

Saint Mary's SCHOOL



2025-2026 Curriculum Guide

Saint Mary's School Mission

Saint Mary's School, a community dedicated to academic excellence and personal achievement, prepares young women for college and life.

To accomplish our mission, Saint Mary's School:

- Challenges each young woman to embrace the habits of an intellectual life, engages her with the past and the emerging future, and empowers her to serve and shape her world.
- Fosters in each young woman a spirit of connection to others, guides her in developing her spiritual and ethical integrity, and prepares her to take responsibility for herself and her future.

Curriculum Goals

Saint Mary's School strives, through its academic curriculum to challenge each student to embrace the habits of an intellectual life. The faculty work to prepare each student to take responsibility for herself and for her future. We intend that graduates of Saint Mary's School develop the Saint Mary's **10 Competencies**, building their skills on a foundation marked by core knowledge of a liberal arts curriculum.

The 10 key competencies fostered through Saint Mary's programs are:

- Collaboration
 - Communication
 - Critical thinking
 - Cross cultural intelligence
 - Growth mindset
 - New media literacy & computational thinking
 - Self-expression
 - Self-directed learning
 - Servant leadership
 - Social-emotional intelligence
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Graduation Requirements

Curriculum/Graduation Requirements

In order to qualify for the Saint Mary's School diploma, students must meet the following requirements:

- Complete a total of 22 units with a cumulative weighted grade point average (GPA) of not less than 2.000
- Within 22 units, have the following distribution of subject matter:

English	4 units	Required: English I, II, III, IV Students are required to take English each semester
Humanities and Social Sciences	3.5 units	Required: Ancient World, Modern World, and US History.
Religious Studies	0.5 units	
Mathematics	3 units	Required: Algebra I, Geometry, Algebra II, plus one unit beyond Algebra II. Entering 9 th grade students with math for Algebra I or beyond will need 3 units beginning at the next level. Students interested in attending a four-year college are expected to progress through Pre-Calculus or Discrete Math.
Science	3 units	Required: Biology and one unit of a physical science.
World Languages	Level 3/1 language Level 2/2 languages	For students interested in attending a selective college or university, SMS recommends 4 units of the same World Language. Entering 9 th or 10 th graders are required to take a language through Level 3. Entering 11 th and 12 th grade students with no prior language study in high school are required to complete language study through Level 2.
Visual and Performing Arts	2 Units	Entering 11 th grade students with no Visual and Performing Arts credits will be required to take 1 unit. Entering 12 th grade students with no Visual and Performing Arts credits will be required to take 0.5 units of Visual and Performing Arts.
Electives	3 Units	
Seminar	Each Semester	Successful completion of Seminar curriculum with each semester of enrollment
Athletics/Triangle Fitness	6 seasons	Students must enroll in Triangle Fitness for a minimum of three seasons in 9 th grade, two seasons in 10 th grade, and one season in 11 th grade.

Fulfillment of Requirements

A candidate for the diploma must be enrolled as a full-time student during her 12th grade year. If there are unusual circumstances, the Assistant Head of School for Academic Affairs may give their permission to enroll part-time.

Required Courses

Required courses must be attempted at Saint Mary's School. Credit from summer courses outside of Saint Mary's School may be accepted in lieu of courses offered in the school year if approved by the Assistant Head of School for Academic Affairs. While courses outside of Saint Mary's School may be accepted for credit, grades from outside institutions are not factored into a student's SMS GPA. Students must complete graduation requirements in four years and comply with the requirements stated in the Student-Parent Handbook at the time of their graduation. In unusual circumstances, with the prior approval of the Assistant Head of School for Academic Affairs, exceptions may be made.

Grading System and Progress Reports

Academic progress reports are made available electronically to all parents at regularly scheduled intervals and posted on the parent portal. On the progress report faculty provide a numerical progress grade and narrative feedback that provides helpful feedback for students prior to the end of the semester. Report cards will be available after the end of each semester. Saint Mary's School students earn a letter grade in each course taken for credit.

The evaluation of all academic work at Saint Mary's School rests with the teacher. Grades will be determined by the means considered to be most appropriate by the faculty member, in consultation with the academic department. Grading practices are regularly reviewed to ensure accuracy, equity, and consistency. The teacher will explain the grading policy to the class at the beginning of each course.

A student's cumulative GPA is determined by the grades earned at the end of each semester, and only at Saint Mary's School. Each of the semester grades are reported on a student's transcript. If a student's grade is an F in either semester, remediation will be required by the school before a student may progress to the next level. Students will be required to complete a placement test upon completion of any external credit recovery programs to ensure that the student has acquired the skills necessary to progress to the next academic course.

All academic work will be evaluated according to the following grading system:

Letter	%	Descriptor
A+ A A-	100-97 96-93 92-90	<i>Excellent:</i> The learner consistently demonstrates complete mastery of both the content and skills of the course. The work produced by the student often exceeds the requirements of the course.
B+ B B-	89-87 86-83 82-80	<i>Proficient:</i> The learner demonstrates a strong command of content and skills of the course. The work that the student produces meets the primary requirements of the course.
C+ C C-	79-77 76-73 72-70	<i>Satisfactory:</i> The learner demonstrates an adequate command of content and skills of the course. This learner creates a foundation to build on to master more complex content and develop deeper skills. The work that the student produces shows evidence of accurately focused and consistent effort even if it does not meet all the requirements of the course.
D	69-65	<i>Tenuous:</i> The learner demonstrates an unreliable or weak grasp of the content and skills of the course. She does not have a strong foundation and though credit is earned, she may not be prepared or recommended for further work in the discipline. Remedial work or intervention may be required by the school for a student with a grade of D. The work that the student produces shows some evidence of effort even if it does not meet the requirements of the course.
F	64-below	<i>Failing:</i> The learner does not demonstrate a grasp of the content and skills of the course. The work that the student produces may show some evidence of effort yet fails to meet the requirements of the course. No credit is issued. Remedial work or intervention may be required by the school for a student with a grade of F.

WP Withdrawal from a course while passing, current grade posted.

WF Withdrawal from a course while failing, current grade posted.

WM Withdrawal from a course for medical reasons, no grade posted.

INC* Incomplete – Indicates that some part of the class work has not been completed.

* Any requests for an incomplete on a report card must be approved by the Dean of Academic Innovation.

Grade Scale

Grade Point Averages (GPAs) are weighted and unweighted and calculated based on the following scales.

Grade	Unweighted	Honors*	Advanced Placement*	Distinguished Scholars*	Dual Enrollment*
A+	4.3	5.3	6.3	6.3	6.3
A	4.0	5.0	6.0	6.0	6.0
A-	3.7	4.7	5.7	5.7	5.7
B+	3.3	4.3	5.3	5.3	5.3
B	3.0	4.0	5.0	5.0	5.0
B-	2.7	3.7	4.7	4.7	4.7
C+	2.3	3.3	4.3	4.3	4.3
C	2.0	3.0	4.0	4.0	4.0
C-	1.7	2.7	3.7	3.7	3.7
D	1.0	1.0	1.0	1.0	1.0
F	0	0	0	0	0

*Course categories will be explained in the section on “course levels.”

Academic Policies

Policies concerning academic matters such as classes, class schedules, grading, academic expectations, and academic support may be found in the Academics section of the Student-Parent Handbook. Advisors are also available to discuss academic matters with students and families if there are questions.

Course Levels

Saint Mary’s School offers high school courses at four designations: honors, Advanced Placement™ (AP), Distinguished Scholars (DS), and Dual Enrollment. Placement in courses is determined through the Course Request Process - by teachers and advisors in consultation with students and parents. Each student has different strengths and weaknesses in her learning styles and subject areas. Students are strongly encouraged to select classes that enhance their learning, complement their learning styles, and allow for an overall positive school experience. All courses at Saint Mary’s are designed to meet our mission of preparing students for college and for life.

Honors Courses

Courses at Saint Mary’s School are designed to enrich a student’s knowledge and skills in a variety of subject areas. Students should be prepared for a variety of assignments in courses, such as homework, projects, papers, and tests. Students should be prepared for engaging and challenging high school work in Saint Mary’s courses.

Distinguished Scholars (DS) Courses

Saint Mary’s School developed the Distinguished Scholars (DS) courses to provide an increased variety of courses for students outside of the Advanced Placement™ curriculum, while maintaining a similar standard of rigor, workload and academic depth. Distinguished Scholars courses are built on the foundation of the 10 key competencies, primarily communication, growth mindset, cross-cultural intelligence, and self-directed learning. These courses put students at the center of their own learning through a focus on interdisciplinary and experiential education. Distinguished Scholars courses allow students opportunities to explore their passions through rigorous, yet creative, curricula that is not offered by the Advanced Placement™ curriculum

Students in Distinguished Scholars courses will be required to complete prep-work over the summer. This work must be completed by the beginning of school, or the student may be asked to withdraw from the course.

Please keep in mind that courses may be requested, but when the student's entire course load is considered, some course requests may not be approved. Students who request an academic schedule that exceeds the Saint Mary's academic guidelines will be considered on a case-by-case basis by the Assistant Head of School.

Advanced Placement (AP) Courses

The Advanced Placement™ (AP) Program, sponsored by the College Board, is an academic program of college-level courses and examinations for high school students. A typical AP course takes a full academic year, offers a challenging curriculum, and is more rigorous than an honors course. These courses follow the College Board Advanced Placement™ course descriptions, and 9th through 11th grade students are required to take the AP external exam at the end of the course. A passing score on the AP exam at the end of a course may earn college credit for a student depending on individual college policy. Failure to complete a national AP exam at the end of the course may have an impact on a student's enrollment in future AP courses.

Advanced Placement™ courses are offered to students after 9th grade. 10th grade students may request one AP course, 11th grade students may request up to two AP courses, and 12th grade students may request up to four AP courses. Approval for AP course loads will be determined by the Saint Mary's Faculty. The criteria for recommending students for these courses is developed collaboratively by the Assistant Head of School for Academic Affairs and the Academic Department Chairs. Student performance in prerequisites is an important factor in determining if enrollment in an AP course is appropriate. Prerequisite teacher recommendations take into account the student's demonstrated ability to: handle college-level work independently and consistently; be positively engaged with the subject; demonstrate intellectual curiosity; willingly tackle difficult material, rise to challenges, accept criticism, and work through setbacks; have a high level of written and oral discourse; have a high quality of interaction with others in pursuit of knowledge; attend class punctually and consistently; and have an ability to handle her particular combination of academic and other responsibilities. These criteria are clearly explained to all students who express interest in AP courses. All Saint Mary's School AP courses have prerequisites. Students and parents are responsible for the fee for the AP external exam for each AP course a student takes.

Students in AP courses will be required to complete prep-work over the summer. This work must be completed by the beginning of school, or the student may be asked to withdraw from the course.

Please keep in mind that courses may be requested, but when the student's entire course load is considered, some course requests may not be approved. Students who request an academic schedule that exceeds the Saint Mary's academic guidelines will be considered on a case-by-case basis by the Assistant Head of School for Academic Affairs

Dual Enrollment (DE) Courses

Saint Mary's has partnered with Marymount University to offer dual credit courses. The Marymount course credits may also be transferrable to public, private, in-state and out-of-state institutions. Dual credit courses are taught at Saint Mary's by Saint Mary's faculty. These instructors have applied for and obtained adjunct professor status at Marymount University. Students must meet the pre-requisites and the Marymount University application requirements to enroll in a dual enrollment class. Students registered for Dual Credit are billed by Marymount University for tuition. Dual Credit courses are offered at a significantly reduced rate for Saint Mary's students. They will receive official grades and transcripts from the university as well as from Saint Mary's.

