

# MARYVALE

LEARN. LEAD. SUCCEED.

Educating Young Women for Life

## 2024-2025 Upper School Course Catalog

### Mission Statement

Maryvale, a Catholic independent girls' school serving grades six through 12, affiliated with the Sisters of Notre Dame de Namur, provides an environment in which each student can reach her academic, spiritual, physical and civic potential in a loving, supportive and diverse community. Building upon its unique and special heritage, Maryvale's mission is to provide an exceptional education that responds to change and prepares young women for life.

### Upper School Academic Leadership Team

President: Malika DeLancey  
Upper School Head: Jennifer Nicholas  
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## **TABLE OF CONTENTS**

<u>Overview</u> .....	3
<u>Graduation Requirements</u> .....	3
<u>Honors and AP Information</u> .....	3
<b>Academic Department Course Offerings</b>	
<u>English</u> .....	4
<u>Leadership</u> .....	7
<u>Mathematics</u> .....	9
<u>Performing Arts</u> .....	12
<u>Physical Education</u> .....	14
<u>Science</u> .....	15
<u>Social Studies</u> .....	19
<u>Technology</u> .....	23
<u>Theology</u> .....	24
<u>Visual Arts</u> .....	26
<u>World Languages</u> .....	29
<u>Courses Offered Through Online Platforms</u> .....	33
<u>Dual Enrollment Program Courses</u> .....	33

## OVERVIEW

This catalog is designed to aid Maryvale Upper School students in selecting classes for the next school year. Classes are listed by department. All information published in this catalog is subject to change. A minimum enrollment of **10 students is usually required** before a course can be considered a permanent part of the curriculum for the next school year. Students are reminded of the complex nature of a master schedule and the difficulties associated with changing courses after the master schedule has been constructed. A considerable amount of reflection and study should precede each student's selection of classes.

Unless there is an irresolvable conflict in the choice of courses, which only occur in a very small percentage of situations, classes chosen by students at the time of pre-registration will become their official schedule for the upcoming year. Maryvale will run a drop/add period at the start of each semester. Dates to be announced by administration prior to the start of each semester.

In accordance with our philosophy, the following objectives are set forth for the academic program at Maryvale:

- *Encourages integrity, resourcefulness and responsibility to foster personal growth;*
- *Maintains its small class size to enable students to learn and develop skills in a cooperative environment;*
- *Emphasizes pride, loyalty & friendship in an atmosphere of mutual respect among students, peers, faculty and administration following the Maryvale Way - respect, dignity, and inclusivity;*
- *Challenges students with the excitement of learning and instills pride in academic success; and*
- *Provides individual academic guidance through the advisory program.*

The academic program aims to prepare students for further education. It is necessary to be aware of course content and graduation requirements before students choose their courses. After reading this booklet in its entirety, each student should:

- *Review with her advisor the credits that she has previously earned to ensure graduation requirements are met;*
- *Give careful thought to her educational interests and goals in choosing courses, with the understanding that Maryvale's administration will take her choices seriously;*
- *Take elective courses that will be both interesting and challenging, but also meet her educational needs.*

## HONORS AND ADVANCED PLACEMENT COURSES

Honors courses are offered to qualified students in Art, English, Mathematics, Science, Social Studies, Technology, and World Languages. Each course offers intensive, in-depth study of the subject matter.

Advanced Placement courses are offered to qualified students, allowing them to pursue the study of selected subjects at the college level. Upon completion of these courses, students are required to take the AP Exam administered by the Educational Testing Service. A grade of 4 or 5 on this exam usually results in college credit or placement in a higher-level class freshman year of college.

In choosing AP courses, the specific requirements are listed for each course by subject. All students are expected to sit for the AP exam(s) in May. The AP exam fee, which is subject to change, is set at **\$98**. Students and parents should be aware of and committed to this fee prior to registering for an AP course. AP examination registration occurs in November and fees are collected in the winter through FACTS.

Maryvale Preparatory School offers twenty-two Advanced Placement courses, approved by the College Board. These classes are designed for students who can successfully complete a college-level course.

Biology	Macroeconomics
Calculus AB	Microeconomics
Calculus BC	Modern World History
Chemistry	Physics C – Mechanics
Computer Science A	Physics C – Electricity and Magnetism
Computer Science Principles	Spanish Language and Culture
English Seminar	Studio Art: 2D Design
English Language and Composition	Studio Art: Drawing
English Literature and Composition	Statistics
Environmental Science	US Government and Politics
French Language and Culture	US History

<u>Credits Required for Graduation</u>	
English	4
Arts	1*
Mathematics	4
Physical Education	1
Social Studies	3.5
Science	3
Theology	3.5
World Language	3
Electives	3-5
TOTAL	26-28

\*Beginning with the class of 2026, students must complete 0.5 credit in visual arts and 0.5 credit in performing arts.

## SAMPLE SCHEDULE PROGRESSION

Grade 9	Grade 11
English 9 Math Biology Global Studies Theology 9 World Language Electives	English 11 Math Science US History Theology World Language Electives
Grade 10	Grade 12
English 10 Math Chemistry Modern World History Theology 10 World Language Electives	English 12 Math Government Theology World Language Electives

\*All students must carry a minimum of 7 credits per semester unless granted exception per Administration under AP policy.

## COURSE OFFERINGS BY DEPARTMENT

<b>ENGLISH</b>
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### ENGLISH 9

Credit: 1

Course # 140

Students will develop and extend their skills in the areas of vocabulary, grammar, usage and mechanics. Emphasis in the first semester will be on developing writing skills, including cause/effect and comparison/contrast. Literary resource materials will include fiction and drama. Strategies for standardized tests will be included in the course. In the second semester, students will focus on improving reading comprehension through literature circles. A research project will be a major activity.

### ENGLISH 9 (ACCELERATED)

Credit: 1

Course # 141

Students will develop and extend their skills in the areas of vocabulary, grammar, reading, speaking, and attentive listening. Writing instruction will include formal and informal writing assignments as well as the organizational patterns of cause/effect and comparison/contrast. Literary resource materials will include short stories, drama, poetry and novels. Test-taking strategies will include reading comprehension, sentence improvement and vocabulary. A research project will be a major activity.

***Prerequisites: Current students must have a consistent minimum of 88% (B+) in English 8, a minimum 60th percentile on HSPT Reading and Language sections, and recommendation based on writing sample. Incoming ninth graders will need a minimum 90% (A-) in English 8, a minimum of 60th percentile on HSPT Reading and Language sections, and recommendation based on writing sample.***

### ENGLISH 9 (HONORS)

Credit: 1

Course # 142

This course emphasizes the importance of reading challenging material and writing effectively. Students will identify, study and analyze elements of several literary genres and develop critical thinking skills. In the second semester students conduct independent literature circles under the guidance of the instructor. Each student will develop a literary research project based on an original thesis. Outside reading and writing projects will be completed each quarter, including a focus on cause/effect and comparison/contrast organizational patterns.

***Prerequisites: Current students must have a consistent minimum of 90% (A-) in English 8, a minimum 80th percentile on HSPT***

***Reading and Language sections, and recommendation based on writing sample. Incoming ninth graders will need a minimum 90% (A-) in English 8, a minimum of 80th percentile on HSPT Reading and Language sections, and recommendation based on writing sample.***

ENGLISH 10

Credit: 1

Course # 150

In this writing-based course, students will research real-world topics and issues, synthesizing information from various sources in order to describe a problem affecting society and present possible solutions. Research will culminate in a written and/or oral presentation. Students will also study works of British literature, focusing on literary elements, critical approaches, close reading strategies, vocabulary, and poetry analysis.

ENGLISH 10 (ACCELERATED)

Credit: 1

Course # 151

In this writing-based course, students will research and analyze real-world topics and issues, analyzing divergent perspectives and synthesizing information from multiple sources in order to describe a problem affecting society and present possible solutions. Research will culminate in a written and/or oral presentation. Students will also study works of British literature, focusing on the author's craft, literary elements, critical approaches, close reading strategies, vocabulary, and poetry analysis.

***Prerequisites: Minimum of 77% (C+) in English 9 (Accelerated) or 90% (A-) in English 9 (CP) and current teacher recommendation***

ENGLISH 10 (HONORS)

Credit: 1

Course # 152

In this writing-based course, students will research and analyze real-world topics and issues. Through consideration of divergent perspectives and synthesis of information from multiple sources, students will develop their own perspectives, culminating in a written and oral presentation that describes a societal problem and possible solutions. Students will also study works of British literature, focusing on close reading strategies and careful consideration of literary criticism relevant to the text. Throughout the course, students will study close reading strategies, vocabulary, and poetry analysis.

***Prerequisites: Minimum of 77% (C+) in English 9 (Honors) or 90% (A-) in English 9 (Accelerated) and current teacher recommendation.***

ENGLISH 10 SEMINAR (AP)

Credit: 1

Course # 153

This foundational course 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 equips students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. In addition to the focus on research and nonfiction, students will study a survey of British literature, close reading strategies, vocabulary, and poetry analysis.

**Course Fee: See page 1**

***Prerequisites: Minimum of 90% (A-) in English 9 (Honors); and minimum 550 on the PSAT ERW and/or current teacher recommendation.***

ENGLISH 11

Credit: 1

Course # 160

Students will read representative works of American prose, poetry and drama from the Colonial period to the mid-20th century. Research process, reading comprehension, critical thinking and analysis are the core of the written and oral programs. SAT preparation is incorporated into the vocabulary and reading programs. Writing experiences will include rhetorical analysis and argumentative/persuasive pieces. A research project will focus on critical literary analysis.

ENGLISH 11 (ACCELERATED)

Credit: 1

Course # 161

Students focus on American prose, poetry and drama from the Colonial period to the mid-20th century. Independent research process, critical thinking and analysis and the in-depth examination of works of literature are the core of the written and oral program. SAT preparation is incorporated in the vocabulary and reading program. Writing experiences will include rhetorical analysis and argumentative/persuasive pieces. A research project will focus on critical literary analysis.

***Prerequisites: Minimum of 77% (C+) in English 10 (Accelerated) or 90% (A-) in English 10 (CP) and current teacher recommendation.***

## ENGLISH 11 (HONORS)

Credit: 1

Course # 162

Students focus on in-depth reading of major American prose, poetry and drama. Emphasis is placed on close reading of text and consideration of scholarship relating to the text. Students are expected to take part in class discussions that incorporate an awareness of literary, historical and philosophical facets of American writing. SAT preparation is achieved through the vocabulary and reading program. Students will produce a major research paper on a significant topic in American literature, focusing on process and analysis. Other writing experiences will include rhetorical analysis and argumentative/persuasive pieces.

**Prerequisites: Minimum of 77% (C+) in English 10 (Honors) or 90% (A-) in English 10 (Accelerated) and current teacher recommendation.**

**Note: This course is in consideration for Dual Enrollment through NDMU. See Pg. 34 for more information.**

## ENGLISH LANGUAGE AND COMPOSITION (AP)

Credit: 1

Course # 163

This is a college-level class designed to improve students' language, vocabulary, critical reading and expository writing skills, preparing them for the AP English Language and Composition Examination in May. Focusing on nonfiction texts and discourse, AP Language and Composition introduces students to concepts in semantics, linguistics and rhetoric while continuing their engagement with literary analysis. Students will hone their research skills as they develop a stance regarding a social issue based upon knowledge from a variety of sources.

