

ST. MARY'S EPISCOPAL SCHOOL



2024-25 *Upper School* COURSE GUIDE

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GENERAL INFORMATION

Students in the Upper School should select courses that will prepare them for the colleges they expect to attend. Each student consults with her parents and the Director of Studies or College Counselor as she makes decisions concerning courses for the next school year and projects courses for the following years. There are certain required courses that must be part of the program of studies each year, but elective courses exist at every grade level, increasing in numbers as students reach the 11th and 12th grades.

Graduation Requirements:

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

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

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

*The three science credits must include one credit each of Biology, Chemistry, and Physics.

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

***Students may choose from the following courses to meet this requirement: Honors Art History, Honors Music History, AP Art History (Honors Art History is a prerequisite), Studio Art, Portfolio, Acting, Honors Power of Black Music in America, Concert Choir, Concert Band, Chamber Ensemble, AP Art Studio, H Musical Theater Practicum.

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

****Students must take Comparative Religion and one of the following to meet this requirement: Honors The Holocaust & Human Behavior, Honors Meaning of Life, Honors Ethics, or Honors the Writings of C.S. Lewis. One Schoolhouse World Religions may be taken in place of Comparative Religion, but not in conjunction with C.S. Lewis.

Honors and Advanced Placement (AP) Classes

The Honors and Advanced Placement (AP) courses offered by St. Mary's are challenging and demanding enough to merit a weighted grade. Honors courses receive 0.5 additional points, and Advanced Placement courses receive one additional point each semester when grade point averages are calculated. Students are expected to use and expand their higher-order thinking skills in reading, writing, and content analysis at all levels. Still, the standard and honors-level courses are entry-level courses, and the Advanced Placement courses are college-level. In addition to containing college-level material, the Advanced Placement courses require considerable preparation time, equivalent to what might be expected of a similar college survey course.

Furthermore, these classes are designed to prepare students for the Advanced Placement exams in the spring. All students enrolled in an AP class are expected to take the AP exam. Exceptions will be made on a case-by-case basis. The cost of each test is approximately \$100 and will be announced in the spring. Students scoring well on the AP exams can earn college credit or advanced placement from many colleges participating in the program. Students must apply to enroll in Advanced Placement courses, meet specific criteria, and have the recommendation of their current teacher in the department, the Director of Studies, and the Head of the Upper School. With the extensive preparation time for AP courses in mind, students should carefully consider their course loads and extracurricular activities before requesting multiple AP courses. The expectation is that students will not drop courses after the drop period has ended.

Program of Studies

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

* Non-academic courses are Mind, Soul, Body; Strength & Conditioning I, II, and III; Acting, Concert Band, Chamber Ensemble, and Concert Choir. These are not part of the grade point average (GPA) calculation.

Ninth Grade

- Honors English 9
- Algebra I, Geometry, Honors Geometry, or Honors Algebra II
- World History I
- Honors Biology or Honors Accelerated Biology
- World Language (choices: French I, French II, Latin I, Latin II, Spanish I, Spanish II)
- Mind, Soul, Body
- Study Hall and/or Elective (limited to Acting, AP Computer Science, AP Human Geography,

Concert Band, Concert Choir, Chamber Ensemble, Studio Art, Global I or II, Introduction to Engineering Design)

Tenth Grade

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

Eleventh Grade

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

Twelfth Grade (at least three senior courses must be year-long courses)

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

* Students may complete their Physics requirement in either the 11th or 12th grade.

Electives

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

Acting
AP African American Studies
AP Art History
AP Biology
AP Chemistry
AP Comparative Government

AP Computer Science A
AP Computer Science Principles
AP French IV
AP Latin IV
AP Physics
AP Psychology

AP Spanish V
AP Statistics
AP Studio Art
AP US Government
Chamber Ensemble (aud. req.)
Concert Band
Concert Choir
Honors Portfolio Prep I & II
Honors Power of Black Music
Honors Spanish IV
Honors Spanish V
Honors Anatomy & Physiology
Honors French IV
Honors Chemistry II
Honors Physics II

Honors Global Issues
Honors The Holocaust & Human Behavior
Honors Independent Research Study
Honors Intro to Engineering Design
Honors Advanced Engineering Design
Honors Latin IV
Honors Latin V
Honors Musical Theater Practicum
Strength & Conditioning I/II/III
Studio Art I or II
Honors Studio Art I or II
Performance Arts (1&2)

Diploma Programs

Global Scholars

Through the Global Scholars program, students learn about international and domestic issues through coursework, co-curricular activities, and experiences. Participation in the Global Scholars program encourages the development of key global competencies such as the ability and desire to investigate the world, recognize perspectives, communicate ideas, and take action. Beyond the academic coursework, students participate in globally-aligned co-curricular activities, community service, and a capstone project.

The SMS Global Scholars Certificate will be awarded to students who have dedicated a significant part of their Upper School experience to engaging in globally-aligned coursework while participating in co-curricular activities and experiences that encourage the development of global competencies. This prestigious distinction will reward students willing to extend their global learning process both within and outside of the classroom.

STEM Scholars Program

The St. Mary's Episcopal School STEM Scholars Program challenges students to apply math and science beyond the classroom, building resilience, analytical thinking, and teamwork skills that will prepare them for majors and careers in STEM. The SMS STEM Scholars Certificate will be awarded to students who have dedicated a significant part of their Upper School experience to rigorous and extensive coursework in math and science while pursuing outside interests in the STEM field. This distinction will reward students willing to extend their learning within and outside the classroom.