AP Capstone Diploma Program

AP Capstone™ is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork and communication skills that are increasingly valued by colleges. AP Capstone™ is built on the foundation of two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses. In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic paper. The AP exam in May is mandatory and AP exam fees apply. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate. AP Seminar may also be taken as a stand-alone option. Department approval is required. These courses are taken as open electives and do not fill a graduation requirement.

AP Capstone: Seminar

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. The course includes three summative assessments: a team multimedia presentation and defense, an individual 1,200 word research-based essay and presentation, and the end-of-course exam. 10th grade students can request to take AP Capstone: Seminar in place of their yearlong 10th grade SMS Seminar course. 11th grade students can request to take AP Capstone: Seminar in addition to their 11th grade seminar as seventh or eighth course (overload) in their schedule.

AP Capstone: Research *(will run in 2026-2027)*

AP Research, the second course in the AP Capstone experience, allows 11th or 12th grade students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

Credit: one unit. Prerequisite: AP Seminar

Course Descriptions By Department

The English Department

The English Department helps students learn to communicate effectively by developing skills in reading, writing, listening, speaking, and viewing. Courses acquaint students with literary works from a range of periods and cultures beginning in the 9th grade with a broad global focus using interdisciplinary approaches. Students then progress to either Narrative Studies or Western Literature in the 10th grade. In the 11th and 12th grades, students select from among AP English and a variety of literature, public speaking, and writing-focused courses.

The goals of the English program in reading, carried out in all course offerings, are to develop students' awareness of the themes and styles of literature from around the globe and to make connections among different cultures; to enable students to read any text to determine main ideas, subsidiary points, and supporting evidence; at advanced course levels, to recognize authors' techniques and strategies and begin to incorporate them into their own writing; and to find intellectual and aesthetic pleasure in reading.

The goals of the English program in writing, carried out in all course offerings, are to teach research and techniques such as precise word choice, effective sentence structure, logical transitions, unified organization of ideas, and clarity of expression that enable students to become powerful communicators on personal, academic, and public levels.

English I: World Literature

World Literature introduces students to the literature of major regions of the world, emphasizing non-Western literature and making connections among cultures by exploring universal themes, symbols, and motifs. Students learn the basic skills of critical reading, analyzing literature, writing essays, using the library, using technology, and developing vocabulary. The course introduces students to the basic kinds of literature—poetry, drama, short story, novel, and nonfiction prose. Students develop oral and written responses to literature, learn the process of writing a formal essay, build vocabulary, and develop grammar skills.

Credit: one unit.

English II: Narrative Studies

Narrative Studies will explore the fundamental elements of storytelling in a variety of narrative forms. Students will be exposed to texts in traditional and contemporary platforms, such as graphic novels, film, etc. Students will be tasked to read, understand, analyze, interpret, and synthesize the texts with a focus on the narrative lens in three main ways: who is telling the story, how is the story told, what is the medium of the story. Students will also continue to build upon and sharpen writing skills introduced in 9th grade World Literature. They will fine-tune their use of the stages of the writing process and recognize and produce various forms of the essay. Moving beyond a basic command of sentence structure, grammar, vocabulary, and mechanics is the goal for remaining students' writing styles in this year-long class.

Credit: one unit. Prerequisite: English I or equivalent.

English II: Western Literature

Western Literature is defined as a body of literature considered to have had the greatest influence on Western culture. This is a discussion-based course that asks students to read and to write extensively in the *traditional* Western literature canon. Students examine texts and engage in opportunities that ask them to interpret, synthesize, and examine the readings in relation to their own lived experiences and values. Students continue to build upon and sharpen writing skills introduced in 9th grade World Literature. They fine-tune their use of the stages of the writing process and recognize and produce various forms of the essay. Moving beyond a basic command of sentence structure, grammar, vocabulary, and

mechanics is the goal for refining students' writing style in this year-long course. Readings will include plays, novels, poetry, and short stories.

Credit: one unit. Prerequisite: English I or equivalent.

English III: Literature and Rhetoric

Literature and Rhetoric concentrates on developing reading, writing, and critical thinking skills through a study of selected literature. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through students engaging in exercises, activities, and discussions that ask them to read, understand, analyze, interpret, and synthesize the readings and to examine them in relation to their own experience and values. This course is open to 11th and 12th grade students.

Credit: one unit. Prerequisite: English II or equivalent

AP English Language and Composition

AP Language and Composition is a college-level course with college-level requirements and expectations. In AP English Language, students learn how to read critically and complete rhetorical and stylistic analysis of texts, looking at why and how writers write what they write. Students engage in exercises, activities, and discussions that ask them to read, understand, analyze, interpret, and synthesize the readings. Students should demonstrate enthusiasm for reading, critical thinking, and writing, with particular interest in persuasive argument. The course is designed for advanced readers and writers who are independent, self-motivated, and value the learning process. AP students are required to take the AP Exam and are evaluated with standards set by the College Board, including multiple choice and timed essay writing. This course is open to 11th and 12th grade students.

Credit: one unit. Prerequisite: English II or equivalent for 11th; English III or equivalent for 12th; and teacher recommendation.

AP English Literature and Composition

AP English Literature and Composition is a college-level course with college-level requirements and expectations. In AP English Literature, students learn to recognize and critique literary style in poetry, plays, novels, and short stories. They learn how to discover meaning in literature by being attentive to language, image, character, action, argument, and the various techniques and strategies authors use. Students are expected to justify their interpretation by reference to details and patterns found in the text, to compare their interpretations with those proposed by others, and to be prepared to modify their own interpretations as they learn and think. The course is designed for advanced readers and writers who are independent, self-motivated, and value the learning process. AP students are required to take the AP Exam and are evaluated with standards set by the College Board, including multiple choice and timed essay writing. This course is open to 12th grade students.

Credit: one unit. Prerequisite: English III or equivalent and teacher recommendation.

DE Introduction to College English (MU 101 & 102 Dual Credit – 6 college credit hours available)

Dual Enrollment College English offers 12th grade students the opportunity to take a college-level first year writing course. This course focuses on the reading, writing, analysis, critical thinking, and research skills that students need to participate effectively in academic discussions and debates. In the first semester the course will focus on expository writing and composition while exploring topics of public significance, through firsthand research and an examination of new and traditional media. The first semester culminates in a project.

In the second semester students will focus on argumentative writing and composition while exploring topics in writing studies through an examination of primary and secondary sources. The semester culminates in a position essay that contributes to an academic discussion of a topic.

Credit: one unit. Prerequisite: English III or equivalent

ENGLISH ELECTIVES

Creative Writing: A Deep Dive of Fiction

Do you have a character that has been kicking around in your brain for the last few years? Or an idea for a short story, novella, or novel that you want to work with solely over the next 18 weeks? Or is there a movie rolling in the back of your mind that you desperately want to put to paper? (Like Zom-bear©?) Then, a Deep Dive into Fiction is the course for you. Together we will work on skill building that you will use to incorporate into your universe of stories.

In this course students will read, critique, and compose original works of fiction in many different varieties. Students will work on continuous pieces of fiction, developing their own characters, universes, and storylines that they will carry through to multiple different points in the semester. This type of writing will be more in-depth than the writing in the Exploration Creative Writing course, which serves as a survey of multiple varieties of writing. A Deep Dive into Fiction is just that - taking students' ideas and dreams and working on them throughout the semester to develop longer works to share out.

Students will examine the works of published writers as well as peers to discover, expand, and refine their own skills, voice, and repertoire. Students will share their work for both written and oral peer critique. Publication will be strongly encouraged as students develop portfolios of their writing.

Credit: one-half unit. Prerequisite: English III or equivalent. Students may also take this course in conjunction with their junior English course for elective credit ONLY.

Survey of Creative Writing

Think of it like this... one day, we write a poem about bad breath. The next, we write a mystery using the words: *matches, praying mantis, helmet*. Then, we change the lyrics of "Pocketful of Sunshine" to something sinister. The Weird, Wild, Wondrous Exploration of Writing course is a writing course that can be likened to a safari - some days you're going to be shocked and amazed at what we produce. Other days, you might see only soft flutterings of feathers in a bush as we write love poems to our favorite K-pop members. Each day is a new adventure waiting for you, and you never know what to expect other than it will be weird, wild and/or wondrous.

In this course students will read, critique, and compose original poetry and other forms of short fiction in many different varieties. Students will write on a plethora of subjects, and writing will be in the forms of free verse, flash fiction, and everything in between. This is essentially a survey of creative writing, getting students to experience little nuggets of inspiration taken from all over the world and figure out how to incorporate them into their writings. Students will be able to create writing in many different forms that are not typically used in the traditional English courses.

Students will examine the works of published writers as well as peers to discover, expand, and refine their own skills, voice, and repertoire. Students will share their work for both written and oral peer critique. Publication will be strongly encouraged as students develop portfolios of their writing.

Credit: one-half unit. Prerequisite: English III or equivalent. Students may also take this course in conjunction with their junior English course for elective credit ONLY.

Gothic Literature

Gothic is the literature of beautiful nightmares, the intersection of horror, fantasy, and social commentary. It is what one critic calls "the return of the repressed" — all the secrets a society tries to bury come back to haunt it, sometimes in the form of literal monsters (vampires, ghosts, etc), sometimes revealing the monstrous side of human nature. Gothic is the parent genre of today's popular fiction; science fiction, romance, and mystery/detective fiction all have their roots in Gothic. We will begin with Gothic classics, then read contemporary texts in order to look at how the genre is still relevant today.

Credit: one-half unit. Prerequisite: English III or equivalent. Students may also take this course in conjunction with their junior English course for elective credit ONLY.

DE Introduction to Media Communication (*MU COMM 100; Dual Credit – 3 college credit hours available*)

This course introduces students to a critical approach to evaluating the media and popular culture. Primary-source materials in the media will be examined. Students will analyze, interpret, and evaluate how a variety of media work and interact with culture. The genres examined include music, the internet, social media, TV, film, news, books and magazines, and advertising. The course will cover major issues concerning the media, including ethics, the history and power of the media in several genres, the economics of the media and other forces that may determine content, and political and cultural aspects of the media.

Credit: one-half unit. Prerequisite: English III or equivalent. Students may also take this course in conjunction with their junior English course for elective credit ONLY.

Religion and Storytelling (*cross-listed with Religious Studies*)

In this course, students will explore and analyze stories from diverse faith traditions across various mediums. They will study literature inspired by the lives of religious figures and events, undertake an independent reading project, examine artwork (including the stained-glass windows in Saint Mary's Chapel) to uncover the biblical narratives behind it, and analyze music while composing lyrics influenced by faith. This writing and projects focused course is eligible for English credit during a student's senior year and can also fulfill the Religion graduation requirement.

Credit: one-half unit. Prerequisite: English I or equivalent.

This course may be used to fulfill the graduation requirement in Religion. At the time of enrollment, students elect whether to take the course for English credit OR Religion credit. It cannot satisfy both requirements.