**Course Fee: See Page 1**

**Prerequisites: Minimum of 77% (C+) in English 10 Seminar (AP) or 90% (A-) in English 10 (Honors); and minimum of 550 on PSAT ERW and/or current teacher recommendation.**

## ENGLISH GRADE 12

Credit: 1

Course # 170

World literature from ancient times to the present provides the focus of this course. Students study poetry, fiction and drama from both western and non-western cultures around the world. College-level vocabulary and sentence composing enhance support for critical reading, writing, and thinking. Writing skills are sharpened through sustained practice with formal and informal writing, including prose analysis and definition/classification organizational patterns. Students will complete two major research essays during the year.

## ENGLISH GRADE 12 (ACCELERATED)

Credit: 1

Course # 171

World literature opens the door to the appreciation of other cultures in this course. Non-western cultures are highlighted in their literary contexts. Vocabulary and grammar study enhances students' ability to read closely and write analytically as solid preparation for doing collegiate academic work. Writing skills are sharpened through sustained practice with formal and informal writing, including prose analysis and definition/classification organizational patterns. Two literary research projects will be completed during the year.

**Prerequisites: Minimum of 77% (C+) in English 11 (Accelerated) or 90% (A-) in English 11 (CP) and current teacher recommendation.**

## ENGLISH GRADE 12 (HONORS)

Credit: 1

Course # 172

Students study writings from around the world, including poetry, fiction and drama. The course emphasizes collegiate-level skills in critical reading, analytical writing and MLA formatting. Students write two major research papers during the year. A thorough research process will be enforced, including thesis writing, outlining, rhetorical organization, quotation integration, concluding strategies and effective titling. In addition, writing skills are honed through prose analysis and definition/classification organizational patterns.

**Prerequisites: Minimum of 77% (C+) in English 11 (Honors) or 90% (A-) in English 11 (Accelerated) and current teacher recommendation.**

**Note: This course is eligible for Dual Enrollment through NDMU. See Pg. 34 for more information.**

## ENGLISH LITERATURE AND COMPOSITION (AP)

Credit: 1

Course # 173

Students read challenging literary works and learn to analyze them effectively in writing. This course reviews principles of critical analysis of literature, exposition and argumentation as well as the study of language and vocabulary. Through the study of individual works, students develop critical standards for independent appreciation of any literary work. Literary research will culminate in a comparative analysis of two novels of literary merit.

**Course Fee: See page 1**

**Prerequisites: Minimum 77% (C+) in English Language and Composition (AP) or minimum of 90% (A-) in English 11 (Honors); and minimum of 550 on PSAT ERW and/or current teacher recommendation.**

## **ENGLISH SEMESTER ELECTIVES**

### **THE ART OF STORYTELLING – Grades 9-12**

Credit: 0.5

Course # 184

Students will write in various forms including poetry, prose, fiction, nonfiction, and persuasion. Students will focus on creating finished pieces for a personal portfolio as well as for submission to contests and publications. Through writing exercises and real-world assignments, students will learn the craft of serious writing. The class will require students to write often, to share their writing, to respond to the works of others, to compile an original portfolio, and to share work with an audience.

### **INTRODUCTION TO JOURNALISM – Grades 9-12**

Credit: 0.5

Course #192

Journalism students will discover the art of news reporting and writing. They will explore the field of journalism, close reading and media literacy skills, and practice writing reviews, editorials, news coverage, and feature stories. Students will also learn about the evolving tools of the trade that can help them publish stories with creativity, quality, and integrity, and meet local journalists who will share advice and insight into this ever-changing career. Students will have the opportunity to develop their own organizational structure to run and publish Maryvale's digital newspaper, *The Monthly Roar*.

### **PLAYWRITING – Grades 10-12**

Credit: 0.5

Course # 402

Explore the art and craft of dramatic writing from brainstorming and finding inspiration to developing stories and formatting a script. Using a variety of exercises and methods from the masters, students will learn how to write for the stage by focusing on character and plot development and experimenting with form and structure. Students will write monologues, scenes, and eventually a 10-minute play that they will produce as staged readings for an invited audience. Each student will submit their final script to Center Stage's Young Playwrights Festival.

### **FILM HISTORY AND SCREENWRITING – Grades 11-12**

Credit: 0.5

Course # 145

This course introduces students to the basics of film analysis, cinematic formal elements, genre, and narrative structure and helps students develop the skills to recognize, analyze, describe and enjoy film as an art and entertainment form. Critical analysis of movies will be used to aid students in the creation of original screenplays.

### **PUBLIC SPEAKING, PRESENTATION, AND PERFORMANCE - Grades 11-12**

Credit: 0.5

Course # 143

Students in this course will receive extensive instruction and practice in the art of public speaking, presenting to groups of various sizes, and understanding the necessary performance of expressing ideas in front of large crowds. Content of this course will focus on famous speeches, effective delivery, planned presentations, improvisational and extemporaneous speaking, self-presentation, poise, posture, speaking fundamentals, and confidence. Students will be responsible for offering regular oratory, both recited and memorized.

***Note: This course is eligible for Dual Enrollment through NDMU. See Pg. 34 for more information.***

## **ENGLISH YEAR-LONG ELECTIVES**

### **PUBLICATION DESIGN (YEARBOOK) – Grades 10-12**

Credit: 1

Course # 185

Publication Design (Yearbook) develops student skills in the fundamental principles of journalistic writing, editorials, themes, coverage and design as integral parts of the course. Students learn journalistic writing, design, photography and layout skills as well as gain proficiency in Josten's yearbook design software. Students apply these basic principles to publication of the student yearbook.

## **LEADERSHIP**

### **Leadership Certificate Program**

The Leadership Certificate Program provides students with customized, in-depth leadership training and experiences that will further distinguish them throughout their educational, professional and personal endeavors. Students must complete a specific course track, at least 25 leadership service hours, a Capstone independent study, and a final program interview. Not all applicants may be selected.

### **Course Requirements**

There are **two** course tracks that satisfy the requirements for the Leadership Certificate Program. Leadership Certificate or STEAM Leadership Certificate. Application for the programs takes place in the beginning of the 2<sup>nd</sup> Semester of Freshman year.

**Leadership Certificate**

All students must successfully complete **two mandatory courses**:

- Foundations of Leadership
- Leadership Capstone – Grades 11-12 Students are free to select any leadership-related topic for their Capstone project.

All students must successfully complete **two elective courses**:

African American Studies	Public Speaking, Presentation, and Performance	Introduction to Journalism
American Women’s History	The Art of Storytelling	Introduction to Psychology
AP Government	1804 Ministry of Peer Leadership	Introduction to Sociology
AP Statistics*	Innovation, Entrepreneurship & Creativity	Introduction to Law
Applied Statistics*	AP Economics (Macro/Micro)	Introduction to Engineering*
Public Health Honors*	Introduction to Economics	Introduction to Engineering Honors*
Human Rights, Holocaust and Genocide	Introduction to Business	
Publication Design (Yearbook)		

\*These courses are only eligible for students graduating in 2025 and 2026.

**STEAM (Science, Technology, Engineering, Art, Mathematics) Leadership Certificate**

All students must successfully complete **two mandatory courses**:

- Foundations of Leadership
- Leadership Capstone – Grades 11- 12 – Students are free to select any STEAM leadership-related topic for their Capstone project.

All students must successfully complete **three different elective courses in two disciplines**:

(e.g. in science and math; technology and arts; science and technology; arts and math, etc.)

Science	Technology	Arts	Mathematics
AP Biology AP Chemistry AP Environmental Science AP Physics C - Mechanics AP Physics C - Elec & Mag Anatomy & Physiology (H) Conceptual Physics (Acc) Physics (H) Environmental Systems (Acc) Forensics Science I and/or II (Acc) Public Health (H) Introduction to Engineering Introduction to Engineering (H)	AP Computer Science A AP Computer Science Principles CAD CAD II Computer Science Discoveries Engineering through Robotics IT Fundamentals	Theatre II Dance II Dance Company Playwriting Performance Choir Orchestra Contemporary Art Studio Graphic Design Interior Design Digital Photography Portfolio AP 2D Design AP Drawing	AP Calculus AB AP Calculus BC AP Statistics Applied Calculus (Acc) Applied Calculus Applied Statistics

**FOUNDATIONS OF LEADERSHIP – Grade 10-12**

Credit: 0.5

Course # 774

Foundations of Leadership, open to all Grade 11 and 12 students, draws upon a comprehensive leadership curriculum that includes the study of leadership, the acquisition of leadership skills, and each student’s self-evaluation of leadership strengths and challenges. The course includes outside guest speakers to enhance classroom presentation, self-evaluation tools, reading research and engagement with community leaders and organizations to foster individual leadership and self-confidence in each student. A field trip to a business or nonprofit organization is included, as is the study of project management, career coaching and interviewing, and business etiquette. Writing, public speaking, social media, strategic planning, team building, and presentations will be introduced. Every student will receive a Myers Briggs personality assessment to help her understand her preferences in leading and also how to lead individuals who have different strengths. Examination of workplace themes for women leaders will also be included. This is a required course for the Leadership Certificate. It is not limited to only Leadership Certificate students.

**All students in grades 11 and 12 may enroll in this course. Students in grade 10 must be a current leadership scholar to enroll in this course.**

**INNOVATION, ENTREPRENEURSHIP & CREATIVITY – Grade 10-12**

Credit: 0.5

Course # 781

This course explores how new and innovative ideas evolve, are developed and get adopted and combines traditional readings and class



discussion with hands-on student-led projects in a mini-innovation lab. Students learn how some of the most revolutionary and the simplest ideas and products came into being, while also rolling up their sleeves and testing their own creativity to develop new solutions and address ongoing challenges. Guest Speakers visit class to share their experience and advice. A field trip to a local company or nonprofit allows students to see firsthand how innovation occurs in the real world. Case studies of successful and failed creative and entrepreneurial ventures are also studied. Students also perform research, develop prototypes, iterate, and present projects to address a challenge or introduce a new idea, product or service. Classmates serve as design colleagues and review and make suggestions for each other's work throughout the term. This is an elective course that satisfies a requirement for the Leadership Certificate. It is not limited to only Leadership Certificate students.

#### INTRODUCTION TO BUSINESS – Grades 10-12

Credit 0.5

Course # 782

This course is designed to acquaint students with general business concepts that are relevant for business leaders in the workforce. Students gather a basic understanding of general business management, marketing, financial management, production and business operations, risk management, human resources, business planning, communications, ethics, and the role of diversity and inclusion in the workplace. A combination of customized projects, featured guest speakers, textbook applications, and case studies will be used. This course is designed to provide students with a broad exposure to business operations and a solid background for additional business courses. This is an elective course that satisfies a requirement for the Leadership Certificate. It is not limited to only Leadership Certificate students.

#### LEADERSHIP CAPSTONE (HONORS) - Grade 11-12

Credit: 0.5

Course # 784

The Capstone is an intensive study of a leadership topic that draws heavily from the student's own original research. Capstone students work with a faculty advisor as they prepare a 30-minute presentation on their leadership thesis topic before a review panel; all students also present a short summary presentation to invited guests, faculty, and students at a Leadership Capstone event. This course is a semester course taken during either the first or second semester senior year and is required for the Leadership Certificate.