Fine Arts Intensive

The St. Mary's Episcopal School Fine Arts Intensive seeks to recognize and validate those who want to further explore their creative interests by concentrating on the arts. The SMS Fine Arts Certificate will be awarded to students who have dedicated a significant part of their Upper School experience participating in artistic coursework while participating in and/or viewing experiences that encourage their pursuit of the arts.

The SMS Fine Arts Intensive enhances offerings that already exist at St. Mary's while guiding and encouraging students to independently seek out opportunities to further their journey in the arts, whether those interests be in performance arts, visual arts, vocal performance, instrumental performance, or technical stage work. This distinction will reward students willing to extend their artistic learning both within and outside of the classroom.

One Schoolhouse Technology

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

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

The cost for an online course is \$1,890. Summer courses are considered part of the following school year, and the student must be enrolled for the following school year before enrolling in a summer course.

Technology

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

The National Educational Technology Standards for Students serve as benchmarks for the St. Mary's technology curriculum. Before graduation, students will exhibit proficiency in the following areas of technology: an understanding of basic operations and concepts; social, ethical, and human issues; productivity tools; communications tools; research tools; and problem-solving and decision-making tools.

Drop/Add Procedures

1. Required courses cannot be dropped.
2. Commitment to and enrollment in next year's Advanced Placement courses must be made before the current school year ends.

3. Students will not be removed from an Honors or an Advanced Placement course without the recommendation of the teacher and the approval of the administration.
4. Students who wish to add an elective course may do so during the first week of school.
5. Students who wish to drop an elective course may do so before the first mid-quarter, provided they have five academic courses remaining, with permission from the Director of Studies or the Head of the Upper School.
6. Permission to drop/add an elective course is contingent upon course enrollment.
7. Seniors requesting to drop/add a course must also obtain approval from their College Advisor.





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Linda & Glenn Koser
Mandy & Rick Rough
Dawn & Christopher Ramsey
DonNeil & Tim Rauling
Lynn & Joey Russell
Nancy & Andy Russell
Schelle & Robert Rutchman in memory of
Grace Rutchman
Darcy & Randy Scarborough
Libby Alexander
Mary & Dick

Donny Carmichael Whitten '91
& Lang Whitten
Jan Valentine Wigel '78 & Mark Wigel
Jerry Wills
Catherine Kubilo Wismack '92
& Marie Wismack
Lough Gordon Wright '91 & Chris Wright
Elizabeth John & Thomas Williams

*Donated

ENGLISH DEPARTMENT

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

Writing, reading, research, grammar, and vocabulary are the foundation of our study of English language and literature. The curriculum of the St. Mary's English department is designed to meet the individual needs of each student; therefore, placement is subject to change on a yearly basis.

Ninth Grade English

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

Tenth Grade English

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

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

Eleventh and Twelfth Grade English

AP English Language and Composition

Acceptance Criteria: Teacher approval

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

OR

Honors Advanced Composition

This class emphasizes the art of revision, focusing on the formal [study](#) of usage and grammar, the mastery of rhetorical strategies, and the careful reading of texts as models. After considering the analysis of the different modes of communication, students will practice applying the strategies of writing—awareness of rhetorical situation, effective use of tools such as diction, syntax, grammar, and organization, and reliance on revision—to accomplish a variety of rhetorical goals in future professional, academic, and personal communication.

Electives Available to Fulfill English Requirement

Students will choose three one-semester literature courses to fulfill the two-credit English requirement. Students may choose other courses to serve as elective credits (per their interest).

AP English Literature and Composition

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

Honors Creative Writing

In this course, students will be “reader-as-writer” and examine storytelling across three genres of creative writing: poetry, fiction, and nonfiction. Students will investigate how an author’s craft might inform our own. Class conversations will center on a critical study of the language, style, and techniques of published texts. We will engage in the writing process from the generative—translating the inkling of an idea to words on the page—to workshopping and editing. We will keep a daily journal of our own creative writing and craft process, as well as ruminations on what we’re reading for our class and beyond. We will read a combination of poetry, fiction (short stories and novel excerpts), and nonfiction (essays). We will write a combination of poetry,

fiction, and nonfiction through generative writing activities and prompts. Writers studied may include but are not limited to William Shakespeare, Karen Russell, Aoko Matsuda, Virginia Woolf, Jenine Holmes, Eavan Boland, Ari Tison, and Jhumpa Lahiri.

Honors Faith and Doubt in Literature

This course is designed to explore various perspectives and questions of faith and doubt in literature to expose students to the problems and tensions between faith and doubt—or optimism and pessimism—and to grapple with important life questions, such as: Why do people change what they believe? What gives purpose to our lives? What gives us hope? Why do bad things happen to good people (and vice versa)? And what about chance or fate? Students will explore these questions by closely reading works from such authors as Flannery O'Connor, Annie Dillard, Barbara Kingsolver, Paulo Coelho, Albert Camus, Gerard Manley Hopkins, T.S. Eliot, and William Shakespeare.

Honors Survey of American and European Poetry

Poetry is all around us—in religious texts and ceremonies, in popular songs—yet many people claim that poetry (by which they mean academic poetry or traditional literary poetry) is difficult, intimidating, and too far removed from everyday life. In this course, we will try to define poetry in a wide sense to discover what the everyday "poetry" we are all familiar with (from greeting cards to rap to advertising jingles) has in common with works of poetic art such as Shakespeare's sonnets or T.S. Eliot's "The Waste Land," and we will try to make these works of art more familiar and approachable. The course will survey English and American poetry from its beginnings to the present and will involve the writing of original poetry. Poets covered will include (but are not limited to): T.S. Eliot, Emily Dickinson, Robert Frost, William Butler Yeats, Seamus Heaney, John Donne, William Blake, Robert and Elizabeth Browning, Lord Tennyson, Matthew Arnold, EE Cummings, Langston Hughes, Countee Cullen, W.H. Auden, Dylan Thomas, William Carlos Williams, William Shakespeare (soliloquies and long passages from selected plays).