DE Speak up! The Art of Public Speaking (*MU Comm 101; Dual Credit – 3 college credit hours available*)

Students gain knowledge of principles and theories of oral communication regarding the design, creation, and delivery of several types of speeches; analysis of the audience and public speaking situation; and experiential practice in both public speaking performance and evaluation.

Credit: one-half unit. Prerequisite: English III or equivalent. Students may also take this course in conjunction with their junior English course for elective credit ONLY.

Women's Detective Fiction

Detective fiction, one of the most popular genres, had its roots in the 1800s and was initially written almost exclusively by men. There were a couple of exceptions, but women were actively discouraged from writing in this genre. Then, in the 1920s, a huge shift occurred, and the genre became dominated by women writers, as it still is today. What happened to allow women access to a genre formerly closed to them? How did they change and shape the genre once they attained access? The course will answer these questions, along with an examination of contemporary women detective writers and mystery / true crime media. Readings will include novels, short stories, and a work of the student's choice.

Credit: one-half unit. Prerequisite: English III or equivalent. Students may also take this course in conjunction with their junior English course for elective credit ONLY.

The Humanities and Social Sciences Department

The Humanities and Social Sciences Department encompasses a range of courses that include the study of history, cultures, government, religion, philosophy, economics, and psychology. Through these courses, students develop a deeper understanding of themselves and their world.

The courses in Humanities and Social Sciences take students from the general view of the world, presented in the World History sequence, to the more specific and specialized, as they move to United States History, then to government, religion, and electives. In all their classes in this department, students build the skills they will need to succeed in college and are prepared to become informed and responsible citizens of the world. Additionally, Humanities and Social Science courses are deeply committed to experiential education and faculty often lead local, national, and global travel opportunities to enhance and deepen students' knowledge of these important topics. Finally, the Humanities and Social Sciences Department places an emphasis in all courses on the diversity of peoples, perspectives, and experiences in our world.

Ancient World History

This course covers World History through the Middle Ages. The course encourages students to analyze the significant cultural, political, religious, social, and economic movements and events of Ancient World History and their role in shaping the intellect and character of the world from the beginning of history to roughly c. 1500 CE. It includes the study of the ancient Middle East, Greece, India, China, Rome, the Byzantine Empire and the early Muslim world and the Middle Ages in Europe, Asia, Africa, and Mesoamerica. In addition to the subject-area content, Ancient World History develops the critical reading, writing, research, geography, and study skills needed in the high school classroom, including the use of primary sources. In addition, students in the course will write both long and short essay assignments and master the use of citations and bibliography, as well as learn to identify reliable sources.

Credit: one unit.

Modern World History

Modern World History covers world history from c. 1500 CE to the present and seeks to build on the foundation laid in Ancient World History. There is a focus on the more recent past including the Renaissance and Reformation, developments in Africa and East Asia, the Americas, and the modern world. Modern World History encourages students to analyze the significant cultural, political, religious, social, and economic movements and events of world history and their role in shaping the intellect and character of the modern world. The course utilizes primary documents and emphasizes historical analysis, reading, research, and written argumentation building on the foundation set in the Ancient World History course.

Credit: one unit. Prerequisite: Ancient World History or equivalent.

AP World History: Modern

AP World History is equivalent to a college-level world history course that examines the events that make up the world's history from c. 1200 CE to 2001 consistent with the College Board requirements to prepare students for the AP examination. The course encourages students to analyze the significant cultural, political, religious, social, and economic movements and events of World History and their role in shaping the intellect and character of the modern world. AP World History emphasizes the following AP historical thinking skills including developments and processes; sourcing and situation; claims and evidence in sources; contextualization; making connections; and argumentation. The following AP reasoning processes are also essential: comparison, causation, and continuity and change. In addition, the course will move at a faster pace than other World History courses offered and will expect more independent work from students.

Credit: one unit. Prerequisite: Ancient World History or equivalent and with teacher recommendation.

United States History

United States History focuses on the people and events of the United States from the pre-Columbian period to the present. The course encourages students to analyze the significant cultural, political, religious, social, and economic movements and events of the country and how they shaped the United States. Current events are also considered in the light of historical experience. In addition, the course emphasizes the analysis of primary source documents and researching and writing thesis-driven papers.

Credit: one unit. Prerequisite: Modern World History or equivalent.

AP United States History

AP United States History is equivalent to a college-level US history course and is consistent with the College Entrance Examination Board requirements to prepare students for the AP examination in United States History. The course covers the nation's history from the pre-Columbian era to the present, makes extensive use of primary documents, and emphasizes analysis, argumentation, and writing skills. The course encourages students to analyze the significant cultural, political, religious, social, and economic movements and events of the country and how they shaped the United States. In addition, the course will move at a faster pace than other US History courses offered and will expect more independent work from students and a focus on the historical thinking skills expected by the College Board.

Credit: one unit. Prerequisite: Ancient World History and Modern World History or equivalent and with teacher recommendation.

DE US History (*MU HI 110 & 111; Dual Credit – 6 college credit hours available*)

A survey of the history of the United States from the colonial period to 1877 with emphasis on colonial origins, the struggle for independence, and the continuing struggle to implement and preserve the principles and government structure of a democratic republic. Major economic, cultural, and social changes also are examined. The second semester will be a survey of the history of the United States from the Reconstruction period to the present with emphasis on foreign relations, politics, economics, and cultural and social change.

Credit: one unit. Prerequisite: Ancient World History and Modern World History or equivalent

DS Dance of Death: How Disease Shapes Human History

Disease has profoundly shaped human history. Viruses, bacteria, and microbes have dismantled civilizations, reorganized political systems, shaped human migration and settlement patterns, and reflected the hopes and fears of societies from the Agricultural Revolution to the present day. This course will analyze these forces through a series of case studies. Primary source readings and real-world scenarios will immerse students in the study of history, art, literature, urban planning, medicine, and epidemiology.

Credit: one-half unit. Prerequisite: Ancient World History. Corequisite: Modern World History.

DS Media Research: Discourse Analysis

Media Studies is a research-focused course that introduces students to the role and nature of media in society. Students engage and critically reflect on diverse themes in the media studies field such as *Media History and Contemporary Landscape, Advertising, Media Production, Global Media Perspectives, Social Media, and Discourse Analysis Methodologies*. Students spend significant time in and out of class conducting comparative media analysis research and individualized media research studies focused on developing objective research design, implementation, and presentation skills. Students will also participate in a weekend experiential learning trip or design and complete an independent experiential learning project.

Credit: one-half unit. Prerequisite: Ancient World History. Corequisite: Modern World History.

DS Modern Art History (*cross-listed with Visual and Performing Arts*)

This course aims to give students a comprehensive understanding of the development, influences, and significance of modern art movements from the 19th, 20th, and 21st centuries. By exploring major art movements, analyzing artistic techniques, studying influential artists, understanding the social and cultural context, and developing critical analysis skills, students will gain a deeper appreciation for modern art and its impact on society. Students will be able to explore the diverse range of styles, movements, and artists that have shaped modern art. This class will delve into the importance of studying modern art history, highlighting its relevance in fostering critical thinking, cultural awareness, and personal growth.

Credit: one unit. Prerequisites: Intermediate Art Survey; During the course request process, students will need to indicate whether they are taking the course for a HSS elective credit or a VPA credit.

Economics

A one-semester course, Economics addresses some of the most common and most pressing concerns which humans face. This course will introduce students to the terms, concepts, and assumptions of the social science called Economics, which will help them to understand claims about the state of the economy, economic policy, and many other topics which regularly appear on the news such as taxes, government spending, interest rates, international trade, economic growth, and interest rates. Students will also understand what is at stake in decisions that individuals and corporations make daily.

Credit: one-half unit. Prerequisite: Ancient World History; Co-requisite: Modern World History.

History of Mathematics (*cross-listed with Mathematics*)

Do you think that your math class is lacking in characters, drama, and excitement? Well, did you hear about the 20-year-old mathematician that invented a new field of math overnight in order to solve one of the greatest mathematical problems of his day, only to meet his demise in a duel trying to win the heart of a young maiden the very next day? What's more dramatic or exciting than that?

Now is your chance to embark on a captivating journey through history to meet the greatest mathematicians of the past and study their discoveries. In addition to studying the most influential mathematicians and their theorems and formulas, this course will specifically investigate other historical questions such as: What problems were civilizations facing that led to the necessity of these formulas and theorems? What techniques did they try? What new insights were needed to solve the problem? How did different cultures tackle the same problem in different ways? How did our understanding of different fields change throughout history? How has technology and AI impacted our ability to solve problems? And many more.

Credit: one-half unit. Co-requisite: Precalculus or Math Analysis; During the course request process, students will need to indicate whether they are taking the course for a HSS or Math elective credit.

AP European History

In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations.

Credit: one unit. Prerequisite: Ancient World History and Modern World History or AP World History and with teacher recommendation.

AP African American Studies

AP African American Studies is an interdisciplinary course that explores the history, culture, and contributions of African Americans from pre-colonial Africa to the present. Through primary and secondary sources, literature, music, and art, students examine key themes such as the African diaspora, civil rights, Black cultural expression, and contemporary social movements. A central component is the Independent Project, where students research and analyze a topic of their choice, applying historical inquiry and interdisciplinary methods to produce a final presentation or written analysis. This course fosters critical thinking, research, and analytical skills, preparing students for college-level work while deepening their understanding of African American impact on society and the world.

Credit: one unit. Prerequisite: Ancient World History and Modern World History or equivalent, U.S. History, and with teacher recommendation.

AP United States Government and Politics

AP United States Government and Politics is equivalent to a college-level survey of the United States government. The fundamental principles of the United States government are traced in their evolution through Western civilization to the nation's founders to today's political events in the nation's capital. The course emphasizes analysis of the U.S. political system and concentrates on teaching students how to understand political events by writing about the principles of political science in the context of United States governmental history. In addition, the course will move at a faster pace than the one-semester Government course and will expect more independent work from students.

Credit: one unit. Prerequisite: Ancient World History and Modern World History or equivalent; Co-requisite: U.S. History and with teacher recommendation.

AP Comparative Government and Politics

In AP Comparative Government and Politics, students practice the skills used by comparative political scientists by studying data, political writings from different countries, and the processes and outcomes of politics in a variety of international settings. Students study six countries in AP Comparative Government and Politics: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students will show mastery of these skills on the AP Exam by applying concepts, analyzing data, comparing countries, and writing political science arguments. In addition, the course will move at a faster pace than the

one-semester Government course and will expect more independent work from students.

Credit: one unit. Prerequisite: Ancient World History and Modern World History or equivalent, U.S. History, and with teacher recommendation.

AP Psychology

AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. The course prepares students to take the AP Psychology examination. As a college-level course, students will be expected to work independently and at a fast pace.

Credit: one unit. Prerequisite: Two units of Humanities and Social Sciences. Prerequisite or co-requisite: Biology, and with teacher recommendation.