***Leadership Capstone is open only to students in the Leadership Certificate program. Students in grade 11 will only be considered for spring semester enrollment.***

## MATHEMATICS

#### Departmental Notes:

- Teacher Recommendation/Departmental Approval requires a review of all available standardized testing scores.
- Students who meet departmental requirements and receive approval may take Geometry and Algebra II concurrently in order to further their progress in the mathematical sequence.

#### ALGEBRA I

Credit: 1

Course # 240

This course offers a traditional approach to algebra. Students acquire important algebraic and problem-solving skills which aid in the further development of their mathematical reasoning. Topics include: properties of equality, graphing lines, linear equations, absolute value, systems of equations, proportions, rational expressions, quadratic equations, and radical expressions. A TI-84 calculator is required.

***Prerequisites: Teacher/department placement.***

#### GEOMETRY

Credit: 1

Course # 250

This course covers the topics of plane geometry and solid geometry. Topics include: plane and solid geometry, inductive and deductive reasoning, perpendicular and parallel lines and planes, congruent triangles, properties of triangles, quadrilaterals, transformations, similar polygons, right triangles, area of polygons and circles, surface area of solids, and volume. A TI-84 calculator is required.

***Prerequisites: Current students must have successfully completed Algebra 1. Incoming ninth graders will need to have successfully completed Algebra I and a passing score on the Algebra 1 placement test.***

#### GEOMETRY (ACCELERATED)

Credit: 1

Course # 251

This course is designed for students who have successfully completed a full Algebra I course and have successfully and consistently demonstrated competency in its content and applications. The same topics as the 250 Geometry course are included; however, the content is explored with greater intensity and more emphasis on proofs and analytical thinking. A TI-84 calculator is required.

**Prerequisites:** *Current students must have a consistent minimum of 93% (A) in Algebra I, a minimum of 60<sup>th</sup> percentile on HSPT Math, and current teacher recommendation with departmental approval. Incoming ninth graders will need a minimum of 90% (A-) in Algebra I, a minimum of 60<sup>th</sup> percentile on HSPT Math, and a passing score on the Algebra 1 placement test.*

#### GEOMETRY (HONORS)

Credit: 1

Course # 252

This course is designed for students who have successfully completed a full Algebra I course and have successfully and consistently demonstrated mastery of its content and applications. The same topics as the 251 Geometry (Accelerated) course are included; however, the content is explored with greater intensity, emphasis on proofs, and analytical thinking at a fast pace. Logical reasoning and the preparation of proofs are emphasized. A TI-84 calculator is required.

**Prerequisites:** *Current students must have a consistent minimum of 93% (A) in Algebra I, a minimum 80<sup>th</sup> percentile on HSPT Math, and teacher recommendation with departmental approval. Incoming ninth graders will need a minimum of 93% (A) in Algebra I, a minimum 80<sup>th</sup> percentile on HSPT Math, and mastery on the Algebra 1 placement test.*

#### ALGEBRA II

Credit: 1

Course # 260

This course integrates algebra with other math topics as well as other academic disciplines. Topics include: real numbers, linear equations, inequalities, relations, functions, graphs, systems, quadratic functions, factoring, polynomials and polynomial functions, powers, roots, radicals and rational functions. A TI-84 calculator is required.

**Prerequisites:** *Successful completion of Geometry.*

#### ALGEBRA II (ACCELERATED)

Credit: 1

Course # 261

This course is offered to students in the accelerated track. Through a traditional approach to teaching algebra concepts, topics are presented in a proven sequence enabling students to acquire important algebra skills and to reason mathematically. The same topics as the 260 Algebra II course are included with the addition of transformations of parent functions, complex numbers, and higher-degree polynomials. A TI-84 calculator is required.

**Prerequisites:** *Current students must have a consistent minimum of 77% (C+) in Geometry (Accelerated) or 93% (A) in Geometry (CP) and current teacher recommendation. Incoming students will need a minimum 60<sup>th</sup> percentile on HSPT Math and have shown mastery on both the Algebra 1 and Geometry placement tests.*

#### ALGEBRA II (HONORS)

Credit: 1

Course # 262

This course is a rigorous study of Algebra II at a rapid pace. The same topics as the 261 Algebra II (Accelerated) course are included with the addition of conics, exponential and logarithmic equations, and right triangle trigonometry. Problem solving and critical thinking are emphasized for all topics, all while moving at a faster pace. A TI-84 calculator is required.

**Prerequisites:** *Current students must have a consistent minimum of 77% (C+) in Geometry (Honors) or 93% (A) in Geometry (Accelerated), and current teacher recommendation with departmental approval. Incoming students must have a minimum 80<sup>th</sup> percentile on HSPT Math and have shown mastery on both the Algebra 1 and Geometry placement tests.*

#### FINANCIAL APPLICATIONS OF PRE-CALCULUS

Credit: 1

Course # 282

This course is a college-preparatory course that will apply sophisticated mathematics built upon an algebraic foundation to give students the tools to become a financially responsible young adult. In addition to advanced algebra and pre-calculus, the course employs probability, statistics, and geometry to address financial concerns that arise in everyday life. Real-world problems in investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting, and planning for retirement are solved by applying relevant mathematics. TI-84 calculator is required.

**Prerequisites:** *Successful completion of Algebra II and/or teacher placement with departmental approval.*

#### PRE-CALCULUS

Credit: 1

Course # 264

This college preparatory level course is intended to help students enrich their skills and develop more concepts beyond basic algebra as they prepare for a higher level mathematics course. This course is designed to help students apply the mathematics they learn in the classroom to real world situations, model mathematical situations, communicate mathematically, and use technology appropriately. Topics include: graphing and interpreting linear, quadratics, exponential, rational, and polynomial functions; nonlinear inequalities; complex numbers; logarithmic and exponential equations; right triangle trigonometry; circular trigonometry; transformations; and mathematical models. Students will make connections with higher-degree polynomials and more involved algebraic and trigonometric

processes. A TI-84 calculator is required.

***Prerequisites: Consistent minimum of 77% (C+) in Algebra II (CP), and current teacher recommendation with departmental approval.***

#### PRE-CALCULUS (ACCELERATED)

Credit: 1

Course # 266

This course builds from a strong Algebra II foundation for the student pursuing mathematics in college. The comprehensive text invites discovery and exploration, while technology and consistent problem-solving strategies help the student develop strong skills in pre-calculus. The same topics as the 264 Pre-Calculus course are included with the addition of trigonometry equations, identities, and graphs. There is a strong emphasis on problem solving and applications using technology. A TI-84 calculator is required.

***Prerequisites: Consistent minimum of 77% (C+) in Algebra II (Accelerated) or 93% (A) in Algebra II (CP), and current teacher recommendation with departmental approval.***

#### PRE-CALCULUS (HONORS)

Credit: 1

Course # 267

This course is a rigorous study of pre-calculus topics at a rapid pace. The same topics as the 266 Pre-Calculus (Accelerated) course are included with the addition of sequences, limits, and conics. Material is presented at a faster pace and in a manner that will help students be more prepared to take an AP math course the following year. A TI-84 calculator is required.

***Prerequisites: Consistent minimum of 77% (C+) in Algebra II (Honors) or 93% (A) in Algebra II (Accelerated), and current teacher recommendation with departmental approval.***

#### STATISTICS – Grades 11-12

Credit: 1

Course # 271

This course introduces descriptive and inferential statistics. Topics include: frequency distributions, design and interpretation of statistical graphs, quantitative measurement methods for data tendency and variability, probability distributions and their application, confidence intervals, and sampling theory and techniques. The topics of estimation methods, regression methods and correlation analysis are surveyed. Besides knowledge of basic arithmetic skills, students must demonstrate the ability to develop and solve algebraic equations in one unknown, literal equations, algebraic expressions and linear equations in one or two unknowns from the context of applied verbal problems, and to sketch the graph of a linear equation in two unknowns. Students will take advantage of the statistical capabilities of the TI-84 calculator. A TI-84 calculator is required.

***Prerequisites: Consistent minimum of 77% (C+) in Algebra II (any level), current teacher recommendation with departmental approval.***

#### STATISTICS (AP)

Credit: 1

Course # 281

This is an advanced placement course in Statistics that provides students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics include those covered in the college-prep statistics course and focus on four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course. A TI-84 calculator is required.

**Course Fee: See page 1**

***Prerequisites: Consistent minimum of 80% (B-) in Algebra II (Honors) or 90% (A-) in Algebra II (Accelerated). This course should be taken concurrently with Pre-Calculus (Accelerated or Honors) or Calculus (Acc or AP). Departmental approval is required.***

#### APPLIED CALCULUS - Grade 12

Credit: 1

Course # 269

This course builds from a basic foundation of pre-calculus knowledge and strengthens the students' understanding of polynomial, exponential, rational, radical, logarithmic, and trigonometric functions in preparation for the process of differentiation. Calculus concepts of limits and derivatives are explored visually, algebraically, and using technology. Applications of limits and derivatives are extensively explored. A TI-84 calculator is required.

***Prerequisites: Consistent minimum of 77% (C+) in Pre-Calculus (CP), current teacher recommendation and departmental approval.***

#### APPLIED CALCULUS (ACCELERATED) – Grade 12

Credit: 1

Course # 270

This is a college-level course in Calculus with an emphasis on applications in business, economic, social, and life sciences. The core concepts of Calculus are introduced in applied settings using the concept commonly known as “The Rule of Three” (numerical, graphical, and algebraic). The same topics as the 269 Applied Calculus course are included with the addition of integration and its

applications. Content is explored more in depth and at a faster pace. A TI-84 calculator is required.

***Prerequisites: Consistent minimum of 77% (C+) in Pre-Calculus (Accelerated) or 93% (A) in Pre-Calculus (CP) and current teacher recommendation with departmental approval.***

CALCULUS AB (AP) – Grades 11-12

Credit: 1

Course # 280

Advanced Placement Calculus AB is a full-year course intended for talented math students who have completed Honors Geometry, Honors Algebra II, and Honors Pre-Calculus. In this course, students study the applications of functions and graphs, limits and continuity, differential calculus, and integral calculus. A TI-84 calculator is required.

**Course Fee: See page 1**

***Prerequisites: Consistent minimum of 80% (B-) in Precalculus (Honors) or have successfully completed Applied Calculus (Accelerated) and current teacher recommendation with departmental approval.***

CALCULUS BC (AP) – Grade 12

Credit: 1

Course # 284

Advanced Placement Calculus BC is a full-year course intended for talented math students who have completed AP Calculus AB. In this course, students review the applications of functions and graphs, limits and continuity, differential calculus, and integral calculus. Topics covered are additional techniques of integration, Euler’s method, logistical models with differential equations, arc length, distance traveled along a smooth curve, parametric equations, polar coordinates, vector-valued functions, and polynomial approximations and series. A TI-84 calculator is required.

**Course Fee: See page 1**

***Prerequisites: Consistent minimum of 77% (C+) in Calculus AB (AP) and current teacher recommendation with departmental approval.***

## PERFORMING ARTS

### **Performing Arts Mastery Program**

The Performing Arts Mastery Track is a rigorous, skill-based, pre-professional program for those interested in the performing arts. Students must apply to the program and commit to taking part in school productions, classes, and outside experiences. They will write yearly reflections, produce response papers, work on school shows both as performers, crew members, and production leaders, and produce an original capstone project. **Students will be required to take the mastery track capstone class Spring of their senior year to rehearse and produce their capstone.** The benefits of the program include: experience in all aspects of production, individualized mentorship from faculty, opportunities to engage in workshops and field trips, create a capstone project, and develop a portfolio for college. For more information and to apply, please contact Ms. McAllister, Performing Arts Department Chair.