Honors Women's Studies through the Literary Lens

Grade 12 only

In Nathaniel Hawthorne's *The Scarlet Letter*, Hester Prynne's embattled daughter Pearl ends her story, or more importantly, begins her story as one who will no longer "do battle with the world, but be a woman in it." The focus of this elective will include the question of what it means to be a woman "in it," the world as we know it now as well as then. While students in this class will first examine the social norms that have shaped the lives of both women and men through a literary as well as a cultural lens, they will then concentrate on those norms that primarily affect women. By critically reading both fiction and nonfiction, students will gain an understanding of the evolution of the mores that have not only underpinned the role of women in society but also inspired a long history of ever-changing feminist ideals. Class readings may include (but are not limited to) the work from authors Margaret Atwood, Lindy West, Roxane Gay, Virginia Woolf, Chimamanda Ngozi Adichie, Kate Chopin, Betty Friedan, Naomi Wolf, Rebecca Solnit, Sojourner Truth, Rupi Kaur, Sylvia Plath, Edith Wharton, Alice Walker, Charlotte Perkins Gilman.

Honors Out of this World: Literature and the Fantastic

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

Honors Literature of the Monster and the Monstrous

“Monster” has etymological roots in the Latin “monstrare,” meaning “to show” and “to teach.” Mapmakers in the 16th century placed colossal creatures in places unknown to them; the unfamiliar translated into “here be dragons.” Across time and culture, monsters, at once, reaffirm and warn. In literature, our humanity is often defined through and against the monstrous; values are upheld in heroes and transgressed in villains. In this course, we will contextualize literary monsters in poetry and prose to critically explore the extent to which social, political, and cultural values and anxieties create monsters. Writing assignments, such as essays and journal entries, will ask students to analyze how authors craft these monstrous stories and investigate the enduring nature of monsters in literature. Texts include but are not limited to: *Grendel* by John Gardner, *Beowulf* translated by Seamus Heaney, *Dracula* by Bram Stoker, *Frankenstein* by Mary Shelley, “The Kraken” by Tennyson, “Vampires Today” by Kristen Tracy, “Conriocht” by Alibhe Ni Ghearbhuigh, “St. Lucy’s Home for Girls Raised by Wolves” by Karen Russel.

The Story and Its Writer: An Introduction to Short Fiction

What is it that makes a story good? And how do we learn to read and respond carefully and critically to stories that move us? In this course, students will learn how to read and assess short stories carefully and critically. They will learn to recognize the major literary elements and be able to connect the critical elements of a story to a work’s larger theme. These tools will help students answer questions about how stories are made, how they impact readers, what qualities make good stories, and how to distinguish between different types of stories. Students will learn how stories can be unique and powerful reflections of particular places in the world or moments in history and will learn how to compare stories written at different times or in different cultures. Students will be introduced to a wide variety of different authors and types of stories, and, in the course of their reading, students will practice reflective and analytical writing, which will help them become more informed readers of stories and, ultimately, active participants in the discourses in the world around them.

Journeys in Literature

Summer course, Rising grades 10-12

True elective (not to be considered for completion of English graduation credit)

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



MATH DEPARTMENT

Algebra I

Full year course, Grade 9

Prerequisite: Pre-Algebra; **Acceptance Criteria:** Teacher recommendation

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

Geometry

Full year course, Grades 9-10

Prerequisite: Algebra I; **Acceptance Criteria:** Teacher recommendation

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

Honors Geometry

Full year course, Grades 9-10

Prerequisite: Algebra I; **Acceptance Criteria:** Teacher recommendation

Proofs with deductive or indirect reasoning are used to justify thought processes. The practice of justifying is introduced to enhance logical thinking and creative problem-solving. The course is designed to establish a firm foundation in understanding the relationships between and within geometric figures and develop the skills to reason effectively. In addition to traditional assessments, occasional projects are assigned to heighten appreciation for the application of geometry to the real world. A TI-Nspire CAS calculator is required for this course.

Algebra II

Full year course, Grades 10-11

Prerequisite: Algebra I; **Acceptance Criteria:** Teacher recommendation

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

Honors Algebra II

Full year course, Grades 9-10

Prerequisite: Algebra I; **Acceptance Criteria:** Teacher recommendation

Honors Algebra II is a rigorous course that prepares students for successful transition into Honors Precalculus by enabling them to master advanced algebra concepts and skills, to think independently, and to utilize appropriate methods of problem-solving. It also uses technology, primarily in the form of graphing calculators, as a tool for opening doors to new approaches. A TI-Nspire CAS calculator is required for this course.

Honors Precalculus

Full year course, Grades 10-12

Prerequisite: Algebra II; **Acceptance Criteria:** Successful completion of Algebra II

This course includes a survey of various functions, including an in-depth study of trigonometry, sequences, series, and matrices, while building necessary skills for future math courses. Students will develop critical thinking skills and learn to communicate mathematically in multiple ways. Juniors who take this course will typically take Honors Introduction to Calculus, AP Statistics, or a combination of both as seniors. A TI-84, TI-Nspire CX, or TI-Nspire CAS graphing calculator is required for this course.

