conception, Epiphany, Ash Wednesday, Easter and St. Madeleine Sophie).

#### *Lincoln-Douglas Debate*

In this competitive program, students have the opportunity to participate as a part of the Detroit Catholic Forensics League. The focus is to build speaking skills, logic and analysis. It is different from Policy or Public Forum debate because the Lincoln-Douglas format places a heavy emphasis on logic, ethical values and philosophy. A large part of success in this debate is the preparation and knowledge of the topic that occurs before speaking even begins. Participation in Lincoln Douglas teaches students rigorous research and writing skills, argumentation and thinking on your feet for counter arguments along with analysis and persuasive speaking. To earn a varsity letter or additional Chenilles a student must win a quarter final round at a national qualifying tournament.

#### *National High School Ethics Bowl (NHSEB)*

Academy of the Sacred Heart participates in NHSEB which promotes respectful, supportive, and rigorous discussion of ethics. The Ethics Bowl format is rooted in ongoing dialogue and deliberation: a series of two-way exchanges between equals. It is designed to get students thinking, talking, and ultimately working together on some of the toughest moral issues of our time. Ethics Bowls are competitive yet collaborative events in which students discuss real-life ethical issues. In each round of competition, teams take turns analyzing cases about

complex ethical dilemmas and responding to questions and comments from the other team and from a panel of judges. An Ethics Bowl differs from a Speech and Debate competition in that students are not assigned opposing views; rather, they defend the position they actually hold or think is reasonable, provide each other with constructive criticism, and win by demonstrating that they have thought rigorously and systematically about the cases and engaged respectfully and supportively with all participants. To earn a varsity letter or additional Chenilles a student must win a quarter final round at a national qualifying tournament.

### *Theatre*

In addition to a class in Theatre Arts, students are invited to participate in at least one major production each year, usually performed in each semester . This involves after-school and some Saturday rehearsals and offers opportunities for students both on and off the stage to get involved through acting, singing, dancing, building sets, running lights and sound, etc. Along with this production, students may be involved in performances of scenes and one acts that are scattered throughout the year and involve some after-school practice time. These are primarily student driven and take place according to student interest. Theatre truly is a team sport. The more the merrier! To earn their varsity letter or additional Chenilles a student must be a full time member of the cast or crew in the fall or spring musical/play.

### *Young Americans*

A musical outreach program, brought in every three years, allows all students in Grades 5-12 an opportunity to become part of a theatrical company for two days. Group “classes” in choreography, improvisation, voice and acting culminate in an evening performance. All students are expected to participate.

## Upper School Athletic Program

Go Gazelles! The Athletic Program is developed upon the Goals and Criteria for Sacred Heart Schools. [We offer a wide range of sports](#) and a variety of championship-level teams. The program educates to a life-long sense of responsibility for health and well-being. Through a “no cut” program, each sport will provide equal opportunity for all students to acquire knowledge of that sport, development of skills, and exercise leadership. The program will promote self-discipline, responsibility and decision making, as well as learning the benefit of cooperation and respect for others. All Athletic policies and forms, including Varsity Letter information can be found in the Athletic Handbook on the school website.



Sacred Heart Upper School Athletics	
Fall	Cross Country*
	Field Hockey*^
	Golf*^
	Volleyball*
	Swimming*^
Winter	Basketball*
	Hockey*^
	Pom/Dance*
	Figure Skating^
Spring	Lacrosse*^
	Soccer*^
	Tennis*
* Participates in the Catholic High School League (CHSL) ^ Cooperative Program	

# College, Academic and Career Guidance

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## *College Guidance & Counseling*

Applying to college forms a capstone experience on a student's journey at Academy of the Sacred Heart. The College Counseling office is with them every step of the way. Our goal is that each student looks back on their college search with pride and moves forward with confidence. Wherever they ultimately go, we want them to continue to cultivate and carry with them the Sacred Heart Goals they have made their own.

### **Guiding principles:**

- Fit is the ultimate outcome. Fit is multi-dimensional and individually assessed.
- College searches run on self-reflection. The better students know themselves and the adults they imagine growing into, the easier these decisions will be.
  - We can't tell students all the answers. Instead, we encourage students to ask the right questions – of themselves and their potential future communities.
- A college search can teach a student a great deal, not merely result in a matriculation.
  - This may be the first time a student makes a decision of this scale; it won't be the last. We help them acquire tools and strategies they can keep using long after their diplomas hit the wall.
- We are on the student's team, but the student drives the process.
  - We expect students to take ownership of, and responsibility for, completing tasks, managing deadlines, and doing their own research.
  - We are here and accessible to offer plenty of help, encouragement, and expertise along the way.
- A college search is a big, complicated, important project. It is not a student's only, or even their *most* important, priority.
  - We take our students' futures seriously, but encourage healthy balance with all the other facets of a full, dynamic life, especially their mental and emotional wellbeing and relationships with their family, friends, and community.
- A college search can be fun! When students are confident and trust that the process will work out well, we can (and should) approach tasks and milestones with joy and excitement.
- Lifelong learning applies to us, too. We keep up with our profession and the landscape of higher education, build and maintain relationships with counterparts and colleagues, and contribute to our field.
  - We follow the best practices outlined in the National Association of College and Admission Counselors' *Guide to Ethical Practice in College Admission*.

## *Career Guidance*

The Career Guidance Program promotes the development of career consciousness and awareness among the students by the following means:

- Within their four-year program, students will have opportunities to participate in career exploration to provide a basis of career interests and possibilities, self-evaluation processes to determine what they value, the type of working conditions they prefer and whether their goals are realistically aligned with their academic abilities.
- Guidance sessions evaluate test results and consider the academic preparation/directions that parallel a students' self-reported career interests. Guest speakers are scheduled regularly to present students with career options. Students are encouraged to use Project Term, school breaks and the vast Sacred Heart alumni network as an opportunity for career exploration.

### *Testing & Assessments*

In preparation for the college admission process, the following testing schedule is advised for all Upper School students. It is recommended that juniors begin to take the ACT and/or SAT early in the second term. This allows the student to assess her success in these tests as well as prepare to take a second ACT or SAT by June. The goal would be to attain a satisfactory standardized test score before the fall of the senior year. As a part of the college application process, the College Counseling Office advocates a planned preparation by the students taking ACT and /or SAT.

#### **Grade 9**

- Pre-ACT 9 (given to all Grade 9 students at Sacred Heart).

#### **Grade 10**

- Pre-ACT 10 Test (given to all Grade 10 students at Sacred Heart)
- May Advanced Placement Exams (if applicable)

#### **Grade 11**

- PSAT Test (given to all Grade 11 students at Sacred Heart)
- ACT Test\*/SAT Test\*\*
- May Advanced Placement Exams (if applicable)

#### **Grade 12**

- October ACT Test\*/SAT Test\*\*
- May Advanced Placement Exams

\*ACT tests are offered seven (7) times during the school year, beginning in September and ending in July.  
*Register online at [www.my.act.org](http://www.my.act.org).*

\*\*SAT tests are offered seven (7) times during the school year, beginning in August and ending in June.  
*Register online at [www.collegeboard.org](http://www.collegeboard.org).*