MASTERY TRACK CAPSTONE – Grade 12

Credit: 0.5

Course #446

This course, offered each Spring, is required for seniors in the performing arts mastery track. Through research, rehearsal, and collaboration, the course will provide the time and mentorship to develop your projects. Students will operate as their own theatre company, learning all about the production, administrative, and technical aspects that go into planning arts events. Capstone performances and projects will be presented during the Spring Arts Festival each May.

***Prerequisites: Must be a senior in the performing arts mastery track***

PERFORMANCE CHOIR – Grades 9-12

Credit: 0.5

Course #447

Performance choir allows students who excel in vocal performance flexibility in their schedule to sing and express themselves vocally. In this course, we aim to challenge the singer with popular music and musical theatre selections with excellence focusing on vocal techniques, breathing and strengthening the voice. There will be multiple performances for this group.

ORCHESTRA – Grades 9-12

Credit: 1.0

Course # 403

The orchestra consists of various instruments. Students perform a wide repertoire of music ranging from classical to contemporary genres. Students will gain knowledge and skills in technique, musical analysis, collaboration and critical thinking. The Orchestra performs at the annual winter and spring concerts and travels on the annual music department tours (schedule permitting). Students are encouraged to continue their participation in the orchestra throughout their time at Maryvale. This course runs during the advisory/resource time block only. Students will be rostered into a multi-grade advisory group.

## INTRODUCTION TO WORLD MUSIC - Grades 9-12

Credit: 0.5

Course # 408

This Upper School course is any entry level music appreciation course which will introduce students to the art of musical instrument performance. The curriculum will introduce performance techniques for brass, strings, percussion and/or woodwinds. Students will learn the basic fundamentals for these instruments and apply them to the study and analysis of: Film/television music; Jazz/Symphonic music; World music, e.g. Japanese, Afro-Cuban, Indian, Brazilian, etc. This is not a performance based class.

## DANCE I – Grades 9-12

Credit: 0.5

Course # 400

This introductory dance class provides students with a comprehensive exploration of various dance genres, fostering creativity, expression, and technical skills. The course is designed to introduce students to the fundamentals of dance through a diverse range of styles, including creative movement, ballet, jazz, and tap. Throughout the course, students will have the opportunity to enhance their performance skills, build teamwork and collaboration through group dances, and gain an appreciation for the cultural and historical aspects of each dance style. This class aims to foster a love for dance while providing a solid foundation for further exploration in more advanced dance courses. Students will perform in a mandatory recital at the end of the semester.

## DANCE II – Grades 9-12

Credit: 0.5

Course #406

Building upon the foundation established in Dance 1, this course delves deeper into the world of dance, providing students with a more advanced and nuanced understanding of creative movement, ballet, jazz, and tap. Throughout the course, students will engage in collaborative projects, refining their performance skills through group dances. The cultural and historical aspects of each dance style will be further explored, and students will be encouraged to critically analyze and appreciate dance as both an art form and a means of personal expression. This intermediate class aims to prepare students for more advanced studies in dance and performance. Students will perform in a mandatory recital at the end of the semester.

***Prerequisite: Successful completion of Dance I or satisfactory audition.***

## DANCE COMPANY -Grades 10-12

Credit: 0.5

Course # 407

The Dance Company class is designed for dedicated dancers who have successfully completed Dance II. This course offers a challenging and immersive experience, focusing on the development of technical excellence, artistic expression, and collaborative ensemble work. The course places a strong emphasis on fostering individual artistry and creativity. Students will engage in the creation of original choreography, both as soloists and in collaborative group projects. Dance Company members will participate in regular performances, both within the school community and potentially in external events. This component of the course aims to develop the students' stage presence, adaptability, and the ability to convey emotion through their performances. This course is repeatable.

***Prerequisite: Successful completion of Dance II.***

## THEATRE I – Grades 9-12

Credit: 0.5

Course # 470

This course provides an understanding and appreciation of theatrical performance through the study of theatre history, dramatic literature, acting techniques, and theatre as a profession. Students will develop imagination, sensory awareness, and collaboration skills; understand and appreciate theatre history and dramatic literature as a literary, artistic, and social phenomenon; discover the physical and mental work of the actor; learn about the theatre profession and all that goes into the creation of a performance.

## THEATRE II – Grades 10-12

Credit: 0.5

Course # 474

Theatre II builds upon the experiences of Theatre I. Students will explore classical and contemporary text and theatre history, engage in advanced scene study, create and direct original works, and prepare for possible participation in academic, community, and/or professional theatre. The majority of the semester will be spent preparing a fully produced performance of a one act play for the community.

***Prerequisites: Successful completion of Theatre I.***

## TECHNICAL THEATRE – Grades 9-12

Credit: 0.5

Course # 471

This practical course takes students backstage to learn about aspects of technical theatre, stage management, and directing. Students will learn basic skills in set, lighting, sound, and costume design as well as stage management, directing for the stage, and arts

administration. Students will also help prepare for our departmental productions, although no outside hours will be required. This project-based class will culminate in a final self produced performance.

#### MUSICAL THEATRE – Grades 9-12

Credit: 0.5

Course # 472

Musical Theatre focuses on developing singing, acting, and movement skills in a variety of musical theatre performance styles. Students will learn how to overcome stage fright and build confidence through solo and ensemble singing, learn to use their own personal voice type to sing different kinds of songs, learn to analyze lyrics and perform the story of the song through vocal and physical expression, and develop the character to bring the song to life vocally and physically. Students will begin to build their audition portfolio and develop auditioning skills. This performance and project-based class will culminate in a final showcase for an invited audience.

#### INTRODUCTION TO ITALIAN ARTS - Grades 10-12

Credit: 0.5

Course # 409

This course is designed for beginners to study the Italian language and discover the rich culture of Italy. The main elements of Italian culture are its art, music, cinema, style, fashion and food. Italy was the birthplace of opera, and for generations the language of opera was Italian, irrespective of the nationality of the composer.

#### PLAYWRITING – Grades 10-12

Credit: 0.5

Course # 402

Explore the art and craft of dramatic writing from brainstorming and finding inspiration to developing stories and formatting a script. Using a variety of exercises and methods from the masters, students will learn how to write for the stage by focusing on character and plot development and experimenting with form and structure. Students will write monologues, scenes, and eventually a 10-minute play that they will produce as staged readings for an invited audience. Each student will submit their final script to Center Stage's Young Playwrights Festival.

## PHYSICAL EDUCATION

#### PHYSICAL EDUCATION – Grades 9-12

Credit: 0.5

Course # 840

This course provides each student with the opportunity to participate in a comprehensive program consisting of skill development, lead up games, team sports, individual sports, and physical fitness activities. The students receive instruction in rules, skills, and strategies associated with the different sports, while stressing the importance of cooperation, leadership, and friendly competition. Our mission is to empower all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive and fulfilling life.

#### DANCE I – Grades 9-12

Credit: 0.5

Course # 400

This course will build dance skills by teaching basic steps and full routines, as well as choreography skills. Students will explore different elements of dance and styles including ballet, jazz, and tap. Students will perform in a mandatory evening recital at the end of the semester.

#### DANCE II – Grades 9-12

Credit: 0.5

Course #406

Building upon the foundation established in Dance 1, this course delves deeper into the world of dance, providing students with a more advanced and nuanced understanding of creative movement, ballet, jazz, and tap. Throughout the course, students will engage in collaborative projects, refining their performance skills through group dances. The cultural and historical aspects of each dance style will be further explored, and students will be encouraged to critically analyze and appreciate dance as both an art form and a means of personal expression. This intermediate class aims to prepare students for more advanced studies in dance and performance. Students will perform in a mandatory recital at the end of the semester.

***Prerequisite: Successful completion of Dance I or satisfactory audition.***

#### WELLNESS – Grades 9-12

Credit: 0.5

Course # 850

This course addresses a wide range of health-related issues designed to introduce students to the many dimensions of Health and Wellness. Topics covered will include nutrition, fitness and weight management, alcohol, tobacco and drug abuse, sexual education, violence and injury prevention, stress and mental health. Current events involving health issues are also key topics of discussion. Our

goals are to promote a healthy way of living and to educate **our** young women on how to care for themselves both physically and emotionally for a lifetime.

#### LIFETIME ATHLETICS – Grades 10-12

Credit: 0.5

Course # 862

This course is designed to continue developing physically educated individuals who have the knowledge, skill and confidence to enjoy a lifetime of healthful physical activity. Students explore a variety of options for improving and maintaining their individual fitness. Students will understand the importance of setting goals for personal improvement and achievement and will leave the class with a lifelong understanding of how to maintain adequate physical fitness for a healthy lifestyle. A minimum of 10 students is necessary to run the class.

## SCIENCE

#### Departmental Notes:

- All elective recommendations are made at the discretion of the current science teacher, departmental approval, course selection advisors, and requires that a student has met all prerequisites.
- If an eligible student wants to take AP Chemistry, it is strongly recommended that this be done in the 11<sup>th</sup> grade year immediately following 10<sup>th</sup> grade Chemistry.
- All physics enrollments are determined by math placements. Students are recommended to take Honors Physics in the 11th grade year if they would like to take AP Physics in the 12th grade.

#### BIOLOGY – Grade 9

Credit: 1

Course # 640

This introductory lab course provides an overview of basic biological concepts and explores common themes that unite life on earth. This is done through inquiry-based labs, text reading, investigation and discussion utilizing storylining, projects and presentations. The course begins with study of the characteristics of living things, cell structure, function and reproduction and then moves to larger-scale topics such as genetics, evolution and classification, and energy cycling through cells and ecosystems.

#### BIOLOGY (ACCELERATED) – Grade 9

Credit: 1

Course # 641

Topics covered are the same as those described for Biology. However, content will be covered in greater depth and detail, and there will be a short research paper in the second semester. Inquiry-based laboratory work is an important component of this course.

***Prerequisites: Current students must have a consistent minimum of 88% (B+) in Science 8, a minimum 60th percentile on HSPT Composite, and teacher recommendation with departmental approval. Incoming ninth graders need a minimum 90% (A-) in Science 8, minimum of 60<sup>th</sup> percentile on HSPT Composite, and departmental approval.***

#### BIOLOGY (HONORS) – Grade 9

Credit: 1

Course # 642

The major instructional areas are the same as those described for Biology. Content will be covered in greater depth and extended beyond the scope of the required text with increased emphasis on critical thinking and application of concepts. In addition to extensive laboratory work students are required to do an investigative research paper. This course uses a decidedly inquiry-based approach to scientific study with the expectations that students will practice independent thinking, problem-solving and task completion.