Honors Precalculus AB

Full year course, Grades 10-11

Prerequisite: Honors Algebra II; **Acceptance Criteria:** Teacher recommendation

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

Honors Precalculus BC

Full year course, Grades 10-11

Prerequisite: Honors Algebra II; **Acceptance Criteria:** Teacher recommendation

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

Honors Introduction to Calculus

Fall semester course, Grade 12

Prerequisite: Honors Precalculus; **Acceptance Criteria:** Teacher recommendation

Honors Introduction to Calculus is designed to give students an introduction to the study of calculus in preparation for further study in college. The approach to calculus is application-oriented. The calculus topics

are those studied in a standard course in the calculus of one variable taught on an honors level. A TI-84, TI-Nspire CX, or TI-Nspire CAS graphing calculator is required for this course.

Honors Statistics

Full year course, Grade 12

Prerequisite: *Algebra II*; **Acceptance Criteria:** *Teacher recommendation*

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

Advanced Placement Statistics

Full year course, Grades 11-12

Prerequisite: *Algebra II (can be taken concurrently with Honors Precalculus AB/BC)*; **Acceptance Criteria:** *Math semester average of 85 and teacher recommendation*

Statistics is the art of thinking about a problem, showing the math of the statistics, and telling what the results are. Communication of the results is just as important as accurate calculations. As a result, there will be a great deal of writing as a part of this course. The course is challenging and will regularly require about 45 minutes of homework. The major component of this course is what is generally covered in a one-semester introductory college course in statistics. Topics included are understanding data, gathering data, basic statistics, experimental design, correlation and linear regression, and statistical inference (normal distribution, t-distribution, chi-square distribution, hypothesis testing, etc.) AP Statistics is a hands-on interactive class; data will frequently be collected from the class. The TI-Nspire will be used as a tool to collect data, distribute data, and analyze data. All students taking this course will be expected to take the AP Statistics exam in the spring.

Advanced Placement Calculus AB/BC

Full year course, Grades 11-12

Prerequisite: *H Precalculus AB or Precalculus BC*; **Acceptance Criteria for AB:** *PSAT math score, 11th grade math semester average of 85, and math department approval*; **Acceptance Criteria for BC:** *PSAT math score, 11th grade math semester average of 90, and math department approval*

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

and polar coordinates are covered in the BC course. All students enrolled in this course are expected to take the Advanced Placement exam in the spring. A TI-Nspire CAS calculator is required for this course.

Introduction to Proof Based Math

Full year course, Grade 12

Prerequisite: *Advanced Placement Calculus AB/BC (can be taken concurrently);* **Acceptance Criteria:** *Teacher approval*

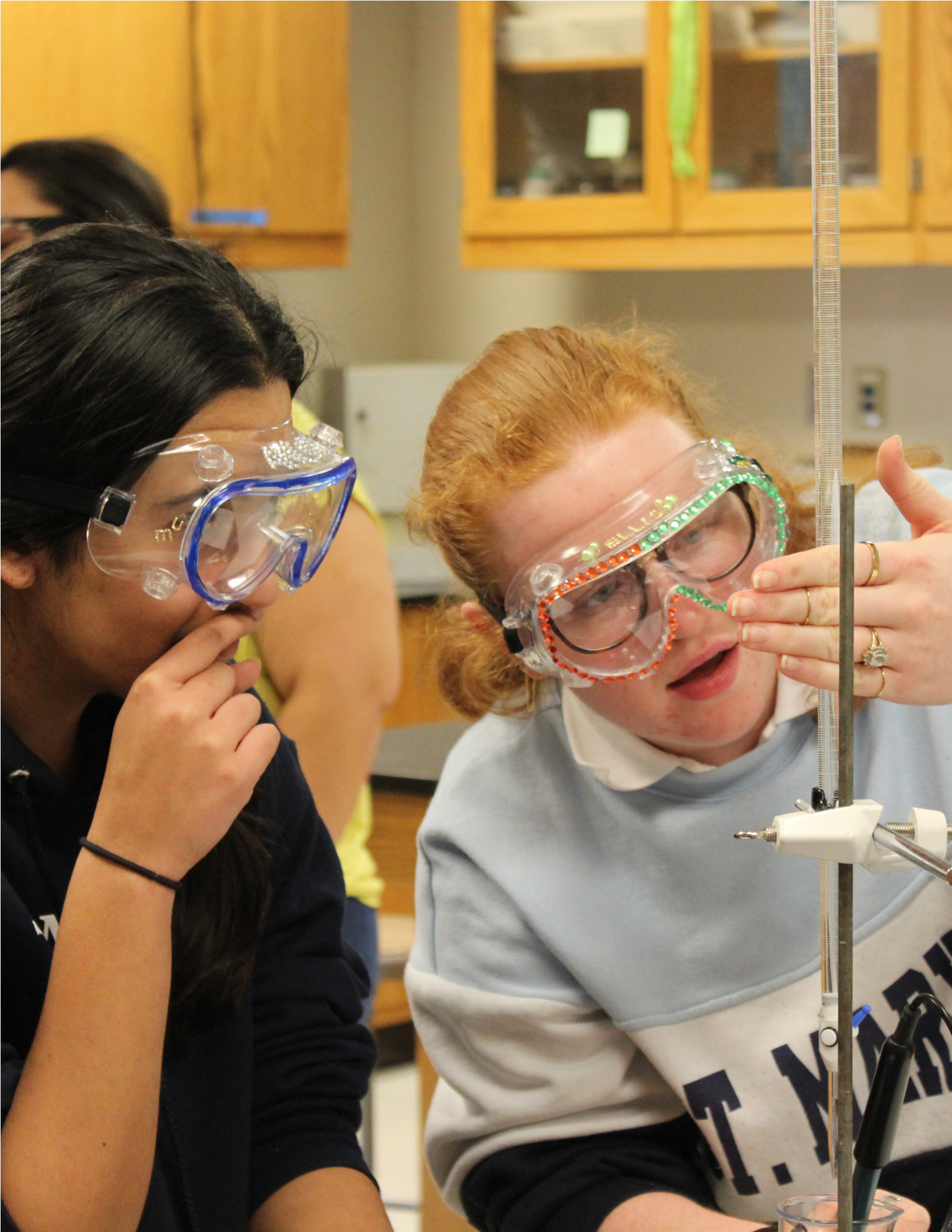
Introduction to Proof Based Math is a very challenging course that will provide the most advanced math students exposure to proof-based mathematics. This is a senior course for students who took AP Calculus as juniors. The course's main goals are for students to develop creative problem-solving skills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