Religious Studies

Religious studies courses are offered at Saint Mary's in recognition of the School's mission and Episcopal heritage. This is a crucial dimension of our school's identity and also anchors the academic program. Religious studies courses align to the Principles of Good Practice of Episcopal Schools, and are not devotional in nature. Courses are offered by several Saint Mary's faculty and are reviewed and approved by the Dean of Academic Innovation and School Chaplain. "The classroom study of religion introduces a critical component into religious and spiritual reflection, opening up a student's mind to a more careful scrutiny of the content of religious life. It does this through exploration, analysis, reading, and discussion of academic subject matter along with interaction with a caring and qualified instructor." (National Association of Episcopal Schools)

Profiles in Global Christianity

This course will take students on a tour of modern Christianity beyond Europe and the United States through a series of profiles of important figures, some well-known and some obscure, from the mid-18th century to the present day. Students will explore stories of clergy, activists, teachers, thinkers, musicians, charitable aid workers, and martyrs from Africa, Asia, and Latin America. Regular homework will include significant readings (both primary and secondary sources), and students must keep up with those readings in order to be successful. Active engagement in class is expected, and students will demonstrate their learning through creative responses and a final persuasive presentation.

Credit: one-half unit. Prerequisite: Ancient World History and Modern World or equivalent.

Religion and Storytelling (cross-listed with English)

In this course, students will explore and analyze stories from diverse faith traditions across various mediums. They will study literature inspired by the lives of religious figures and events, undertake an independent reading project, examine artwork (including the stained glass windows in Saint Mary's Chapel) to uncover the biblical narratives behind it, and analyze music while composing lyrics influenced by faith. This writing and projects focused course is eligible for English credit during a student's senior year or can fulfill the Religion graduation requirement.

Credit: one-half unit. Prerequisite: English I or equivalent.

This course may be used to fulfill the graduation requirement in Religion. During the course request process, students elect whether to take the course for English credit OR Religion credit. It cannot satisfy both requirements.

The Moral Compass: How Ethics Guides Our Choices and Actions

Ethics is a branch of philosophy that asks the practical question: What should we do? How do we distinguish between a good choice and a bad one? This course considers some of the most influential ethical schools of thought such as Kantian Ethics, natural law, and utilitarianism to improve the students' ability to make ethical decisions in a complex world. It also introduces students to Eastern philosophical beliefs, such as Mohism and Confucianism. In addition, the course examines

and applies ethical approaches to current events as well as well-documented historical dilemmas. This course will make students evaluate their own beliefs, values, principles, and norms in order to help them navigate their world at Saint Mary's and beyond. The course also enhances communication skills, develops character and reason skills, and written argumentation.

Credit: one-half unit. Prerequisite: Ancient World History and Modern World History.

World Religions

A one-semester course, World Religions gives students an understanding of the fundamental beliefs and practices of the major religions in the modern world: Indigenous Sacred Ways, Hinduism, Buddhism, Judaism, Christianity, and Islam. Students are also presented with an overview of the discipline of the study of religion.

Credit: one-half unit.

The Mathematics Department

Saint Mary's mathematics program supports students as they become mathematically literate citizens who know the appropriate mathematical and technological tools to use and when to use them in various problem-solving settings. Students work in independent, whole-class, and small-group settings to increase their mathematical confidence and their communication skills. The types of problems and the learning environment in the mathematics classrooms foster persistence, critical thinking, and reflection. All courses require students to communicate conceptual understanding (both verbally and in written form), justify and explain results, and apply mathematics to real-world situations.

Students build their mathematics education through a sequential progression of courses in the math department. Recognizing students may be at different levels of mathematical development upon entering Saint Mary's School, the department uses a variety of assessments and recommendations to place students into appropriate courses for successful experiences. Regardless of where a student begins in the progression, with each new course, students come to see that the learning of mathematics includes procedural fluency, conceptual understanding, and applying both to real-world contexts. They also gain experiences to help them think critically and build a solid foundation for further study of mathematics, both in high school and college.

The use of a TI-83+ or TI-84 graphing calculator is required of all students. Other types of technology, such as GeoGebra, Desmos, Microsoft Excel, TI SmartView, and a variety of online applets may be incorporated into classes.

Algebra I

Algebra I introduces students to the fundamental concepts and techniques of algebra. Topics include linear relationships, equations and inequalities, systems of equations, and various types of functions, including linear, absolute value, and quadratic. Statistics and geometry are integrated throughout this course, and students will learn how to utilize a graphing calculator.

Credit: one unit. Prerequisite: Pre-Algebra.

Geometry

This course offers an introduction to Euclidean Geometry. Early on, students focus on points, lines, planes, angles, and congruence while working with parallel lines, perpendicular lines, and a variety of triangles. The course emphasizes the study of the conjecture system using deductive and inductive reasoning, and students learn to write formal and informal mathematical proofs. Other topics include transformations, similarity, right triangle trigonometry, and properties of circles. Algebraic principles are integrated throughout the course and technology is used to perform constructions and discover conjectures.

Credit: one unit. Prerequisite: Algebra I.

Accelerated Geometry

Accelerated Geometry is a course intended to prepare students for advanced mathematics courses. This course offers a rigorous introduction to Euclidean Geometry. After an introduction to fundamental vocabulary and postulates, students prove theorems using inductive and deductive reasoning. Major topics include parallel and perpendicular lines and planes, angle pair relationships, transformations, congruence and similarity with triangles and quadrilaterals, right triangle trigonometry, and properties of circles. Algebra skills are reinforced and applied throughout the course. Students will apply the above topics to three-dimensional figures throughout the course and utilize parametric equations to solve problems. Students enrolled in this course need to be able to work collaboratively and independently.

Credit: one unit. Prerequisite: Algebra I, with teacher recommendation.

Algebra II

Algebra II is a continuation of the study of algebra at the intermediate level. Major topics include solving equations and inequalities, systems of equations, and inequalities in two and three variables, operations with polynomials and rational expressions, algebraic functions (absolute value, power, polynomial, rational, exponential, and logarithmic), statistics, probability, and logarithms.

Credit: one unit. Prerequisites: Algebra I and Geometry.

Accelerated Algebra II

This is an accelerated course intended to prepare students for advanced mathematics courses. Major topics include solving equations and inequalities, continued work with parametric equations, the study of the properties, applications, and algebra of functions (power, polynomial, rational, exponential, and logarithmic), conic sections, right triangle trigonometry with an introduction to circular functions, series and sequences, and operations with matrices. The content of the course focuses on solving real-world problems and the use of the graphing calculator is an integral part of the course. Students enrolled in this course need to be able to work collaboratively and independently.

Credit: one unit. Prerequisites: Algebra I and Geometry, with teacher recommendation.

Pre-Calculus

Pre-Calculus is a course that helps develop students' understanding of functions and prepares them for further studies in mathematics, including Calculus. Topics include functions and their graphs (polynomials, rational, exponential, logarithmic, and trigonometric functions), and analytic trigonometry. Each topic is approached numerically, symbolically, and graphically. Technology and real-world applications are incorporated throughout this course.

Credit: one unit. Prerequisite: Algebra II.

Math Analysis

Math Analysis is an accelerated Pre-Calculus course designed for students who will continue with math studies during the following academic year. Topics include advanced algebra, functions, trigonometry, limits, and an introduction to differential calculus. Technology and real-world applications are incorporated throughout this course.

Credit: one unit. Prerequisite: Algebra II, with teacher recommendation.

Discrete Math

The focus of this course is practical application of theoretical concepts learned in Algebra II. Major topics of this course will include graph theory, voting methods, apportionment and fair division, matrices, set theory, probability, expected value, optimization, sequences and series, finances, and game theory. Discrete Math may be taken after Algebra II or Pre-Calculus.

Credit: one unit. Prerequisite: Algebra II.

History of Mathematics (cross-listed with Humanities and Social Sciences)

Do you think that your math class is lacking in characters, drama, and excitement? Well, did you hear about the 20-year-old mathematician that invented a new field of math overnight in order to solve one of the greatest mathematical

problems of his day, only to meet his demise in a duel trying to win the heart of a young maiden the very next day? What's more dramatic or exciting than that?

Now is your chance to embark on a captivating journey through history to meet the greatest mathematicians of the past and study their discoveries. In addition to studying the most influential mathematicians and their theorems and formulas, this course will specifically investigate other historical questions such as: What problems were civilizations facing that led to the necessity of these formulas and theorems? What techniques did they try? What new insights were needed to solve the problem? How did different cultures tackle the same problem in different ways? How did our understanding of different fields change throughout history? How has technology and AI impacted our ability to solve problems? And many more.

Credit: one unit. Co-requisite: Precalculus or Math Analysis; During the course request process, students will need to indicate whether they are taking the course for a Math or HSS elective credit.

Probability and Statistics

This course will explore data analysis and the appropriate collection of data. Probability explorations will lead to simulations and practical inference exercises and projects. The focus of the course will be calculation and exploration, with less emphasis on theory. Applications will be explored with examples from finance, natural science, and social science. Graphing calculator use will be extensive.

Credit: one unit. Prerequisite: Pre-Calculus

Calculus

This is a yearlong course of introductory Calculus designed to prepare students for taking Calculus in college. Students will study selected topics from differential and integral calculus, including the study of functions, limits and continuity, derivatives, and antiderivatives. One focus of the course is to explore applications of Calculus in other disciplines such as business, science, and psychology.

Credit: one unit. Prerequisite: Pre-Calculus or Math Analysis.

AP Calculus AB

AP Calculus AB is equivalent to a first semester, college level course in Calculus. The course starts with a review of the Cartesian plane and the functions studied in Pre-Calculus. Major topics covered are limits and continuity, differentiation and its applications, integration and its applications, differential equations, and slope fields. This course emphasizes a multi-representational approach to calculus, with concepts and results expressed numerically, graphically, analytically, and verbally.

Credit: one unit. Prerequisite: Pre-Calculus or Math Analysis, with teacher recommendation.

AP Calculus BC

AP Calculus BC is equivalent to a second-semester, college-level course in Calculus. This course is an extension of Calculus AB and includes additional topics in differential and integral calculus including techniques and applications of integration, parametric functions, polar functions, differential equations, sequences, series, power series, and Taylor's Theorem.

Credit: one unit. Prerequisite: AP Calculus AB, with teacher recommendation.

AP Statistics

The purpose of AP Statistics is to prepare students for the AP Statistics examination. This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data and describing patterns and departures from established patterns; planning and conducting experiments using proper procedures and sampling techniques; anticipating patterns in random phenomena through the use of probability and simulation; and using statistical inference to estimate population parameters and to test hypotheses.

Credit: one unit. Prerequisite: Pre-Calculus or Math Analysis, with teacher recommendation.

DS Multivariable Calculus

Multivariable calculus is a post-AP Calculus BC course. The course focuses on (1) vectors, vector algebra, and vector functions; (2) functions of several variables, partial derivatives, gradients, directional derivatives, maxima and minima; (3) multiple integration; and (4) line and surface integrals, Green's Theorem, Divergence Theorems, Stokes' Theorem, and applications. The course relies on the use of handheld calculators and computer algebra systems.

Credit: one unit. Prerequisite: AP Calculus BC, with teacher recommendation.

DS Linear Algebra

Linear Algebra is the study of real vector spaces, linear transformations, matrices, determinants, eigenvectors, and eigenvalues. The course will include applications and rigorous proof.

Credit: one unit. Prerequisite: AP Calculus BC with teacher recommendation

Computer Science

AP Computer Principles

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

Credit: one unit. Prerequisite: Algebra I.