***Prerequisites: Current students must have a consistent minimum of 90% (A-) in Science 8, a minimum 80th percentile on HSPT Composite, and teacher recommendation with departmental approval. Incoming ninth graders will need a minimum 90% (A-) in Science 8, a minimum of 80th percentile on HSPT Composite, and departmental approval.***

#### CHEMISTRY – Grade 10

Credit: 1

Course # 650

This course is an introduction to the study of science dealing with materials in our world and the changes that these materials undergo. Students' critical thinking and problem-solving skills will be developed as they learn to integrate their math skills with scientific data, information and chemical concepts. Students will further develop scientific skills and processes to perform laboratory experiments and gain an appreciation of the importance of chemistry in our personal and professional lives. By understanding that chemistry is the basis for materials and processes that we encounter every day, students realize the importance of chemistry in making informed decisions about scientific issues in diverse topics such as health, the environment and commercial industry.

## CHEMISTRY (ACCELERATED) – Grade 10

Credit: 1

Course # 651

This course is an introduction to general chemistry. Students gain an understanding of the nature of materials in their environment and the composition, structure and changes matter undergoes. Understanding of how the diversity and complexity of our world can arise from so few ingredients will be acquired. The science of chemistry ranges from a thought-provoking academic subject to a tool for innovation in a rapidly changing society. Critical thinking skills will be cultivated in order to advance students' problem-solving capabilities and strategies. The knowledge and experiences of this course will be gained from observation, study, lecture, discussion, problem-solving activities and experimentation.

**Prerequisites:** *Consistent minimum of 87% (B+) in current CP-level math course or 80% (B-) in current Accelerated-level math course and 80% in Biology (Accelerated) or 90% (A-) in Biology (CP) and current teacher recommendation with departmental approval.*

## CHEMISTRY (HONORS) – Grade 10

Credit: 1

Course # 652

Students gain an understanding of the nature of materials in their environment and the composition, structure and changes that matter undergoes. Critical skills and challenging thinking will be applied to concepts in order to develop students' problem-solving strategies. Through study, observation, lecture, discussion, problem-solving activities and experimentation, students enrolled in Honors Chemistry will cover a greater volume of material at a faster pace and with more mathematics in a more independent manner than covered in Chemistry Accelerated.

**Prerequisites:** *Consistent minimum of 80% (B-) in current Honors-level math course, 87% (B+) in current Accelerated-level math course, or 95% (A) in current CP-level math course, and consistent 80% (B-) in Biology (Honors) or 93% (A) in Biology (Accelerated) and current teacher recommendation with departmental approval.*

## SCIENCE SEMESTER ELECTIVES

### INTRODUCTION TO ENGINEERING - Grades 10-12

Credit: 0.5

Course # 676

This course will provide students with a basic overview of the main branches of engineering disciplines and the functions of a professional engineer. Students will apply their knowledge of research and design to present engineering problems and propose solutions to various challenges in a project-based environment. Students will learn from professional engineers both as guest speakers and on worksites. This course will require students to challenge their view of existing design and problem-solving.

### INTRODUCTION TO ENGINEERING (HONORS) - Grades 10-12

Credit: 0.5

Course # 677

This course will explore the fundamental principles of engineering. Beginning with algebraic and physics, students will understand force, motion, work, and energy. By the end of the course, students will be proficient in writing scientifically technical lab reports. Students will learn from professional engineers both as guest speakers and on worksites. This course will require students to challenge their view of existing design and problem-solving.

**Prerequisites:** *Consistent minimum of 80% (B-) in Algebra II (Honors) or 90%(A-) in Algebra II (Accelerated).*

### ECOLOGY - Grades 10-12

Credit: 0.5

Course # 644

Students of all levels will use inquiry-based learning to investigate ecological concepts through experience in laboratories and field work. Students will explore the interaction of Earth's living and nonliving parts determining the survival of organisms, the shaping of ecosystems, the factors contributing to changes in populations, and the impact of human activities on local and global ecology. This course provides a stepping stone to Marine Biology and the Environmental Sciences.

### MARINE BIOLOGY – Grades 10-12

Credit: 0.5

Course # 646

This lab-based course is intended for students of all levels who are motivated to learn more about life in the oceans of the world, the organisms that live in them and the issues concerning marine ecosystems. Starting with the simplest microorganisms and progressing to the most complex marine birds and mammals, we investigate the evolution of life in the seas. *Dissection is a required part of this course.*

### SPORTS MEDICINE – Grades 10-12

Credit: 0.5

Course # 658

This course will include an overview of athletic training and sports medicine professions and learn introductory information about the athletic trainer's scope of practice. This includes injury treatment, prevention, rehabilitation, emergency injury management and



administrative functions. Students will learn basic human anatomy and physiology, and they will discuss the role that sports medicine professionals play in the physically active communities. Students will have the opportunity to become CPR/AED/First Aid certified at additional cost to the student. \*Students will not provide patient care while enrolled in this class.\*

#### FORENSIC SCIENCE I (ACCELERATED) – Grades 11-12

Credit: 0.5

Course # 663

This course is an introduction to forensic analysis and focuses on the knowledge and methods of science used to help solve crimes. The course emphasizes that the process of investigating a crime scene depends on a wide variety of expertise and sources of evidence, and that most answers require careful observation of minute differences. The role of probability in interpreting the significance of evidence will also be studied. Students learn how the latest techniques in skeletal and visual anatomy can be used to determine age, ancestry, stature and physique and when and in what way death may have occurred. In addition, students will apply knowledge gained and critical-thinking skills learned in the course to find solutions of simulated crimes by analyzing clues and evidence. *Dissection is a required part of this course. Some field trips may be restricted (by the agencies) to students aged 18 or over. In this event, alternative activities will be provided for underage students.*

**Prerequisites:** *Current teacher recommendation.*

#### FORENSIC SCIENCE II (ACCELERATED) – Grades 11-12

Credit: 0.5

Course # 653

This course continues to focus on additional knowledge and methods of science that can be used to help investigate and solve crimes. Students will learn about the use of DNA profiling technologies, visualization of latent fingerprints, forensic serology and other topics not covered in Forensic I. This course also explores how information on bones, insects and botany is used in calculation of postmortem intervals. *Some field trips may be restricted (by the agencies) to students aged 18 or over. In this event, alternative activities will be provided for underage students.*

**Prerequisites:** *Successful completion of Forensic Science I.*

#### PUBLIC HEALTH (HONORS) – Grades 11-12

Credit: 0.5

Course # 654

Students will learn principles of public health, an interdisciplinary field that encompasses biological and social sciences. Using real world, current methods and tools, students explore trends in epidemiology, health promotion and behavioral interventions, infectious diseases including COVID-19, the biomedical basis of chronic diseases, and environmental issues in public health. Emphasis is on equity in health care systems in the U.S. and internationally.

**Prerequisites:** *Consistent minimum of 77% (C+) in Chemistry (Honors) and Modern World History (Honors) or Modern World History (AP), or minimum of consistent 90% (A-) in Chemistry (Accelerated) and Modern World History (Accelerated) and current teacher and department approval.*

### **SCIENCE YEAR-LONG ELECTIVES**

#### ANATOMY AND PHYSIOLOGY (HONORS) – Grades 11-12

Credit: 1

Course # 660

This course is designed to provide a basic understanding of the anatomy and physiology of the human body through a mix of inquiry based laboratory activities, case study analysis, storyline learning and traditional techniques. Major instructional themes include the exploration of the gross anatomy, microscopic structure, molecular interactions and functions of organs and tissues and cells of the following major body systems: integumentary, skeletal, muscular, nervous, endocrine, immune, circulatory, respiratory, digestive, urinary and reproductive. Students will gain an appreciation for the importance of homeostatic balance and the integration of all body systems in order to maintain life. *Dissection is a required part of this course.* This course is recommended for students who wish to take AP Biology.

**Prerequisites:** *Consistent minimum of 77% (C+) in both Biology (Honors) and Chemistry (Honors) or 90% (A-) in Biology (Accelerated) or Chemistry (Accelerated), and current teacher recommendation with departmental approval.*

#### BIOLOGY (AP) – Grades 11-12

Credit: 1

Course # 670

In this course, designed to be the equivalent of a general biology course taken at the college level, students will develop a conceptual framework for modern biology and gain experience and appreciation of biology through inquiry-based and student directed experimentation. Course content will focus on evolution, energetics, information storage and transmission, and systems interactions. Topics will include biochemistry, cell biology, heredity, ecology, and evolution. Course will also cover practical laboratory skill development and lab reports.

**Course Fee:** See page 1

**Prerequisites:** *Consistent minimum of 90% (A-) in the following courses: Biology (Honors) and Chemistry (Honors); or 90% (A-) in*

***Chemistry (Honors) or Anatomy and Physiology (Honors) or Physics (Honors), and current science teacher recommendation with departmental approval. Summer work must be successfully completed.***

CHEMISTRY (AP) – Grades 11-12

Credit: 1

Course # 671

This course is designed to be the equivalent of a general chemistry course taken at the college level and is an expansion on topics from Chemistry classes taken sophomore year. A depth of understanding and competence will be attained, concerning the fundamentals of chemical topics and in dealing with chemical problems. Students' abilities to think clearly and logically and express ideas both orally and in writing will be developed. An emphasis will be placed on chemical calculations and the mathematical formulation of principles. The laboratory experience of the course is an essential component, which will include work time outside of scheduled class time. It is strongly recommended that this course be taken during the 11th grade year immediately following 10<sup>th</sup> grade Chemistry.

**Course Fee: see page 1**

***Prerequisites: Consistent minimum of 90% (A-) in Chemistry (Honors) or 95% in Chemistry (Accelerated) and minimum grade of 77% on Chemistry Midterm Exam (Honors) or 85% on Chemistry Midterm (Accelerated), and current science teacher recommendation with departmental approval. Summer work must be successfully completed.***

ENVIRONMENTAL SYSTEMS (ACCELERATED) - Grades 11-12

Credit: 1

Course #648

Earth's environments are complex, interconnected, and easily affected by both natural and human disturbance. Through hands-on, inquiry-based laboratory and fieldwork investigations, students will explore the processes that control and influence Earth's interconnected environmental systems. The subject is interdisciplinary, embracing topics from geology, biology, chemistry, and geography. Students will explore the ecological and geologic processes that influence ecosystem distribution and function, identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Priority is given to cultivating appreciation for the natural world, building environmental literacy, and exploring student's individual interests in the environment.

***Prerequisites: Current teacher recommendation with departmental approval.***

ENVIRONMENTAL SCIENCE (AP) – Grade 11-12

Credit: 1

Course #643

Environmental science is interdisciplinary, embracing topics from geology, biology, sociology, chemistry, and geography. The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Students will spend a minimum of 25% of instructional time engaged in hands-on, inquiry-based laboratory and fieldwork investigations. The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. Prior completion of AP Biology will promote success in this course.

**Course Fee: See page 1**

***Prerequisites: Minimum of consistent minimum 90% (A-) in the following courses: Biology (Honors) or Chemistry (Honors) or Anatomy and Physiology (Honors) or Physics (Honors) or consistent minimum 90% (A-) in Biology (Acc), Chemistry (Acc), or Accelerated Environmental Science and current science teacher recommendation with departmental approval. Summer work must be successfully completed.***

CONCEPTUAL PHYSICS (ACCELERATED)- Grades 11-12

Credit: 1

Course # 674

Physics is a fundamental science which explores the interactions between matter and energy that form the base principles of the other sciences. The objective of this course is to motivate students to explain why natural phenomena occur and have a greater awareness of the physical world. Most of these will require analytical thinking and mathematical equations to explain in a qualitative and quantitative fashion. This course challenged students to think critically about problems and test their hypotheses through a combination of mathematics and laboratory time, to develop problem-solving abilities.