Foundations in Personal Finance

Spring semester course, Grade 12

Prerequisite: *Algebra II;* **Acceptance Criteria:** *Successful completion of Algebra II*

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



SCIENCE DEPARTMENT

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

Honors Biology

Full year course, Grade 9

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

Honors Accelerated Biology

Full year course, Grade 9

Acceptance Criteria: *Teacher recommendation*

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

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

Honors Chemistry

Full year course, Grade 10

Prerequisite: *Biology*

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

Honors Accelerated Chemistry

Full year course, Grade 10

Prerequisite: *Biology*; **Acceptance Criteria:** *Teacher recommendation*

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

Honors Chemistry II: Advanced Topics

Fall or spring semester course, Grades 11-12

Prerequisites: *Honors Chemistry, Honors Accelerated Chemistry, or AP Chemistry*

This course is open to all juniors and seniors who have passed sophomore chemistry. It will assume knowledge through basic stoichiometry and go in a different direction such that students from H Chem, H Acc Chem, and AP Chem will learn new material in the course. Topics may include introductions to organic chemistry, environmental chemistry, chemistry in our daily lives, and food chemistry. This is a semester-long class.

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

Honors Physics

Full year course, Grades 11-12

Prerequisites: *Biology and Chemistry*; **Corequisites:** *Algebra II or higher*

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

Honors Accelerated Physics

Full year course, Grades 11-12

Prerequisites: *Biology and Chemistry*; **Corequisites:** *Algebra II or higher*; **Acceptance Criteria:** *Teacher recommendation*

The goal of Honors Accelerated Physics is to prepare students with above-average interest and ability in

science. Students will learn how to classify the wide variety of phenomena around us within the framework of fundamental physical laws. This course will use advanced math topics, including trigonometry and multiple equations with unknowns, and is more rigorous than the honors class. All course assignments, including lab write-ups, are designed to develop expert problem-solving skills and reinforce mathematics skills.

Honors Physics II: Advanced Topics

Fall or spring semester course, Grade 12

Prerequisites: *Honors Physics, Honors Accelerated Physics, or AP Physics*

Introduction of Physics II is a semester-long, algebra-based physics course that describes the physical world using some of the fundamental concepts that are not taught in other physics courses at St. Mary's, including electrostatics, magnetism, waves, and optics. The goal of this course is to provide students who are interested in physics exposure to different concepts that they will see in university and to more applications of physics. This is a semester-long course.

Honors Anatomy and Physiology

Full year course, Grades 10-12

Prerequisites: *Honors Biology (for grades 11-12) and Honors Accelerated Biology (for grade 10)*

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

Advanced Placement Biology

Full year course, Grade 12

Prerequisites: *Honors Biology and Honors Accelerated Chemistry; Acceptance Criteria: 3.67 (B+) unweighted science average, 93 or higher in both Biology and Honors Accelerated Chemistry or two letters of support from Upper School science faculty, completed application packet, science department approval, interested students must attend the pre-AP Biology information meeting in Nov/Dec, and successful (B or better) completion of AP Chemistry is strongly recommended*

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

Advanced Placement Chemistry

Full year course, Grades 11-12

Prerequisites: Honors Algebra II and Honors Accelerated Chemistry; **Acceptance Criteria:** 3.67 (B+) unweighted science average, 93 grade or higher in both Honors Algebra and Honors Accelerated Chemistry, science department approval, and interested students must attend the pre-AP Chemistry information meeting in Nov/Dec. AP Chemistry is designed to be the equivalent of a college-level general chemistry course. It builds upon the basics learned in the first year of chemistry, exploring new topics of chemistry as well as expanding familiar topics. The course is highly analytical and stresses independent, logical thought and inquiry. Laboratory experiments supplement understanding of key concepts. All students enrolled in this course are expected to take the Advanced Placement exam in the spring.

Advanced Placement Physics C

Full year course, Grade 12

Prerequisites: Honors Precalculus AB or higher and Honors Chemistry; **Corequisite:** AP Calculus AB or BC; **Acceptance Criteria:** PSAT math score, A- or better in Honors Physics or Honors Accelerated Physics (or B+ or better in AP Chemistry), A- or better in Honors Precalculus AB or BC, and science department approval. AP Physics C is intended to be representative of courses commonly offered in colleges and universities. There are four main goals of this class: to develop the students' abilities to read, understand, and interpret physical information; for the students to be able to describe and explain the steps in the analysis of a particular physical phenomenon or problem, both verbally and mathematically; for the student to perform experiments and interpret the results of observations, including making an assessment of experimental uncertainties; to serve as a foundation in physics for students majoring in the physical sciences or engineering. Methods of calculus are used in formulating physical principles and in applying them to physical problems.

Honors Independent Research Study

Fall semester course, Grade 12

Prerequisites: Biology, Chemistry, and Physics; **Pre/Corequisite:** Honors or AP Statistics; **Acceptance Criteria:** 3.67 unweighted GPA, support from two faculty related to research area, completed application packet, interested students must attend the pre-HIRS information meeting in Nov/Dec, and ability to conduct at least 60 hours of research during the summer.