The Science Department

Science plays a major role in human lives, and it is vital that students understand its importance. Science courses make students aware of the vast amount of information being discovered daily about our world. Students gain enough background to be able to read with interest and understanding current literature that deals with scientific and technological topics as well as to continue science study at advanced levels with confidence.

The science program offers courses in both the biological and the physical sciences and aims to stimulate critical thinking and to teach students how to understand and interpret data and to apply the scientific method. Laboratory experiences form a major part of science study. Through them, students explore the world via the microscope, experimentation and observation, and field work, which helps them relate the more abstract concepts considered in lecture periods to their immediate experience. Opportunities for individual research programs are available for students who wish to go beyond the required courses.

The Science Department subscribes to the statement that the NSTA recognizes the inherent and strong connection of many 21st-century skills with science education. "The nature of science adopted by science education focuses on fostering deep content knowledge through active intellectual engagement and emulating disciplinary practices and thinking, and 21st-century skills focus on developing broadly applicable capacities, habits of mind, and preparing knowledge workers for a new economy (Windschitl 2009)."

Biology: An Ecological Approach

This course takes a "big picture" approach, beginning with the study of ecology and progressively narrowing focus to the microscopic level. Students explore ecosystems, biomes, and the dynamics of populations before delving into the molecular foundations of life. Emphasis is placed on understanding how organisms interact within their environments and how these interactions are rooted in cellular and molecular processes. Hands-on lab work, field studies, and collaborative projects foster critical thinking and analytical skills. Students will develop the skills and knowledge necessary for advanced

environmental studies and biology coursework. This course is ideal for students passionate about biology in the world and seeking a deeper understanding of the interconnectedness of life.

Credit: one unit. Prerequisite: Physics.

Biology: A Molecular Approach

This course begins with the fundamental building blocks of life: molecules, cells, and genetics. From there, students expand their focus to examine the complex systems within organisms and their interactions in larger ecological contexts. The curriculum emphasizes scientific inquiry, data analysis, and the integration of biological concepts across scales. Through engaging labs and activities, students develop the skills and knowledge necessary for advanced biology coursework. This course is perfect for students aiming to build a strong foundation in biological sciences with an emphasis on the microscopic level.

Credit: one unit. Prerequisite: Physics.

Chemistry

Chemistry is an introductory course in chemistry for students who have not yet studied chemistry as a separate subject. It covers the main foundations of inorganic chemistry, both qualitatively and quantitatively. This is a laboratory course.

Credit: one unit. Prerequisite: Physics.

Accelerated Chemistry

Accelerated Chemistry is an advanced introductory chemistry course that prepares students to take AP Chemistry and other AP science courses. The curriculum is adopted primarily from the first half of the College Board's AP Chemistry course. The course covers the main foundations of inorganic chemistry, both qualitatively and quantitatively. In addition, it includes organic chemistry primarily as a descriptive fashion. This is a laboratory course.

Credit: one unit. Prerequisite: Physics. Co-requisite: Algebra II. With teacher recommendation.

Physics

Physics is an introduction to classical physics. Students are expected to use both their writing skills and their math skills to demonstrate their knowledge and application of physics during the course. Topics covered include measurement, kinematics in one and two dimensions, forces, energy and momentum, and electrostatics. This is a laboratory course.

Credit: one unit. Prerequisite or Co-requisite: Algebra I.

Principles of Biomedical Science I: Forensic and Clinical Science Integration

Students engage in forensic science and medical examination investigations in order to assume the role of different medical professionals. Students explore biological and forensic science careers, gain experience in experimental design and data analysis while reforming routine medical tests, learn about biomolecules and their role in determining identity, learn about human anatomy and physiology and causes of death, practice synthesizing multiple forms of data to draw conclusions, and work to develop professional communication skills.

Credit: one-half unit. Prerequisite: Biology; Co-requisite with special permission. Typically paired with Biomed II.

Principles of Biomedical Science II: Outbreaks and Emergency Medicine

Working as public health officials and then as emergency responders, students are presented with a series of events they must address while exploring careers in public health, epidemiology, microbiology and emergency medicine; professional communication and presentation; data analysis; processes by which critical medical decisions are made and acted upon; processes by which patients are diagnosed with a contagious disease and by which a causative agent is identified.

Credit: one-half unit. Prerequisite: Biology; Co-requisite with special permission. Typically paired with Biomed I.

DS Human Body Systems I: Exercise Physiology

Students act as researchers in this course and are especially interested in exploring how the brain and other parts of the nervous system change as a person ages and how the endocrine system controls how a person's body carries out various processes, including how feedback loops help keep our body in homeostasis and functioning properly. Students are tasked to acquire the knowledge and skills they will need to gain access to the main research laboratory, which is dedicated to

solving problems that help unlock the mysteries of communication in the body. Students learn about clinical algorithms and their challenges, and complete calculations related to kidney filtration rates. Students explore preserved specimens of typical and diseased kidneys and investigate and understand the genetics of kidney disease through gel electrophoresis. Finally, students propose, outline, and conduct their own research into the effects of toxic chemicals on the body with a large-scale research project.

Credit: one-half unit. Prerequisite: Biology. Typically paired with Human Body Systems II.

DS Human Body Systems II: Neurobiology and Communication in the Body

Students work as a dynamic team of biomedical professionals dedicated to helping patients with illness or injury through rehabilitation, getting them back to doing what they love, and preparing for adventure travel to extreme or remote regions. Students explore various body systems including the skeletal, muscular, cardiovascular, respiratory and immune systems. Throughout the course, students gather medical evidence and information about their patients and use what they learn along the way to help them develop a comprehensive health and wellness plan for the patient as they identify and address health risks or challenges travelers might encounter in these environments. Students investigate pathogens native to an assigned environment and interventions to prevent and treat those pathogens. Students use what they have learned to work together to respond to an emergency medical incident that happens on an adventure trip, presented in an interactive simulation.

Credit: one-half unit. Prerequisite: Biology. Typically paired with Human Body Systems I.

DS Medical Interventions I: Infectious Disease and Biomedical Solutions:

Students will explore the diagnostic process used to identify an unknown infection, the use of antibiotics as a treatment, how bacteria develop antibiotic resistance, how hearing impairment is assessed and treated, and how vaccinations are developed and used to prevent infection. Students will examine the available types of genetic testing and screening and discuss ethical implications of these tests. Assuming the role of genetic counselors, students will analyze a patient case concerning issues of genetic testing and provide appropriate recommendations. Finally, students will explore the molecular techniques necessary to complete genetic tests. *Credit: one-half unit. Prerequisite: Biology and Principles of Biomedical Science or AP Biology. Typically paired with Medical Interventions II.*

DS Medical Interventions II: Cancer Biology

Students will explore the diagnostic processes used to determine the presence of cancerous cells, the risk factors and prevention of cancer, rehabilitation after disease or injury, and the design process for new medications, prosthetics, and nanotechnology. Students will look at the physiology of cancer and investigate the genes involved with cancer, analyze marker analysis results in order to diagnose a BRCA2 gene mutation associated with breast cancer, play the role of a virologist working with viruses associated with cancer, and create a timeline of routine cancer screenings completed in their lifetime. Finally, students will investigate how one drug can cause varied effects in similar patients and learn about personalized medicine, also known as pharmacogenetics, as well as the set-up and ethics of clinical trials.

Credit: one-half unit. Prerequisite: Biology and Principles of Biomedical Science or AP Biology. Typically paired with Medical Interventions I.

Sports Medicine I

Sports Medicine I is an introductory course designed to delve into the field of Athletic Training. Throughout the course, students will learn about the expectations of an athletic trainer within a sports medicine team, the roles of other members that make up the sports medicine team and their respective contributions. The curriculum will allow students to master common medical terminology, learn more about the various aspects of Athletic training as it relates to administrative tasks, legal obligations, injury identification, emergency medical treatment, and CPR/AED procedures.

Credit: one-half unit. Prerequisite: Biology

Sports Medicine II

Sports Medicine II will further delve into the realm of athletic training, continuing the exploration an athletic trainer's scope of practice. This will encompass topics such as the muscular and skeletal systems, injury recognition, awareness of environmental dangers and conditions, and effective responses to emergency situations. The course will afford students the chance to engage with a sports team aligned with their interests, enabling the practical application of skills acquired in the classroom.

Credit: One-half unit. Prerequisite: Sports Medicine I

AP Biology

AP biology is designed to be the equivalent of a college biology course taken by biology majors during their first year. It covers the following major topics: molecules and cells, heredity and evolution, and organizations and populations. This is a laboratory course. The course prepares students to sit successfully for the AP Biology examination. Most students take this as a second biology course. However, advanced students may be recommended for AP Biology as an initial biology course.

Credit: one unit. Prerequisite: Biology and Chemistry. With teacher recommendation.

AP Chemistry

AP Chemistry is a second-year chemistry course that provides students with a college-level foundation to support future work in chemistry and the sciences. Students will cultivate their understanding of chemistry through inquiry-based investigations as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. This is a laboratory course. The course prepares students to sit successfully for the AP Chemistry examination.

Credit: one unit. Prerequisite: Chemistry. Co-requisite: Pre-Calculus or Math Analysis. With teacher recommendation.

AP Physics I

AP Physics I is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves. This is a laboratory course. It prepares students to take the AP Physics I examination.

Credit: one unit. Co-requisite: Pre-Calculus or Math Analysis. With teacher recommendation.

AP Physics II

AP Physics II is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore topics including electric fields and circuits, magnetism, light and optics, fluids, and quantum and nuclear physics.

Credit: one unit. Co-requisite: Pre-Calculus or Math Analysis. With teacher recommendation.

AP Environmental Science

AP Environmental Science is equivalent to a one-semester introductory college-level course in environmental science. It is an interdisciplinary course involving elements of geology, biology, chemistry, and physics and prepares students for the AP Environmental Science examination. This is a laboratory course.

Credit: one unit. Prerequisite: Biology and Chemistry. With teacher recommendation.

DS Environmental Sustainability

Students are introduced to environmental issues and use the engineering design process to research and design potential solutions. Utilizing the activity-, project-, problem-based (APB) teaching and learning pedagogy, students transition from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

Through both individual and collaborative team activities, projects, and problems, students will tackle real-world topics as they practice common design and scientific protocols such as project management, lab techniques, and peer review. Students develop skills in designing experiments, conducting research, executing technical skills, documenting design solutions according to accepted technical standards, and creating presentations to communicate solutions.

Credit: one unit. Prerequisites: Biology and Physics. With teacher recommendation.

Engineering: A Design-Thinking Approach

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving,

research, and design while learning strategies for design process documentation, collaboration, and presentation. In this course students will use the design thinking process in order to create prototype solutions for a host of real world challenges. Students will empathize, research, define and scope, ideate, and build and test prototypes for different real-world problems. For each challenge, students will learn the basics of an engineering discipline (software, civil, electrical, mechanical, aerospace, mechatronics, robotics, etc.) and apply that knowledge to develop their prototypes.

Credit: one unit. Pre-requisite: Physics and Geometry. Co-Requisite: Algebra II or higher.

World Languages Department

Learning a language opens doors to other worlds and creates links between students and the cultures studied. Students develop a deeper commitment to and interest in a language through active instruction that provides a current, global, interdisciplinary perspective. In both French and Spanish, students strive for mastery in each and every aspect of language acquisition, integrating reading, writing, listening, and speaking. Progress is measured on the American Council of Teaching Foreign Language (ACTFL) proficiency standards.