***Prerequisites: Successful completion of Geometry and Algebra II or have current Math teacher recommendation.***

PHYSICS (HONORS) - Grades 11-12

Credit: 1

Course # 675

Physics is a fundamental science which explores the interactions between matter and energy that form the base principles of the other sciences. This course is a math-based, high-level subject designed for students who plan on a career in science, math or engineering. The objective of this course is to motivate students to explain why natural phenomena occur and have a greater awareness of the physical world. Most of these will require analytical thinking and mathematical equations to explain in a qualitative and quantitative

fashion. This course challenged students to think critically about problems and test their hypotheses through a combination of mathematics and laboratory time, to develop problem-solving abilities.

**Prerequisites: Consistent minimum of 90% (A-) in Algebra II (Honors) or current Math teacher recommendation.**

#### PHYSICS C – MECHANICS (AP) – Grade 12

Credit: 1

Course # 678

This course is equivalent to a college level first semester calculus-based physics course which covers Newtonian mechanics (Kinematics, Newton's Laws of Motion, Work/Energy/Power, Systems of Particles and Linear Momentum, Rotation, Oscillations, and Gravitation). Students in the course must take one AP test at the end of the academic year.

**Course Fee: see page 1**

**Prerequisites: Consistent minimum of 90% (A-) in Physics (Honors) and either concurrently enrolled in or completed AP Calculus AB. If a student has not completed AP Calculus AB, they must have a recommendation from their Precalculus Honors teacher.**

**Summer work will be required.**

**Note: This course is eligible for Dual Enrollment through NDMU. See Pg. 34 for more information.**

#### PHYSICS C – ELECTRICITY & MAGNETISM (AP) – Grade 12

Credit: 1

Course #679

This course is equivalent to a college level second semester calculus-based physics course which covers electricity and magnetism (Electrostatics, Conductors/Capacitors/Dielectrics, Electric Circuits, Magnetic Fields, Electromagnetism). Students in the course must take one AP test at the end of the academic year.

**Course Fee: see page 1**

**Prerequisites: Consistent minimum of 90% (A-) in Physics (Honors) and concurrently enrolled in AP Calculus AB or AP Calculus BC (preferred). If a student has not completed AP Calculus AB, they must have a recommendation from their Precalculus Honors teacher. Summer work will be required.**

**Note: This course is eligible for Dual Enrollment through NDMU. See Pg. 34 for more information.**

## SOCIAL STUDIES

#### RESEARCH IN GLOBAL STUDIES – Grade 9

Credit: 1

Course # 740

Students examine our own culture and acquire tools to understand others. In this interdisciplinary course, they explore principles of economics, political science, anthropology, sociology, and geography. They practice data analysis and cultivate critical thinking and reading skills as they investigate global issues, including population and resource distribution, development, health, migration, and labor. Each student researches and writes a significant analytical paper on a global problem in which she is particularly interested.

#### RESEARCH IN GLOBAL STUDIES (ACCELERATED) – Grade 9

Credit: 1

Course # 741

Accelerated Research in Global Studies is similar to the college preparatory course. The curriculum includes development of skills for inquiry through investigation of global issues. Each student researches and writes an in-depth analytical paper on a global problem in which she is particularly interested.

**Prerequisites: Current students must have a consistent minimum of 88% (B+) in American History 8, a minimum 60th percentile on the HSPT Reading and Language sections, and recommendation based on writing sample. Incoming students must have a minimum of 90% (A-) in Social Studies 8, minimum 60th percentile on HSPT Reading and Language, and a writing sample placement test is required.**

#### RESEARCH IN GLOBAL STUDIES (HONORS) – Grade 9

Credit: 1

Course # 742

The curriculum in this class is more intensive, requiring self-motivation and the ability to work independently. Students are expected to follow news events on their own in preparation for class discussions. Each student researches and writes a comprehensive analytical paper which explores effective interventions of a global problem in which she is particularly interested.

**Prerequisites: Current students must have a consistent minimum of 90% (A-) in Social Studies 8, a minimum 80th percentile on HSPT Reading and Language sections, and recommendation based on writing sample. Incoming ninth graders will need a minimum 90% (A-) in Social Studies 8, a minimum of 80th percentile on HSPT Reading and Language sections, and recommendation based on writing sample.**

MODERN WORLD HISTORY: A GLOBAL PERSPECTIVE – Grade 10

Credit: 1

Course # 750

In this course significant episodes from Western and non-Western history are investigated. Topics include the Middle Ages, Renaissance and Reformation, the age of European exploration/ domination and consequent impact on world cultures and the development of global networks of political, economic and social inter- dependence in the contemporary world. Students hone critical-thinking skills while developing a sense of chronology and an understanding of cause and effect. Geography application, cooperative and independent research projects, time management and organizational skills are emphasized. Current world issues will be discussed and analyzed.

MODERN WORLD HISTORY: A GLOBAL PERSPECTIVE (ACCELERATED) – Grade 10

Credit: 1

Course # 751

The course description is the same as the previous course; however, greater emphasis will be placed on independent learning. Students will read more advanced materials and conduct research using primary sources in order to develop critical reading and writing skills.

***Prerequisites: Minimum of 77% (C+) in Global Studies (Accelerated) or 90% (A-) in Global Studies (CP), and current teacher recommendation.***

MODERN WORLD HISTORY: A GLOBAL PERSPECTIVE (HONORS) – Grade 10

Credit: 1

Course # 752

At the honors level, students will read challenging texts and primary sources as well as hone higher level research skills. Students will develop advanced critical reading and writing skills through independent inquiry.

***Prerequisites: Minimum of 77% (C+) in Global Studies (Honors) or 90% (A-) in Global Studies (Accelerated) and current teacher recommendation.***

MODERN WORLD HISTORY (AP) - Grades 10-12

Credit: 1

Course # 753

This course offers an in-depth look at topics in world history spanning from 1200 AD to the modern day. Students will study both Western and non-Western history. This allows for a broad understanding of the interactions of various cultures throughout time and the ability to draw conclusions about how the past has shaped our world today.

**Course Fee: See page 1**

***Prerequisites: Minimum of 90% (A-) in Global Studies (Honors), minimum 600 on the PSAT ERW, and current teacher recommendation.***

UNITED STATES HISTORY – Grade 11

Credit: 1

Course # 760

This course is a survey of American history from U.S. sectional tensions and the Civil War to the modern day. Major social, political, economic, and diplomatic trends will be examined. Students will acquire the tools of historians by supplementing secondary source readings with examination and analysis of primary sources including documents, artwork, film, and other media. Critical thinking, research, and writing skills are emphasized.

UNITED STATES HISTORY (ACCELERATED) – Grade 11

Credit: 1

Course # 761

This course description is the same as the previous course; however, more challenging individual work will be expected, and more emphasis will be placed on the application of knowledge and the analysis of primary and secondary sources. Students are expected to demonstrate strong research and writing skills.

***Prerequisites: Minimum of 77% (C+) in Modern World History (Accelerated) or 90% (A-) in Modern World History (CP) and current teacher recommendation.***

UNITED STATES HISTORY (HONORS) – Grade 11

Credit: 1

Course # 762

This course description is the same as the previous course; however, more challenging individual work will be expected, and greater emphasis will be placed on analysis of scholarly and primary source readings, critical thinking skills, and strong writing and research skills.

***Prerequisites: Minimum of 77% (C+) in Modern World (Honors) or 90% (A-) in Modern World (Accelerated), and current teacher recommendation.***

UNITED STATES HISTORY (AP) – Grade 11

Credit: 1

Course # 763

This course is designed to provide students with analytical skills, factual knowledge and writing abilities necessary to understand and

critically analyze the political, economic and cultural events and problems in American history. This is a two-semester, college-level survey of United States History from pre-colonial times to the present day. This is a challenging class that is meant to be equivalent to a freshman college course. This course replaces the required junior level United States History class.

**Course Fee: See page 1**

**Prerequisites: Minimum of 90% (A-) in Global Studies (Accelerated or Honors) and a minimum of 90% (A-) in Modern World (Honors) or a minimum of 77% (C+) in Modern World History (AP) and a minimum of 600 on PSAT ERW, and current teacher recommendation.**

AMERICAN GOVERNMENT – Grade 11-12

Credit: 0.5

Course # 765

This course will provide students with a foundation in American government. Students examine the structure of the Constitution and its function as a framework for our government, laws, and political system. Landmark Supreme Court cases will be presented. Students will learn their rights and responsibilities as citizens in our democracy.

UNITED STATES GOVERNMENT & POLITICS (AP) – Grade 11-12

Credit: 1

Course # 780

This course is designed to give students an analytical perspective in government and politics in the United States. Students will be able to analyze data, understand patterns of political processes and behavior and their consequences and critically analyze theories and concepts, applying them appropriately and developing connections across the curriculum. Students are expected to follow news events on their own in preparation for class discussions. This course replaces the required American Government class.

**Course Fee: See page 1**

**Prerequisites: Minimum of 77% (C+) in US History (AP) or 90% (A-) in U.S. History (Honors), and a minimum of 600 on PSAT ERW, and current teacher recommendation.**

## **SEMESTER ELECTIVES**

AFRICAN AMERICAN STUDIES - Grades 10-12

Credit 0.5

Course #770

This semester course will study the origins and characteristics of African and African American cultures in American history. Topics will include African kingdoms, the trans-Atlantic trade of enslaved African people, and African American experiences from the late-19th century to the social movements of today. Emphasis will be placed upon connecting historical legacies to contemporary African American life.

AMERICAN WOMEN’S HISTORY – Grades 10-12

Credit 0.5

Course # 777

The focus of this discussion-based course is the experiences of women of various ethnicities, socio-economic groups, religions, and cultures in American history from pre-colonial times through the present. The curriculum addresses how women’s actions both shaped and were shaped by economics, politics, technology, and other facets of American life. The contributions of leaders in various fields will be identified and evaluated. A variety of primary and secondary sources will be used to develop a more inclusive study of American history.

CULTURE AND HISTORY OF EAST ASIA – Grades 10-12

**To be Offered in 2025-2026.**

Credit: 0.5

Course # 743

This course will enable students to understand significant historical events, economic development, and cultural contributions of people within this geographic region. Students will focus on the historical interaction between China, Japan, and Korea as well as the role these three nations play in contemporary world affairs.

This course will be offered on alternate years as a semester elective.

HUMAN RIGHTS, HOLOCAUST AND GENOCIDE – Grades 10-12

Credit: 0.5

Course # 771

Students will examine the foundations of history’s greatest human rights abuses: genocides. The Holocaust, a watershed moment in world history, will be studied along with other genocides of the 20<sup>th</sup> and 21<sup>st</sup> centuries, including those that occurred in Armenia, Ukraine, Cambodia, Bosnia, Darfur, and Myanmar. Events will be examined through the lenses of history, psychology, politics, philosophy, and law. Students will identify the roles of perpetrators, victims, bystanders, and upstanders in these human rights crises and consider how individuals, groups, and governments made choices that defined racial, ethnic, national, and gendered identities to legalize prejudice and ultimately, mass killings. A focus on the humanity of victims and our roles as world citizens in halting violence will be central.