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

Advanced Placement Computer Science Principles

Full year course, Grades 9-12

Prerequisite: Algebra I

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

Advanced Placement Computer Science A

Full year course, Grades 10-12

Prerequisite: AP Computer Science Principles

AP CSA covers programming on Java using concepts including sequencing, conditionals, loops, lists, matrices, searching, sorting, recursion, and objects. Existing skills and lessons from AP CSP will allow the course to cover the first quarter or so of material more quickly, but the majority of the programming material will be new to AP CSP students. The college board specifically designed the new AP CSP curriculum to have little enough overlap that students benefit from taking both courses. AP CSP covers about half of the AP CSA concepts, but with less detail on those concepts and in a different language (we use JavaScript for AP CSP, which confusingly is not at all related to Java). Matrices, searching, sorting, recursion, and objects will all be entirely new for the students. These concepts require a higher level of conceptual thinking than the programming concepts in AP CSP and will be significantly harder to master but also more rewarding for the students. Recursion specifically requires a high level of abstract thinking that challenges students toward growth, similar to learning calculus, a new foreign language, or how to read a poem deeply.

Honors Introduction to Engineering Design

Fall semester course, Grades 9-12

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

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

Honors Advanced Engineering Design

Spring semester course, Grades 9-12

Prerequisite: Honors Introduction to Engineering Design

Using the skills gained from the Introduction to Engineering Design course, students will design solutions to real-world problems by applying the engineering design process. This typically involves breaking down the problem into smaller, more manageable problems that can be solved through engineering. To evaluate solutions to real-world problems, students will use a variety of tools and techniques, such as prototyping and testing, to ensure that the solution meets the required specifications and functions as intended. They will also use techniques such as cost analysis and risk assessment to evaluate the feasibility and sustainability of the solution. Once a solution has been developed, students will present their plans, projects, and outcomes to their peers using a variety of presentation methods, such as oral presentations, posters, and reports. This allows them to share their ideas and receive feedback from others, which can help to improve the final solution.

HISTORY DEPARTMENT

The St. Mary's History Department seeks to develop civics and historical literacy and to create appropriate opportunities for our students to practice citizenship and engage their world as informed, empathetic citizens.

Honors World History I

Full year course, Grade 9

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

Advanced Placement Human Geography

Full year course, Grade 9

Acceptance Criteria: *Teacher recommendation and approval by the Director of Studies*

Human Geography deals with the study of people and their communities, cultures, economies, and interactions with the environment by studying their relations with and across space and place. Human geography attends to the impact that geography has on humanity as viewed through the lens of the power of the place in which people are born or live in determining the many facets of daily living. Additionally, human geography illuminates the way in which human patterns of social interaction and spatial interdependencies influence or affect the Earth's environment. The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Students also learn about the methods and tools geographers use in their science and practice. Advanced Placement Human Geography (APHG) students will learn to think geographically and ask critical geographic questions based on historic patterns and current events.

Honors United States History

Full year course, Grades 10

Honors U.S. History is a survey course that covers American history from the First Americans of the Pre-Columbian Age to the present. Through discussions and readings of primary and secondary texts, students

will gain an understanding of the major people, events, and ideas in American history. Students will develop their ability to critically analyze sources and effectively communicate these skills in both oral and written form. Summative assessments will include formal tests, individual and group projects, and essays analyzing texts. During the second semester, students will complete the sophomore term paper, a project based on a topic that they have chosen related to U.S. History.

Advanced Placement United States History

Full year course, Grade 10

Acceptance Criteria: *Teacher recommendation and grade of A in Honors World History I*

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

Honors World History II

Full year course, Grade 11

Prerequisite: *Honors World History I*

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

Advanced Placement World History: Modern (1200-present)

Full year course, Grade 11

Prerequisite: *Honors World History I*; **Acceptance Criteria:** *Grade of 90+ in AP U.S. History or grade of 93+ in Honors U.S. History, and teacher recommendation*

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

Advanced Placement U.S. Government and Politics

Fall semester course, Grades 11-12

Acceptance Criteria: *Approval by the Director of Studies*

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

Advanced Placement Comparative Government and Politics

Spring semester course, Grades 11-12

Acceptance Criteria: *Approval by the Director of Studies*

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

Honors Global Issues

Fall or spring semester course, Grades 9-12

Acceptance Criteria: *Approval by the Director of Studies*

Honors Global Issues will utilize the United Nations Sustainable Development Goals (SDGs) to anchor the course topics and focal points. Students will use readings, media, presentations, and group discussions to engage with these goals as they apply to current events at local, national, and international levels. Students should leave Global Issues with a heightened ability to implement the Four Domains of Global Competency (as outlined by the Asia Society) in their daily lives: Investigate the World, Recognize Perspectives, Communicate Ideas, and Take Action.

Honors Memphis and the Movement

Summer online course, Rising grades 9-12

Acceptance Criteria: *Approval by the Director of Studies*

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

Advanced Placement Psychology

Full year course, Grades 10-12

Acceptance Criteria: *Approval by the Director of Studies*

The primary skills developed in this course will be connecting psychological concepts and theories to real-life scenarios, understanding and interpreting data, and analyzing research studies in psychology. Additionally, the following subsections will be covered in the course: scientific foundations of psychology; biological bases of behavior; sensation and perception learning; cognitive psychology; developmental psychology; motivation, emotion, and personality; clinical psychology, and social psychology.