Saint Mary's offers World Language instruction in both French and Spanish. Students wishing to explore World Languages outside of these course offerings, or who join Saint Mary's with experience in another World Language, will be welcome to explore these opportunities. This will come with additional fees associated with the institutions that Saint Mary's partners with. These students should discuss their World Language graduation requirements with the Dean of Academic Innovation and alternatives can be discussed on an individual basis.

English Language Learners (ELL): Comprehension and Critical Thinking

This course is designed for Saint Mary's ELL students who are continuing to refine and hone their English language skills. Students will be able to work in a small-group setting on language comprehension, grammar, essay writing, subject-area vocabulary, and critical thinking skills. If needed, students will receive support in preparation for TOEFL testing. Students will be assessed on areas of reading, speaking, listening, and writing.

French I

French I is designed for the beginning language learner. Students study French through a communicative approach as they work toward the Novice High proficiency level. At this level students express themselves in simple conversations and presentations on familiar topics using highly practiced, memorized words and phrases. Students will embark on a study of both the language and the rich cultures of the French-speaking world. Participation is essential to learn a language; therefore, we create a safe environment to explore and take risks as we learn to communicate in a new language.

Credit: one unit.

French II

French II is designed for students who have passed French I. Building on the foundation of French I studies, students work toward the Novice high proficiency level. At this level, students speak more naturally in the target language and are prompted to add detail and variety to keep the conversation going. Students will demonstrate an ability to express thoughts and events in both past and present tenses, understand main ideas, and combine and recombine learned words and phrases to further communication. Based on the use of authentic materials, students will continue to strengthen and build upon their listening, reading, and writing skills in the target language.

Credit: one-unit. Prerequisite: French I.

French III: French Civilization and Composition

This course is designed for students who have successfully completed two years of French. Students begin by reviewing the grammar and vocabulary taught in French I and II. Students take part in a variety of activities aimed at developing their knowledge of French culture while helping them acquire proficiency at the Intermediate Low benchmark. Students

participate in traditional classroom drills, oral presentations, class discussions, and group activities. Students learn how to write compositions and read publications in French. The class is conducted primarily in French.

Credit: one unit. Prerequisite: French II.

Accelerated French III: French Grammar and Conversation

This course is designed for students who have successfully completed two years of French. With a basis on reviewing and building upon grammar usage and improving pronunciation, this course helps students to work towards achieving benchmarks for the Intermediate-Mid proficiency level. Students at this level engage in short social interactions and communicate effectively to express different time frames (present, past, and future). Students are assessed through short presentations, completion of real-world tasks and a series of listening and reading comprehension activities from authentic French texts from the francophone world.

Credit: one unit. Prerequisite: French II with teacher recommendation.

French IV

This course prepares students to meet the Intermediate-Mid level of proficiency. Students will develop their communication through the three modes of communication (Interpersonal, Interpretive and Presentational). Students will be asked to move beyond rehearsed conversations and embrace spontaneous interactions as often as possible. Conversation and discussion are at the center of class activities. There is a strong emphasis on improving fluency and accuracy in oral and written expression as well as understanding in a greater level of detail texts and audio sources of growing complexity. Students will also be asked to use more complex written and spoken productions in order to express more nuanced thoughts and concepts. Students are assessed through short presentations, written compositions, completion of real-world tasks, and a series of listening and reading comprehension activities from authentic French texts from the francophone world.

Credit: one unit. Prerequisite: French III.

DE French (MU FR 201 & 202; Dual Credit – 6 college credit hours available)

This dual credit course reviews basic skills in French and advances knowledge of grammatical structures and skill in conversation. The course stimulates spontaneous use of spoken French. The course is designed to improve and fine-tune the ability to speak, read, and write in French with an added emphasis given to developing writing skills.

Credit: one unit. Prerequisite: French III with teacher recommendation

French V

Students enrolling in this course are typically in their fourth or fifth year of language study or they have had experiences with the language. This class is an immersion experience, all communication by the teacher will be carried out exclusively in the target language, and by the students as well. At this level, students are pushed to communicate in an organized and detailed way. Students can understand information from authentic materials in oral or written sources. They are often understood by listeners and readers unaccustomed to dealing with language learners.

Credit: one unit. Prerequisite: French III or French IV with teacher recommendation.

AP French Language and Culture

As the AP French Language and Culture class is an immersion experience, all communication by the teacher will be carried out exclusively in the target language, and by the students, primarily, in the target language; the student class participation grades reflect this. The course will use a variety of methods involving films, music, texts, listening exercises, speaking exercises, discussions (on French culture, daily life, current events, etc.), and other communicative activities. The AP French Language and Culture exam is based on six groups of learning objectives: spoken and written interpersonal communication, audio, visual, and written interpretative communication, and spoken and written presentational communication. These learning objectives will be addressed through the study of six themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communication, Beauty and Aesthetics. Students will continue to develop vocabulary and refine their grammar skills while focusing on communication. Students enrolling in this course are typically in their fourth or fifth year of language study or they have had experiences with the language. Therefore, they should have a good command in French grammar and vocabulary. They should also be proficient

in listening, speaking, reading, writing in French and accept and be ready for the challenge of a rigorous academic curriculum.

Credit: one unit. Prerequisite: French IV with teacher recommendation.

Spanish I

Spanish I is designed for both students with some background in Spanish and students who are beginning this language. Students strive to achieve an appropriate level of proficiency in four areas: auditory comprehension, oral expression, written expression, and reading comprehension. To achieve the desired level of proficiency, students need to develop good memory techniques and skills. These are constantly reinforced in class. Students are then able to acquire the necessary verb conjugations, vocabulary, and grammatical rules to succeed. The course emphasizes high frequency vocabulary, basic syntax, and aspects of daily life in Hispanic cultures. Spanish is used as much as possible in class.

Credit: one unit.

Spanish II

Spanish II is designed for students who have successfully completed Spanish I. Material from Spanish I is reviewed and expanded upon in order to reach the Novice High proficiency level. At this level, students are encouraged to speak as much as possible in the target language and are prompted to add something more to keep the conversation going. Students will demonstrate the ability to express thoughts in a single time frame, understand main ideas and combine and recombine learned words and phrases to foster communication. Through their engagement with authentic materials, students will continue to strengthen and build upon their listening, reading, and writing skills in the target language.

Credit: one unit. Prerequisite: Spanish I.

Spanish III: Hispanic Cultures and Composition

This course includes a review of grammar and vocabulary through the study of a variety of Hispanic cultures. Students gain an increased understanding of the Spanish-speaking world and its place in an increasingly globalized world while working towards the Intermediate Low proficiency level. Writing skills are sharpened through discussions and essays based on authentic readings, journal entries and short compositions.

Credit: one unit. Prerequisite: Spanish II.

Accelerated Spanish III: Spanish Grammar and Conversation

This course is designed for students who have successfully completed two or more years of Spanish. With a basis on reviewing and building upon grammar usage and improving pronunciation, this course helps students to work towards achieving benchmarks for the Intermediate- Mid proficiency level with increased fluency and accuracy at an intermediate/advanced level. Students are assessed through short presentations, completion of real- world tasks and a series of listening and reading comprehension activities from authentic Spanish texts and multimedia.

Credit: one unit. Prerequisite: Spanish II with teacher recommendation.

Spanish IV

This course is designed for students who have successfully completed Spanish III. Students in Spanish IV work towards meeting the Intermediate- high level benchmark. Spanish IV students are engaged in understanding Hispanic cultures through analysis and interpretation of authentic literary texts as well as contemporary audio, video, and narrative selections. Students should be able to present and communicate in combined time frames using connected speech as well as be able to handle everyday situations with unexpected complications.

Credit: one unit. Prerequisite: Spanish III.

DE Spanish (MU SP 201 & 202; Dual Credit – 6 college credit hours available)

This dual credit course provides an active and comprehensive review of basic Spanish and is designed to improve the spontaneous use of spoken Spanish. The course is designed to improve and fine-tune the ability to speak, read, and write in Spanish with an added emphasis given to developing writing skills.

Credit: one unit. Prerequisite: Spanish III with teacher recommendation

Spanish V: Professional Spanish

Professional Spanish is designed for students who are in their fourth or fifth year of the language study. This course helps students to expand upon the ability to communicate with increased fluency and accuracy in combined time frames and moods. Students at this level should be able to handle topics that go beyond everyday life and comprehend beyond the main idea to include supporting details. This course will expose students to using Spanish for specific purposes including: the business, health care and tourism industries in order for them to interact in a culturally competent manner with the Spanish speaking community.

Credit: one unit. Prerequisite: Spanish IV or Spanish III with teacher recommendation.

AP Spanish Language and Culture

The AP Spanish Language and Culture course provides students with opportunities to develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. Students learn about culture through the use of authentic materials that are representative of the Spanish speaking world. Materials include a variety of different media, e.g., journalistic and literary works, podcasts, interviews, movies, charts, and graphs. AP Spanish Language and Culture is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken and as such, is an immersion experience requiring almost exclusive use of Spanish. Students in AP Spanish strive to reach the Advanced Low proficiency benchmark and should be able to create paragraph discourse which uses connected language in multiple time frames and incorporates a variety of idiomatic expressions.

Credit: one unit. Prerequisite: Spanish IV, Spanish V or teacher recommendation.

AP Spanish Literature and Culture

The AP Spanish Literature and Culture course is an introductory course to the study of Peninsular Spanish, Latin American, and U.S. Hispanic literature written in Spanish from the 14th century to the present day. Not only do we study the literature, but also the fascinating history and cultures of the Hispanic world connected to the six AP Spanish literature themes, which are: las relaciones interpersonales; la construcción del género; las sociedades en contacto; el tiempo y el espacio; la dualidad del ser; and la creación literaria. Throughout the course, students learn to connect each reading with historical, sociocultural, and political contexts; literary history of each movement; authors' style; and literary theory. Students also demonstrate their proficiency in the three modes of communication in Spanish (interpersonal, interpretive, and presentational) with attention to applying correct written and spoken language conventions.

Credit: one unit. Prerequisite: AP Spanish Language and Culture, Spanish V or teacher recommendation.

The Visual and Performing Arts Department

The Visual and Performing Arts Department encompasses an extensive range of coursework that provides opportunities for students to explore and build skills in visual art, dance, theatre, and music. The **visual art** program offers students the opportunity to exercise self-expression through a range of courses. In these studio classes, students are encouraged to increase their skill levels and maximize their artistic potential by exposure to a variety of techniques and mediums in an atmosphere that embraces a high expectation of creative decision making and a high quality of production. The **dance** program includes courses that provide solid technical training in ballet and modern, while offering opportunities for students to explore and incorporate jazz, hip hop, stretch/yoga, and conditioning. It also offers a resident student dance company, Orchesis Dance Theatre, that performs two concert programs each year. The **theatre** program has opportunities to study acting, explore dramatic literature, read and analyze scripts, and become familiar with the history of theatre. Students also work as production company members in stage management, acting, set, costume, lighting and sound design, and various technical and stage crews for the annual play and musical performed each year. In the **music** program, every level of interest and ability is supported with a rich variety of vocal and instrumental training both in performance ensembles and through individual lessons. Expert instruction in applied music is provided in voice and a wide range of instruments, which students can pursue at elementary, intermediate, and advanced levels.