### INTRODUCTION TO ECONOMICS – Grades 10-12

Credit: 0.5

Course # 772

This course seeks to inform students of foundational micro- and macroeconomic concepts. Students study two micro units: supply and demand and resource markets. Sections on business practices and banking are included. Students will also study two macro units: domestic analysis and international analysis. are responsible for ongoing, in-class assignments that engage these topics more critically, as well as unit quizzes and tests.

### INTRODUCTION TO LAW – Grades 10-12

Credit: 0.5

Course # 779

This course provides an overview of the U.S. legal system and focuses on law and legal issues from the perspective of the social sciences. Students will be introduced to topics such as constitutional law and the Supreme Court, state courts, federal and state statutes, criminal law, torts, individual rights, mediation, and consumer protection. Students will learn about court decisions, debate legal issues, and study how laws are created, enforced, and interpreted. Guest speakers from various legal fields will visit the class and students will also consider attorney roles and responsibilities of different law careers.

### INTRODUCTION TO SOCIOLOGY – Grades 11-12

Credit: 0.5

Course # 773

Do we shape our culture or does our culture shape us? How does gender identity intersect with race and ethnicity? How does systemic racism affect our society and people as individuals? These are some of the questions we consider in sociology, the study of human interaction. In this course, students explore fundamental principles and theories of sociology, culture, norms, social institutions, socialization, human development, and social change. Students learn sociological research methods and paradigms. They develop critical thinking skills to understand and evaluate how social structures mold their lives and affect the world around them. This course is excellent preparation for college reading and writing.

### INTRODUCTION TO PSYCHOLOGY – Grades 11-12

Credit: 0.5

Course # 794

Psychology is the systematic study of individual human behavior and experience. The purpose of this course is to introduce the student to the content, terminology, major theories, careers, methodology, and application of the discipline. This survey course contains an introduction followed by four units based on the physiological, cognitive, behavioral, and affective domains of psychology. This elective course stresses the application of academic content to the student's life.

### PUBLIC HEALTH (HONORS) – Grades 11-12

Credit: 0.5

Course # 647

Students will learn principles of public health, an interdisciplinary field that encompasses biological and social sciences. Using real world, current methods and tools, students explore trends in epidemiology, health promotion and behavioral interventions, infectious diseases including COVID-19, the biomedical basis of chronic diseases, and environmental issues in public health. Emphasis is on equity in health care systems in the U.S. and internationally.

***Prerequisites: Consistent minimum of 77% (C+) in Chemistry (Honors) and Modern World History (Honors) or Modern World History (AP), or minimum of consistent 90% (A-) in Chemistry (Accelerated) and Modern World History (Accelerated) and current teacher recommendation with department approval.***

### MACROECONOMICS (AP) - Grades 10-12

Credit 0.5

Course # 783

Students will become well-versed in the economic way of analytical thinking. They will learn how to measure economic performance and will be able to explain monetary and fiscal policies in the real world. Students will also develop graphing skills necessary to examine economic theories and to analyze their impact upon the United States and global economies. This course will be offered in the second semester.

**Course Fee: see page 1**

***Prerequisites: Minimum of 90% (A-) in an Accelerated Social Studies course and recommended by AP Potential.***

### MICROECONOMICS (AP) – Grades 10-12

Credit 0.5

Course # 784

AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

**Course Fee: see page 1**

***Prerequisites: Minimum of 90% (A-) in an Accelerated Social Studies course and recommended by AP Potential.***

## TECHNOLOGY

### CAD I (COMPUTER-AIDED DESIGN) – Grades 9-12

Credit: 0.5

Course # 892

A beginner-level design course, this course will introduce students to computer-aided drafting and design. Students interested in pursuing a career in architecture or engineering are encouraged to take this course. Topics include: sketching, orthographic projection (looking at a 3D object in 2D from each side), descriptive geometry (defining aspects of those drawings), dimensioning (providing numeric values to the sketches), and section views. Work will be completed using CAD software.

### CAD II – Grade 9-12

Credit: 0.5

Course # 895

This course provides students with an understanding of the fundamental concepts related to communicating engineering-related technical information and design ideas. Through project-based learning, students will become familiar with both 2D and 3D sketching, lettering, scale drawing, print reading, visualization, dimensioning and problem-solving techniques used by engineers and designers. At the completion of this course, students will have a portfolio of work.

***Prerequisite: Successful completion of CAD I.***

### COMPUTER SCIENCE DISCOVERIES - Grades 9-12

Credit: 0.5

Course #886

This course introduces students to the foundations of modern computing. The course covers a broad range of foundational topics such as problem-solving, programming, algorithms, the Internet, data, app development, and the societal impacts of computing. Computer Science Discoveries seeks to provide students with a “future-proof” foundation in computing principles so that they are adequately prepared with both the knowledge and skills to live and meaningfully participate in our increasingly digital society, economy, and culture.

### ENGINEERING THROUGH ROBOTICS – Grades 9-12

Credit: 0.5

Course # 883

Students are introduced to both the theory and practice of the development of hardware and the programming of robots to perform rudimentary tasks. Students will be expected to construct several functional robots that will be programmed to perform simple tasks as part of the course. Several projects are required throughout the course. Students investigate the concepts of robotics and its history through discussion, demonstration, readings and research.

### WEB DESIGN – Grades 9-12

**To be Offered in 2025-2026.**

Credit: 0.5

Course # 885

This course introduced basic web design concepts such as layout, color usage, and navigation as well as project management, collaboration and working with clients. Students will learn to create basic web pages in HTML code and learn the advantages of using CSS code to both style and manage web pages and sites. The course then moves on to the Adobe CS6 Suite of software DreamWeaver, Fireworks, Photoshop, and Flash and how this industry standard software package can be leveraged to develop and maintain dynamic websites. Students have the opportunity to create, revamp, and design websites.

### IT FUNDAMENTALS - Grades 10-12

Credit 0.5

Course # 887

IT Fundamentals course is designed to provide students with a comprehensive understanding of computer systems. Students will learn about IT infrastructure, software development, and database use, and gain an understanding of how computers think, communicate, and perform their tasks. This course is an excellent foundation for anyone interested in a career in technology or looking to develop their IT skills further. By the end of the course, students will have a comprehensive understanding of IT concepts and a strong foundation in programming languages.

***Upon conclusion of the course, students who are at least 16 years old will have the opportunity to apply for CompTIA certification at an additional cost to the student.***

### COMPUTER SCIENCE PRINCIPLES (AP) – Grades 9-12

Credit: 1

Course #896

The AP Computer Science Principles course is designed to be equivalent to a first- semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages

students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems and will discuss and write about the impacts these solutions could have on their community, society, and the world.

**Course Fee: see page 1**

**Prerequisites: Departmental approval.**

**COMPUTER SCIENCE A (AP) – Grades 10-12**

Credit: 1

Course # 898

This is an introductory programming course for students who plan to major in disciplines that require significant involvement with technology (computer science, mathematics and engineering). The course is to introduce students to the major concepts and tools for problem solving in a computer science environment. A large part of the course is built around development of computer programs or parts of programs that correctly solve a given problem. The course emphasizes design issues that make programs understandable, adaptable and, when appropriate, reusable. At the same time, students focus on development and analysis of algorithms, fundamental data structures and study of standard algorithms and typical applications.

**Course Fee: See page 1**

**Prerequisites: Departmental approval.**

**THEOLOGY**

<p><b>All 9th grade students will take:</b> The Bible I The Bible II</p>	<p><b>All 10th grade students will take:</b> Son of God and Son of Mary The Body of Christ: The Church</p>	<p><b>Grades 11/12 Offerings:</b> <i>*Catholic Social Teachings</i> Morality Philosophy Religion and the Big Questions <i>*World Religions I</i> World Religions II 1804: Ministry of Leadership (12 only)  <i>*Required Classes</i></p>
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**9<sup>TH</sup> GRADE THEOLOGY – THE BIBLE I**

Credit: 0.5

Course # 540

This required course provides a basic introduction for understanding and interpreting the Bible. It seeks to teach that the only course for interpreting Scripture is to be "attentive to what the human authors truly wanted to affirm, and to what God wanted to reveal to us by their words" (CCC, 109). Students will explore Biblical texts that begin in the Old Testament with Creation and continue into the New Testament and the establishment of The Church.

**9<sup>TH</sup> GRADE THEOLOGY – THE BIBLE II**

Credit: 0.5

Course # 541

This required course provides a basic introduction for understanding and interpreting the Bible. It seeks to teach that the only course for interpreting Scripture is to be "attentive to what the human authors truly wanted to affirm, and to what God wanted to reveal to us by their words" (CCC, 109). Students will explore Biblical texts that begin in the Old Testament with Creation and continue into the New Testament and the establishment of The Church.

**10<sup>TH</sup> GRADE THEOLOGY- SON OF GOD AND SON OF MARY**

Credit: 0.5

Course # 550

This required course provides an introduction to Christology. It seeks to teach that only by understanding Jesus as the second person of the Trinity and Jesus the man born in Bethlehem can students begin to develop their relationship with God and perhaps to choose the life of discipleship to which all Christians are called. Students will explore Biblical texts, examine church documents and participate in discussions aimed at developing a better understanding of faith..

**10<sup>TH</sup> GRADE THEOLOGY- THE BODY OF CHRIST: THE CHURCH**

Credit 0.5

Course # 551

This required course provides students with a better understanding of the Church as the Body of Christ. As a follow up to the previous course, this course moves beyond an understanding of God toward a deeper understanding of the Church which he commissioned on



Pentecost. Students will discover the origins and meanings of the modern day Church and have the opportunity to discern their own place within the Body of Christ. Students will explore Biblical texts, examine church documents and participate in discussions aimed at developing a better understanding of faith and how that faith is accessible to all who wish to be a part.

#### CATHOLIC SOCIAL TEACHINGS – Grades 11-12

Credit: 0.5

Course # 562

This course guides students in exploring and understanding the social teachings of the Church. It will address the major themes of Catholic social teaching and what they express about God's plan for all people and our obligation *to choose life, to serve the least among us, to hunger and thirst for justice, and to be peacemakers*. The course will work to inspire students to *build a life of justice rather than to simply learn about justice*, ultimately, to work toward the Kingdom of God. (LaNave, p. 7)

#### MORALITY – Grades 11-12

Credit: 0.5

Course # 563

God's Law is a tremendous gift for us. Unfortunately, some people do not see it this way. They believe that Christian morality is only about rules, faithfully following do's and don'ts as sort of a divine test to pass to get into Heaven. But Divine Law is not a test. In his teaching Jesus Christ reveals that the real meaning of the moral law is more than just following rules. The "rules" only serve a greater purpose; they are not an end in themselves. God's Law is meant to be a teacher, teaching us how to truly love him, our neighbors, and ourselves.

#### PHILOSOPHY - Grades 11-12

Credit: 0.5

Course # 564

This is a challenging elective course that examines the essential questions -- how can we live well and what makes life meaningful? Primary sources from the classical world constitute the main emphasis of reading assignments and conversations along with significant works by modern authors. Explored topics include logic, metaphysics, epistemology, ethics, religion, and political philosophy. This is a discussion-based class designed to be an engaging introduction to philosophy and its deep roots in the Christian tradition.