Advanced Placement African American Studies

Full year course, Grades 11-12

Acceptance Criteria: *Approval by the Director of Studies*

AP African American Studies is an interdisciplinary course that examines the diversity of African-American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African-American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.



WORLD LANGUAGE DEPARTMENT

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

French I

Full year course, Grades 9-10

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

French II

Full year course, Grades 9-11

Prerequisites: French I or placement

French II presents a more complex structure of the language and expands the cultural themes begun in French I. By the time students complete French II, they will have acquired an intermediate command of basic vocabulary and grammatical structures necessary for personal communication as well as an understanding of the Francophone world. Emphasis is placed on communication and grammar, which are acquired through both lectures and in context.

Honors French III

Full year course, Grades 9-12

Prerequisite: French II

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

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

Fall semester course, Grades 11-12

Prerequisite: Honors French III

Honors French History through Film and Literature is an honors course that will trace the history of French culture and customs from the cave paintings of Lascaux through the medieval period, culminating in the

Classical Age of Louis XIV. Students will study literary texts, films, and other cultural artifacts to obtain a deeper understanding of the cultural products, practices, and perspectives that form the worldview of French culture. Texts include the *Lais of Marie de France*, Carl Theodor Dreyer's *La Passion de Jeanne d'Arc*, and an in-depth study of the Loire Valley châteaux and Versailles. Students will continue to develop their speaking, listening, reading, and writing skills through the interpretive, interpersonal, and presentational modes. This course is taught entirely in French. **Note:** *This course may fulfill a half credit of the fine arts graduation requirement with any other fine arts course.*

Honors French IV French History through Film and Literature Pt. 2

Spring semester course, Grades 11-12

Prerequisite: *Honors French IV Part I*

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

Advanced Placement French V

Full year course, Grades 11-12

Prerequisites: *Honors French IV or Honors French III with permission of instructor; Acceptance Criteria:* *Teacher approval*

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

Latin II

Full year course, Grades 9-11

Prerequisites: *Latin I or placement exam*

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

Honors Latin III

Full year course, Grades 9-12

Prerequisites: *Latin II or placement exam*

Honors Latin III is a reading course in unadapted Latin prose and poetry. Students will study selections from a variety of classical and neo-Latin authors, including Tacitus, Caesar, Vergil, Luther, and de Las Casas. Along with the varied strategies for processing prose and poetry linearly, students will learn the functions of various features of prose style and discourse structure. The second semester will move students into preparation for the Advanced Placement course, where Caesar and Vergil are featured authors.

Honors Latin IV: Readings in Roman Literature and Culture

Full year course, Grades 11-12

Prerequisite: *Honors Latin III; The course will run concurrently with AP Latin IV.*

Students will interpret a number of Latin texts of literary and non-literary nature in order to increase their proficiency in the interpretive reading mode. Readings will vary year to year depending on individual student interests, and multiple choices for reading will be available to students in the same class. Culturally relevant texts will explore both the lives of a wide swath of inhabitants of the empire in the classical period and the diverse cultures that expressed themselves in Latin over the centuries. **Note:** *This course may fulfill a half credit of the fine arts graduation requirement with any other fine arts course.*

Advanced Placement Latin IV

Full year course, Grades 11-12

Prerequisite: *Honors Latin III; Acceptance Criteria: Instructor approval*

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

Honors Latin V: History of Latin Language

Full year course, Grades 11-12

Prerequisite: *Honors Latin III*

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

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

Spanish I

Full year course, Grades 9-10

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

Spanish II

Full year course, Grades 9-11

Prerequisites: *Spanish I or placement*

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

Honors Spanish III

Full year course, Grades 9-12

Prerequisite: *Spanish II*

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

Honors Spanish IV

Full year course, Grades 11-12

Prerequisite: *Honors Spanish III*

This course is conducted solely in Spanish and offers students authentic and motivating content to learn and use Spanish for purposeful communication. Students will obtain a deeper understanding of the interconnection of the history, cultural products, practices, and perspectives that form the worldview of Hispanic cultures. There will be opportunities for communication in all modes (interpretive, interpersonal, and presentational) with individual, pair, and group work interwoven throughout each activity. Students will

interpret, evaluate, and discuss Hispanic film, literature, art, current events, and music and will authentically improve their proficiency in listening, reading, speaking, and writing.

Honors Spanish V A & B

Full year course, Grades 11-12

Prerequisite: *Honors Spanish IV*

This course offers the chance to develop proficiency in the Spanish Language and culture. The class will incorporate the six overarching themes that foster real-world communication. These themes include but are not limited to family and communities, science and technology, beauty and aesthetics, contemporary life, world challenges, and personal and public identities.

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

Advanced Placement Spanish V

Full year course, Grades 11-12

Prerequisites: *Honors Spanish IV or Honors Spanish III with permission of instructor; Acceptance Criteria:*

Honors Spanish IV semester grade of 85, oral interview conducted during 4th quarter of Honors Spanish IV, and teacher approval

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

Honors Latin Fiction Through the Decades

Summer online course, Rising grades 10-12

In this course, students could address how political climates form Latin identities in various decades, Latin/Caribbean types of government and their influence over the country's culture, Afro-Latin identity, family roles in Latin communities in different time periods, and female Latin in the United States and abroad. Students will read two to three books written by various Latin authors, watch and reflect on videos about each author and their point of view, evaluate the books through a historical and political perspective through online videos, discussions, and journal prompts, and examine the history of each author's country of origin in order to provide a contextual worldview. The course will be taught in English to allow any foreign language student to register.