Theatre

DE Topics in Acting (*MU EN 112; Dual Credit – 3 college credit hours available*)

This course is an introduction to the stylistic and technical elements of performance. Each semester will focus on the craft of acting for a specific performance medium (stage, screen, live digital webcast). Emphasis is on analysis of performance styles, history, and methodologies. This workshop course requires the production and critique of student performance.

Credit: one-half unit

Film Production

In this course, students will work to take a script from the page to the big screen. Write, shoot, edit, and perform a short film from start to finish with total creative control. Students will explore the entire filmmaking process from both behind the lens and in front of the camera. This is a project-based course that will include significant group work and collaboration. There will also be additional opportunities for independent exploration into topics of personal interest.

Credit: one-half unit.

Theatre Arts

Students will explore character development through improvisation and scene work. Students will participate in daily exercises to improve articulation, projection, and breath control. They will use theatre games to promote creativity and collaboration. Students will be given opportunities to work with original works and different genres of theatre, including comic and dramatic pieces. The class will perform scene work during the semester. This class is geared for beginning actors.

Credit: one-half unit.

Technical Theatre

Students taking this class will serve as technical crew heads and crew members for the major productions. Students choose their interest areas; including costuming, hair, make-up, scenic painting, props, set construction, lights, and sound. Students will participate in the process of theatre production from interpretation and concept to opening night.

Credit: one-half unit.

Music

Chamber Choir

The Chamber Choir is a small, auditioned ensemble of experienced singers in 10th-12th grades. The course of study includes extensive music literacy skills and a challenging repertoire. The literature studied and performed includes a variety of genres. Students are expected to lead the Chorale Program in and outside of class, and individual practice is expected. The Chamber Choir will be eligible for NCAIS Honors Chorus select choral festivals and workshops. The Chamber Choir sings for chapel services and special events on campus as well as in the community.

Credit: one unit. Participation is by invitation of the music faculty.

Chamber Music Program (Instrumental Ensembles)

This is a performance class for instrumental ensembles open to students who have achieved the intermediate to advanced level of skill with their chosen instrument. Groups are arranged according to instrumentation and ability. Examples of groups are String Ensemble, Flute Ensemble, String Trio, Violin-Piano duos, etc. The ensembles meet with a teacher once per week, and individual practice is expected. Emphasis is placed on developing listening skills, awareness of the importance of individual parts to the ensemble, intonation, and tone quality in playing chamber music that will lead to artistic performance. A variety of repertoires are explored. Repertoire will include selections from the Baroque, Classical, Romantic, and Modern eras. Popular Repertoire will also be included. Instrumental ensembles are combined into a Chamber Orchestra for special occasions.

Credit: Pass/Fail

Chorale

The Chorale is an ensemble of singers at all grade levels. The course of study includes extensive music literacy skills and a challenging repertoire. The literature studied and performed includes a variety of genres. The Chorale sings for chapel services and special events on campus as well as in the community. It serves as the touring choir for Saint Mary's School.
Credit: one-half unit.

DS Music and the Science of Sound

This interdisciplinary course combines elements of music theory with cutting-edge technology trends in acoustic and digital music making, and studies in biology and physics around the science of sound. Students will be able to evaluate the intersection of biotechnology, health sciences, and music through off-campus fieldwork and guest lecture demonstrations from local leaders in these fields. Students will explore their own personal means of expression through composition, which will culminate in a public performance or presentation of their individual, unique work. Students taking applied music lessons or chorale will experience, through this course, an intersection of learning which will help them develop into a well-rounded musician.

Credit: one unit. Prerequisite: Two years of Applied Music Lessons or Chorale or equivalent. Teacher recommendation.

Applied Music Instruction: Elementary, Intermediate, and Advanced Levels

Applied music instruction is offered to students in piano, organ, voice, guitar (folk and classical), flute, clarinet, violin, viola, and cello. Other instrumental instruction is available according to demand. These lessons are designed to develop the instrumental and vocal skills of the individual student according to each student's goals and potential. Instruction is offered at the beginning, intermediate, and advanced levels. Students choosing to enroll for academic credit must play in an approved performance each semester. Students are also expected to attend professional concerts as an important part of their overall training and development as young artists.

Credit: Pass/Fail; This course does not fulfill VPA graduation requirements.

Applied Music — Honors Program in Music

The Applied Music Program is available to seniors who are in at least their second year at Saint Mary's School and who will present a public recital in the spring after fulfilling the following requirements: completion of all applied music courses with significant growth, a grasp of basic music theory, and satisfactory completion of academic requirements for graduation. The culminating performance (senior recital) must be at least thirty minutes long, must represent at least three contrasting stylistic periods, and must be performed at a level satisfactory to the music faculty. Students must apply for the program in the spring semester of their junior year and must be approved by the faculty of the music department.

Credit: Pass/Fail; This course does not fulfill VPA graduation requirements.

Visual Arts

Foundations in Art I

Students are given the opportunity to develop creatively through exploration and learning basic skills while gaining a foundational understanding of the elements and principles of design. Through engaging assignments, students will be exposed to a variety of art media, learn different techniques, and focus on creative problem-solving skills.

Credit: one-half unit.

Foundations in Art II

Students will develop the fundamental skills of drawing and painting. In addition to sharpening perceptual skills, the basic elements of design; line, shape, form, texture, and color will be emphasized. This course also focuses on basic techniques, processes, and methods of working and students will be encouraged to explore drawing and painting as vehicles for thinking, perceiving, and communicating.

Credit: one-half unit. Prerequisite: Foundations in Art I.

Intermediate Art Survey

Students will be challenged to further develop their drawing, painting, and design skills. Working at a more advanced level, students will work on developing techniques and processes while they gain a more in depth understanding of the elements and principles of design. A variety of media and process will be explored while students develop an understanding of style and their own creativity.

Credit: one-half unit per semester. Prerequisite: Foundations in Art I and II, or teacher recommendation.

Advanced Art Survey

Working at a more advanced level, students will work to develop their conceptual abilities, creative problem-solving skills, and idea generation. Students will also be challenged to work and generate ideas independently. They will further develop their technical abilities in drawing, painting, and design. Girls will also develop a more in depth understanding of the elements and principles of design as it relates to the ideas they are exploring. This course will prepare students for portfolio courses.

Credit: one-half unit per semester. Prerequisite: Intermediate Art Survey or teacher recommendation.

Art Portfolio

The Art Portfolio class is an upper-level studio course for students who are interested in developing their own portfolio. Whether the student is interested in developing a portfolio for colleges or for their own interest, they will work on creating a body of work, executing their own ideas, and developing a personal artistic language. This course is designed for experienced art students, who are motivated, will work at an advanced level, and are willing to challenge themselves.

Credit: one unit. Prerequisite: Advanced Art Survey or teacher recommendation.

AP 2D Art and Design

AP 2D Art and Design is an intensely rigorous studio course in which students are challenged to develop a portfolio of works that investigate a theme through the use of the elements and principles of design such as line, shape, form, and color. Girls will develop creative problem-solving skills as they work through the creation of their ideas in the medium of their choice. This advanced course is rewarding and requires a high degree of focus and self-motivation. Due to the quantity of works required by the College Board, this course also requires a significant time commitment.

Credit: one unit. Prerequisite: Advanced Art Survey or Art Portfolio, or teacher recommendation.

AP Drawing

AP Drawing is an intensely rigorous studio course in which students are challenged to develop a portfolio of works that investigate a theme through the use of drawing skills such as mark making, exploration of surface, value, and light. Drawing materials include analog and digital, painting, printmaking, and mixed media. Girls will develop creative problem-solving skills as they work through the creation of their ideas in the medium of their choice. This advanced course is rewarding and requires a high degree of focus and self-motivation. Due to the quantity of works required by the College Board, this course also requires a significant time commitment.

Credit: one unit. Prerequisite: Advanced Art Survey or Art Portfolio, or teacher recommendation.

Graphic Design and Digital Photography

This class introduces students to the skills of graphic design and digital photography. Using the same tools as professionals, students learn how to create design layouts, capture digital imagery for use in print, and modify digital images through Photoshop. During the year students will have regular, hands-on experience with digital SLR cameras and will learn about the publishing industry. Through the course of the year students will also plan, design, and create the Stagecoach Yearbook.

Credit: one unit. Prerequisites: Foundations in Art I and II, with teacher recommendation.

DS Modern Art History *(cross-listed with Humanities and Social Sciences)*

This course aims to give students a comprehensive understanding of the development, influences, and significance of modern art movements from the 19th, 20th, and 21st centuries. By exploring major art movements, analyzing artistic techniques, studying influential artists, understanding the social and cultural context, and developing critical analysis skills, students will gain a deeper appreciation for modern art and its impact on society. Students will be able to explore the diverse range of styles, movements, and artists that have shaped modern art. This class will delve into the importance of studying modern art history, highlighting its relevance in fostering critical thinking, cultural awareness, and personal growth.

Credit: one unit. Prerequisites: Intermediate Art Survey; During the course request process, students must indicate whether they will take this course to earn a VPA credit or HSS elective credit.

Dance

Foundations in Dance

Foundations in Dance is taught from the perspective that students are new to either ballet or modern dance technique. In this course, students will learn the basic principles of various dance techniques including modern dance and classical ballet. Anatomy, kinesiology, dance history, and conditioning will be incorporated when appropriate throughout the course. Students will learn exercises that are fundamental to technique and typical of a classical class progression. Class material will focus on the elements involved in achieving correct body alignment, use of turn-out and parallel positions, introducing on and off-centered torso work, increasing flexibility, strength, motor-coordination, and the connection between elements. In all combinations, students will explore concepts of space, weight, and time and how they relate to dance movement. Students will explore composition and improvisation assignments, keep a journal to document personal growth, and learn dance history through research projects as well as experiential lessons. *Credit: 0.5 unit per semester. Prerequisite: No prerequisites required.*

Intermediate Dance

In this course, students will be instructed in ballet and modern technique and be introduced to a variety of other dance forms throughout the semester. This course is for students who have had previous dance training in either ballet, modern, or jazz techniques. Anatomy, kinesiology, dance history, improvisation, and conditioning will be incorporated when appropriate throughout the course. Areas of growth include expanding dance vocabulary and identifying core concepts such as: functional alignment, fluidity and stability of the spine, expression of lines, increased flexibility/extension, and rhythm/musicality. Students demonstrate growth by showing their mastery of core concepts when performing routines and center combinations. Feedback and critique are a part of every dance class and are given to provide personal attention to the growth and development of the dancer. *Credit: 0.5 unit per semester. Prerequisite: Foundations in Dance and/or permission from instructor upon evaluation of level.*

Advanced Dance

This course is designed for the most technically advanced dance student at Saint Mary's School. Students in advanced level courses are responsible for rigorous learning, ready to expand on a solid understanding of either modern or ballet technique and are committed to fully investing themselves in each of their technique classes. Anatomy, kinesiology, dance history, improvisation, partnering, and conditioning will be incorporated when appropriate throughout the course. Choreography and composition assignments leading to performance are a part of Advanced Dance. Advanced Dance students are expected to consistently embrace the physical and emotional demands of each class, demonstrate continued technical growth, execute given combinations in a manner that demonstrates their level of strength, and connect understanding of motor-coordination, dynamics, momentum, quality changes, variance in musicality, space, weight, and time. Feedback and critique are a part of every dance class and are given to provide personal attention to the growth and development of the dancer. *Credit: one-half unit per semester. Prerequisite: Intermediate Dance and/or permission from instructor upon evaluation of level.*

Orchesis Dance Theatre

Orchesis is Saint Mary's School's performing dance course. Students who are serious about performing participate in the company by the invitation of the Director of Dance. As co-requisites, students in Orchesis must enroll each semester in a Dance Technique course leveled Intermediate or Advanced. The total credit for one semester of this course is ½ credit and grades are evaluated on the Pass/Fail merit system. Throughout the year, students will learn choreography from Saint Mary's School instructors, guest artists, and company members. Orchesis presents two formal concerts each year, orchestrates the annual Middle School Day of Dance, and conducts the Orchesis chapel service. Students participate in all production aspects: choreographic and technical rehearsals, concert and program promotion, costuming, program copy, photographic sittings, etc.