FINE ARTS DEPARTMENT

Concert Band

Full year course, Grades 9-12

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

Concert Choir

Full year course, Grades 9-12

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

Chamber Ensemble

Full year course, Grades 9-12

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

Honors Music History

Grades 10-12

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

Honors Power of Black Music in America

Grades 10-12

This fine arts course addresses the history of African American music from its roots in West and Central Africa to its place in the present-day United States. It explores the impact of Black music on the musical and cultural history of America and will cover African music, spirituals, ragtime, blues, jazz, gospel, rhythm and blues, soul, and music of the Civil Rights Movement. The class is rich in historical and musical content, and students should come away with an understanding of the part African American music has played in the

fabric of American music. It will also foster a new appreciation of how music reveals the emotional and intellectual life of a people over the course of many years and decades. This course can be considered toward fulfillment of the fine arts graduation requirement.

Performance Arts 1 & 2

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

Fundamentals of Acting

Fall or spring semester course

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

Honors Studio Art I

Fall or spring semester course

Prerequisites: Studio Art I and II- Fall and Spring; **Acceptance Criteria:** Teacher recommendation required

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

Honors Studio Art II

Fall or spring semester course

Prerequisites: Honors Studio Art I and II, Fall and/or Spring, **Acceptance Criteria:** Teacher recommendation required

Students taking this course must have completed the corresponding semester(s) of Honors I and not be working to prepare a college portfolio. Students are required to have a sketchbook. Sketchbook assignments will be completed outside of class for a grade and as preparation for in-class assignments. Assignments will be designed to allow students to creatively problem solve as they explore ideas and media. Students’ fall semester assignments will focus on working from observation in assorted media and developing them. Spring

semester assignments will focus on figure studies and working both three-dimensionally and graphically. Grades will be based on the work reflected in the assignments and the degree to which the student has pushed her skill levels.

AP Studio Art

AP courses should address three major concerns that are constants in the teaching of art: (1) a sense of quality in a student's work; (2) the student's concentration on a particular visual interest or problem; and (3) the student's need for breadth of experience in the formal, technical, and expressive means of the artist. AP work should reflect these three areas of concern: quality, concentration, and breadth. As in the introductory college course, students will need to work outside the classroom, as well as in it, and beyond scheduled periods. Students should be considered responsible enough to leave the art room or school if an assignment requires them to do so, and homework, such as maintaining a sketchbook or a journal, is probably a necessary component of instruction. Critiques, a common structure in the college classroom, are important in AP as well. Group and individual critiques enable students to learn to analyze their own work and their peers' work. Ongoing critical analysis, through individual critiques, enables both the students and the teacher to assess the strengths and weaknesses in the work.

Honors Portfolio Prep I

Grade 11 only

Acceptance Criteria: *Three semesters of studio art and teacher approval*

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

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

Honors Portfolio Prep II

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

Students will continue building the work completed in the previous semester with a goal of 12-18 strong

pieces for submission to colleges. Assignments will vary for each student based on specific college portfolio requirements. All work, including work drawn from the previous semester and sketchbook assignments, will be completed and photographed by late November. Students will also learn the practices for digital submission.

Honors Art History

Grades 10-12

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

Advanced Placement Art History

Prerequisite: Honors Art History; **Acceptance Criteria:** B- in Honors Art History, strong writing and discussion skills, and teacher approval

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

Honors Musical Theater Practicum

Fall or spring semester course, Grades 10-12

The class is designed for students interested in singing, dancing, choreography, stage management, lighting, sound, and direction. It will be an in-depth exploration of the practical skills used in the production of a musical theater performance.

With guidance from the teachers, students will work through the process of selecting, planning, directing, rehearsing, and performing a musical theater production, but the class will essentially be student-driven. Because the students will be working toward an actual final performance, they will be the actors, directors, property managers, and technicians. The class will culminate in a performance for the student body at the end of the semester. **Note:** *This course may fulfill a half credit of the fine arts graduation requirement with any other fine arts course.*



RELIGIOUS STUDIES DEPARTMENT

Comparative Religion

Fall or spring semester course, Grades 9-12

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

Courses Available to Fulfill Religious Studies Requirement

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

Honors The Holocaust & Human Behavior

Semester course, Grades 9-12

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

Honors The Meaning of Life

Grade 12 only

Mark Twain said, “The two most important days in your life are the day you were born and the day you find out why.” Join us as we tackle this eternal question, “Why am I here?” Students will read classic and contemporary spiritual works addressing the meaning of life. We will seek inspiration and guidance from a variety of thinkers and writers; readings will include selections from fiction, nonfiction, and poetry. Working through thematic units, such as journey, suffering, joy, and relationships, we will discover how others have sought meaning through varied experiences. Authors may include (but are not limited to) Annie Dillard, Victor Frankl, Martin Buber, and Desmond Tutu. Students will have space and time to explore their own spirituality. Through discussion, journaling, and writing of a memoir, students will move toward creating their own spiritual autobiography.

Honors Ethics

Fall or spring semester course, Grades 10-12

This class will study ethical theories and approaches by reading philosophers like Kant, Mill, and Bonhoeffer. Students will begin to articulate their own ethical stances on topics like economics, war and peace, the environment, and the human body. We will develop a respect for how others might come to different moral conclusions, and we will engage in civil discourse around controversial topics.

Honors The Writings of C. S. Lewis

Summer online course, Rising grades 9-12

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

PHYSICAL EDUCATION DEPARTMENT

Mind and Body Wellness

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

Strength & Conditioning I

Fall or spring semester course, Grades 10-12

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

Strength & Conditioning II

Fall or spring semester course, Grades 10-12

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

Strength & Conditioning III

Fall or spring semester course, Grades 10-12

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



2024-2025 ONE SCHOOLHOUSE COURSES

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



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