Dancers are cast in one faculty repertory piece requiring a minimum of one weekly rehearsal after school. These repertory pieces bring sophisticated choreography/composition and challenge dancers to learn new aesthetics while advancing performance skills. Students are invited to learn, choreograph, and perform additional dance works according to their specialized areas of interest and ability.

Credit: Pass/Fail. Participation is by invitation of the dance faculty. Orchesis does not fulfill VPA graduation requirements.

Independent Study

Independent study is an application-based program that gives students the opportunity to engage in academic study beyond the formal academic courses offered. In collaboration with the faculty moderator of the program the student will develop a rigorous course of study that may include deep research, hands-on creation, experimentation and investigation, and/or collaboration with external organizations. Students must document and demonstrate how their work has impacted both themselves and others in their community. This type of learning is challenging and requires a high level of self-motivation, intellectual curiosity, and discipline. This program is open to 11th and first-semester 12th grade students. Students will need to have an unscheduled class period in order to do an independent study.

Credit: one half unit.

Athletics Program

The Saint Mary's School athletics program provides a broad range of interscholastic activities for girls in all grades. In keeping with the school's values, personal traits including commitment, discipline, team cooperation, individual leadership, sportsmanship, and consideration of others, are emphasized and vital to the success of the Saint Mary's athletic program. Saint Mary's provides and encourages all its students to participate in as many interscholastic athletic activities as possible. While some of Saint Mary's sports require a limited number of players, others are open to all. The primary goal of the school's athletic program is to accentuate the development of the whole student and to achieve a personal level of excellence in the areas of fitness, team commitment, and sportsmanship.

We offer a full interscholastic athletic program, consisting of 18 teams in the following 11 sports:

- **Fall:** Cross Country (V), Field Hockey (JV, V), Tennis (JV, V), Volleyball (JV, V), Golf (V), Flag Football (V)
- **Winter:** Basketball (JV, V), Swimming (V), Cheer (V)
- **Spring:** Lacrosse (JV, V), Soccer (JV, V), Softball (V), Track and Field (V)

Saint Mary's School competes as a member of the Triangle Independent Schools Athletic Conference (TISAC) and the North Carolina Independent Schools Athletic Association (NCISAA, 4A Classification). Saint Mary's, in partnership with Raleigh Orthopedics, provides an athletic trainer for all on-campus practices and games.

Weight Training and Conditioning *(offered during the academic day)*

This course is designed for high school students in grades 9–12 who wish to deepen their understanding and skills in weight training. Students will build upon foundational knowledge to develop advanced techniques, design personalized fitness programs, and achieve performance-oriented goals. With an emphasis on holistic development, the course integrates physical training with critical life skills, including effective communication, self-directed learning, cultural

intelligence, and a growth mindset. Through a combination of strength training, functional movement exercises, and collaborative activities, students will cultivate resilience, adaptability, and the capacity to prioritize wellness in their lives. Students will earn a grade in this course.

Credit: one-half unit.

Triangle Fitness

Designed to exercise the body, mind, and spirit, Triangle Fitness is a co-curricular program providing students with a broad range of interscholastic activities from which to choose. Each student must complete a minimum of 6 seasons of a Triangle Fitness activity: three seasons in 9th grade, two seasons in 10th grade, and one season in 11th grade. Activities are scheduled in conjunction with sports seasons and the performing arts calendar and students may choose to participate on an athletic team, in after-school dance classes, in the school's theatre and/or musical performances, fitness classes, or any combination of these, to meet their Triangle Fitness requirement. Examples of Triangle Fitness options include training in the school's weight room to build strength and endurance in combination with activities like yoga, barre, and agility training as well as cardio activities like spinning and running.

Signature Programming

Seminar: Saint Mary's Leadership Program

Students participate in Seminar as a class throughout their four years at Saint Mary's School. The Seminar course series is designed to develop the 10 Key Competencies and includes exciting opportunities for students to partner with resources and organizations in the greater Raleigh area. Central to Saint Mary's mission of preparing girls for college and life, Seminar is a graduation requirement with completion of the Seminar curriculum required with each semester of enrollment. This course is Pass/Fail.

All students create and maintain a digital "**Portfolio for Life**" that chronicles their experiences at Saint Mary's and their leadership development in the 10 Key Competencies. The portfolio gives students a tool to reflect on their growth, assess their efforts, and celebrate their successes. Required for all students, students may also individualize their portfolio by incorporating additional sections specific to their unique interests and aspirations. Time is allotted each quarter for students to work on their portfolios, with students delivering a year-end portfolio defense to their advisor, during which they share their growth and work from the past school year. Students graduate with a Portfolio for Life that gives them a clear record of their learning and growth as well as a resource to confidently talk about themselves and their skills.

9th Grade Seminar: Foundations for Leadership

This course focuses on the individual student and how their strengths and experiences inform their lives as future leaders, with a recognition that leadership can take many forms. The year will begin with an exploration of how healthy, balanced habits with supportive relationships are the foundation of a successful life. A special focus is given to communication, both online and verbal; including professionalism, active listening, self-advocacy, and public speaking. Finally, the role of growth mindset as it relates to leadership will be explored with a unit focusing on entrepreneurship and design thinking, incorporating the resources available in Saint Mary's Makerspace.

10th Grade Seminar: Exploring Leadership

This course provides opportunities and experiences for students to leverage their strengths to have a positive impact on their communities. Students will be encouraged to apply their curiosity and personal passions to each major project and unit. After learning about and developing their own leadership style, students will engage with local partners to apply these skills in real-world settings. Managing mistakes with resilience, embracing cultural backgrounds, and fostering self-motivation and self-expression will be central to this course. 10th grade students have the option of taking AP Capstone: Seminar in lieu of 10th Grade Seminar: Exploring Leadership.

11th Grade Seminar: Leadership as a Personal Journey

This course provides the opportunity for students to learn how to leverage their story to create new opportunities and to understand what they have to offer for the world. The communication track focuses on the importance of communicating strengths to colleges and future employers through resumes and mock interviews. The social impact track incorporates experiences, such as engaging in difficult conversations in a civil manner with practical skills including understanding taxes and credit card scores to illustrate how students can impact and be impacted by the world. The health and wellness track discusses topics related to both personal health and community-wide safety. The innovation track helps students learn to solve a complex problem for a real business with a diverse team.

12th Grade Seminar: Launching Leaders

During the first semester, students have small group instruction with the Saint Mary's college counseling team as they navigate the college admission process. In the second semester, seniors choose to complete an internship or capstone project specific to their interests and aspirations. Students must present a successful defense of their work before a panel of adults and peers at the end of the semester.

Global Education

Every year, Saint Mary's School offers several national and international travel programs designed to enhance classroom curriculum. Global travel is a transformative experience for young people as they experience new cultures and demonstrate skills in real-world applications. While every year's global program is unique, past educational travel experiences have included: STEM Education in Iceland, Language Immersion through Homestay Programs in Spain, Humanities Exploration in England, Carnegie Hall Performance in New York, and Service Learning in the Dominican Republic. Saint Mary's also has a 20-year partnership with Les Chartreux school in Lyon, France to offer a 2-week exchange program every year, and a multi-year partnership with Saint Mary's Anglican Girls School in Perth, Australia to offer a 4-week cultural exchange. Students are strongly encouraged to participate in at least one global travel program during their high school journey. Scholarships and Financial Aid are available.

Student Support

Advisory Program

The Saint Mary's School advisory program is a personalized, academic advising program designed to guide students as they navigate their high school experience. A student's advisor is a central connecting point for the student and provides an integrated understanding of the student's academic and personal growth and development. Each student is part of an advisory consisting of approximately six students. Advisory meets four times a week, in addition to one weekly advisory lunch. Additionally, students meet on a one-to-one basis with their advisor.

Learning Support

Saint Mary's Learning Support is a place where girls can come to better understand who they are as a learner, explore strategies to build executive functioning skills, study skills and academic skills, and receive direct help with content area work for their classes. For those students who need specific accommodations, the learning specialist works with the student to create a learning profile which is shared with teachers. Faculty implement these accommodations, and when necessary, the learning specialist supports the faculty in the implementation. Ultimately, students learn how to be independent learners and advocates by having a better understanding of their learning challenges and strengths.

Learning Lab/Flex Period/Tutorial

Saint Mary's School students have opportunities throughout the week to work with faculty outside of class. All 9th and 10th graders are assigned a learning lab as one of their classes, while 11th and 12th grade students have the option of a flex period or a learning lab. During **learning lab** students complete work and prepare for assessments in a structured environment with learning coaches. Furthermore, students move through a study skills curriculum designed by Saint

Mary's faculty, which includes topics such as time management, organization, goal setting, memory skills, and test taking strategies. **Flex period** affords students the opportunity to choose where they study and how they use this time, preparing them for college. For students who still need structure or prefer the structure they can attend a learning lab. Additionally, all students have access to their teachers at the end of the day in **tutorial**. During tutorial students can schedule an appointment or drop in for help on assignments, test preparation, or collaborate with their faculty.

Online Courses

Saint Mary's School is in partnership with One Schoolhouse and Laurel Springs, accredited on-line providers offering asynchronous learning opportunities. All courses offered by One Schoolhouse and Laurel Springs are taught by experienced teachers. Classes at both schools have assessments in the form of daily assignments/homework, projects, group discussions, essays, and tests. Saint Mary's students may request to enroll in an online class, providing that the course is not offered at Saint Mary's and that the course meaningfully enhances and enriches the student's academic experience. Approval to enroll in online courses is assessed on a case-by-case basis by the Academic Leadership Team and would be at the family's expense. Online courses and their content are not managed by Saint Mary's School and, while these courses will be displayed on the student's transcript, the grades will not be factored into the GPA. Withdrawals from online classes will be included on a student's transcript.

While Saint Mary's School designates a faculty member to serve as the Online School advisor, Saint Mary's has no influence or authority over the curriculum or grading that occurs in an online course.

If a student is required to repeat a course she previously failed at Saint Mary's School, she may be allowed to re-attempt the class via an approved online course at the family's expense. The online course and grade earned will be listed on the student's transcript but will not be included in the calculation of the GPA. If appropriate, she will be asked to take a placement test upon returning to Saint Mary's to ensure she has the knowledge needed to move on to the next course level.

Students approved to take online courses will be required to sign a contract indicating their commitment to completing the online course.