#### RELIGION AND THE BIG QUESTIONS - Grades 11-12

Credit: 0.5

Course # 555

Through stories, poems, and prayers of the Abrahamic faiths, Christianity, Judaism, and Islam, students will appreciate the theological foundations that shape how people think about the world and one another. Pope Francis has called for the development of a culture of encounter "where differences coexist, complementing, enriching and reciprocally illuminating one another, even amid disagreements and reservations" (Fratelli Tutti). This course aims to inform the imagination to meet that challenge.

**Note: This course is eligible for Dual Enrollment through NDMU. See Pg. 34 for more information.**

#### WORLD RELIGIONS I – Grades 11-12

Credit: 0.5

Course # 573

The course is an introduction to world religions. It is designed to educate and bring awareness of the major religions of the world, including but not limited to Hinduism, Buddhism, Judaism, Islam, and Christianity. As a Catholic preparatory school, this course responds to the document, *Nostra Aetate*, (Latin - *In Our Time*), the *Declaration on the Relation of the Church to Non-Christian Religions*. In this milestone document, the Second Vatican Council called for mutual understanding between Catholics and other religious traditions:

*The Church therefore, exhorts her sons, that through dialogue and collaboration with the followers of other religions carried out with prudence and love in witness to the Christian faith and life, they recognize, preserve, and promote the good things, spiritual and moral, as well as the socio-cultural values found among these men. (Nostra Aetate, 3)*

By studying the various religions, students will gain a deeper understanding of their personal convictions and faith while appreciating the belief system of others.

#### WORLD RELIGIONS II – Grades 11-12

Credit: 0.5

Course # 576

The course is an extension of World Religions I. Students will further their exploration of the historical development, fundamental beliefs, and devotional practices of indigenous religious traditions and East Asian Religions. By studying the various religions, students will gain a deeper understanding of personal convictions and faith while appreciating the belief system of others.

#### 1804 – THE MINISTRY OF PEER LEADERSHIP - Grade 12

Credit: 1

Course # 575

This year-long course, named after the year the SND's were founded, allows students to go deeper in their own faith while encouraging and leading others to do the same. These leaders will help take Maryvale's campus ministry to the next level, transforming its programs and events to be student-minded, relevant and engaging. Students need to be willing to explore their own faith, be comfortable challenging others and being challenged, and willing to share their story. Students will be expected to assist, plan and oversee liturgies, service activities, retreats and prayer services. This class will develop skills regarding public speaking, event planning and discipleship.

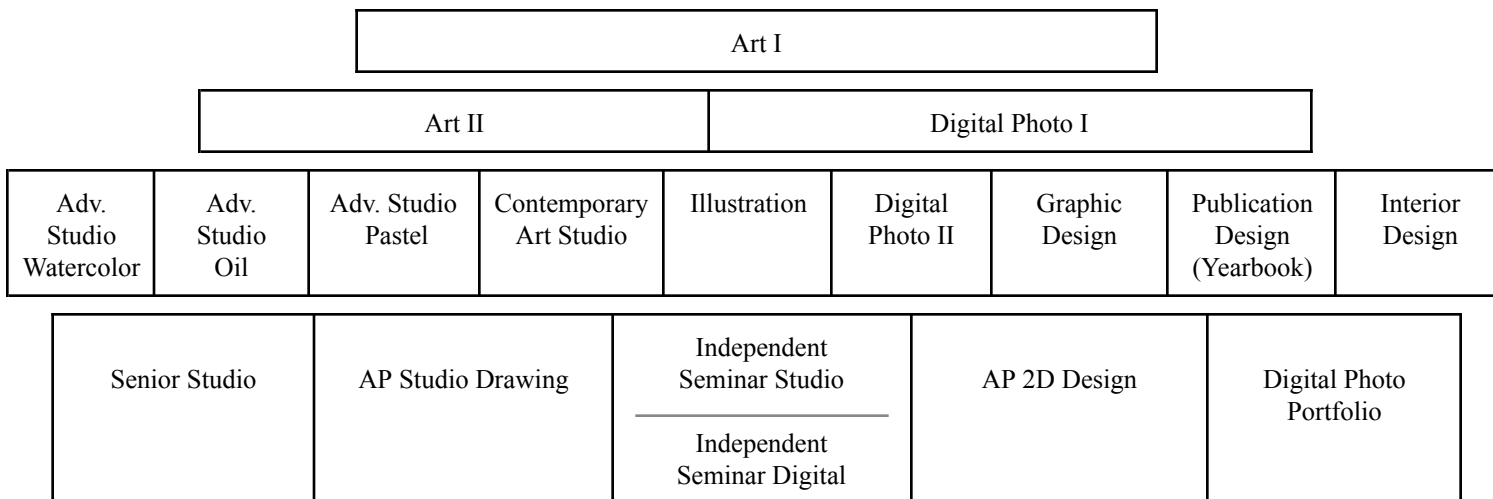
**Prerequisites: Admittance only by application and selection process.**

# VISUAL ARTS

## **Visual Arts Scholars Program**

Students with a strong interest in Visual Art may choose to apply to Maryvale’s Visual Art Scholars Program. Interested students should contact the Art Department Chair, Ms. Murtagh, for an application and interview. Visual Art Scholars are permitted to take a 2nd Art elective in 9th and 10th grades. Students accepted into the program will successfully complete 3.5-4 credits of Visual Art courses and be awarded a certificate upon graduation.

## **Maryvale Visual Arts Scope and Sequence**



### ART I – Grade 9-12

Credit: 0.5

Course # 480

Art I is a semester-long course that will enable students to gain an understanding of the value of art in their daily lives. Students learn fundamental skills in the creation of art. This course introduces students to creative problem solving as well as observational drawing skills. Students will acquire the visual vocabularies of art history and criticism. Learning how to give and receive constructive feedback also will be a component of the class. There is no need to purchase a text; students will use a classroom set of the text, “The Visual Experience.” Students are required to keep a journal as well as visit a museum independently. This course satisfies half of the Fine Arts graduation requirement and provides a foundation for further specialized study in art. There is no prerequisite; however this class is a prerequisite for all other art courses.

**Course Fee: \$75**

### ART II – Grades 10-12

Credit: 0.5

Course # 481

Art II builds on the experiences and skills taught in Art I. This course will strengthen students’ observational skills through an emphasis on drawing from life and the creation of original art. Students have the opportunity to use a variety of media and solve artistic problems through assignments requiring unique and personal solutions. Emphasis will be placed on breadth of experiences via exposure to many types of art media and techniques as well as documentation of process. Some of the new media in this course include pen and ink, colored pencil and charcoal. Artwork from this class will be the beginning of building a college portfolio. Art history and individual and group critiques are important components of the class.

**Course Fee: \$75**

***Prerequisite: Successful completion Art I.***

### ADVANCED STUDIO: OIL (HONORS) – Grades 10-12

Credit: 0.5

Course # 482

Advanced Studio Oil is a studio course that builds upon Art I and Art II. This course introduces students to the medium of oil painting. Projects that advance creative problem-solving skills emphasized include color theory, composition, observational drawing & painting and landscape painting. Cultivation of personal style will be introduced. Contemporary trends in art as well as art history and criticism will be integrated through readings and class discussions. Students will create a digital portfolio of their work throughout the course of the year.

**Course Fee: \$75**

***Prerequisites: Successful completion of Art II or departmental approval.***

ADVANCED STUDIO: PASTEL (HONORS) - Grades 10-12

Credit: 0.5

Course #489

This Advanced Studio course introduces students to fundamentals of pastel drawing techniques. Emphasis will be placed on understanding qualities and applications of various pastel media, including chalk pastel, conte crayon, oil pastel and alternative methods. Projects that advance drawing skills such as figure drawing, and animal and human portraiture are included. Emphasis is on careful observation, structure, line quality, volume, composition and finishing techniques. Included are discussions of historical and contemporary works of art and instructor demonstrations. Group and private critiques will be held to receive feedback from the instructor.

**Course Fee: \$75**

***Prerequisites: Successful completion of Art II or departmental approval.***

ADVANCED STUDIO: WATERCOLOR (HONORS) - Grades 10-12

Credit: 0.5

Course # 487

This Advanced Studio course allows students to learn the medium of watercolor. Watercolor, color theory, and the creation of a series of related works are explored. Strong emphasis is placed upon getting comfortable with watercolor painting techniques and enjoying the process of painting. The basics of materials, tools, techniques, color, value and “seeing” your subject will be explored. Contemporary trends in art as well as art history and criticism will continue to be integrated through readings and class discussions. Students develop a digital portfolio of their work throughout the year.

**Course Fee: \$75**

***Prerequisites: Successful completion of Art II or departmental approval.***

CONTEMPORARY ART STUDIO – Grades 11-12

Credit: 0.5

Course # 485

“Contemporary Art Studio” is designed to provide students with an upper-level course that fuels their understanding of contemporary art and its functions in modern society. As a cornerstone of the course, students will study many well-known contemporary artists and create artwork informed by these artists. We will study conceptual artists, contemporary painters, photographers, installation artists, collage artists, and sculptors. Through the study of 20th and 21st century artists students learn a variety of new visual thinking processes. At the completion of this course, students will have grown their understanding of contemporary art and their ability to solve life’s problems visually. Formal as well as informal critiques and criticism of both student work and professional artwork will take place on a regular basis.

**Course Fee: \$75**

***Prerequisites: Successful completion of Art I and Art II or departmental approval.***

DIGITAL PHOTOGRAPHY I – Grades 9-12

Credit: 0.5

Course # 483

Digital Photography I provides students with an introduction to Digital Photography using Digital SLR Canon cameras and Adobe editing software. The basis of this one semester course is a focus on the four major components of photography: Light, Subject, Background and Moment. Students will learn about a variety of photography processes including: Black and White photography, Manual Mode Light Metering, Aperture Priority settings, and Photoshop manipulation assignments. Students will be inspired by famous photographers throughout history as well as contemporary photographers living and working in today’s economy. Students will have an option to borrow materials including camera, lenses, and tripods for use outside of Maryvale. Formal as well as informal critiques and criticism of both student work and professional photography will take place on a regular basis.

**Course Fee: \$75**

***Prerequisites: Successful completion of Art I.***

DIGITAL PHOTOGRAPHY II – Grades 10-12

Credit: 0.5

Course # 484

Digital Photography II builds on the skills learned in Digital Photography I with a focus on developing your own photographer’s aesthetic. Lighting, camera settings, and higher-level photographic techniques are covered in this one semester course. Students are expected to begin exploring the “why” of making photographs. Artwork becomes more personal throughout the semester as students think critically about their developing photographer’s aesthetic. Formal as well as informal critiques and criticism of both student work and professional photography will take place on a regular basis.

**Course Fee: \$75**

***Prerequisites: Successful completion of Digital Photography I.***

DIGITAL PHOTOGRAPHY PORTFOLIO (HONORS) – Grade 11-12

Credit: 0.5

Course # 494

This course is designed for the serious art student who wishes to delve deeper into their digital art and photography practice. Students will create a digital portfolio of artworks that represent their own passions. Students will be encouraged to become independent thinkers

who contribute inventively to our society. This course is designed as a possible precursor to taking AP 2-D Design in senior year, but can also be taken as the culminating digital art course in junior or senior year. To be admitted into the class, students must obtain permission from the instructor. Contemporary and traditional art history and criticism are important components of the class.

**Course Fee: \$75**

***Prerequisites: Successful completion of Digital Photography I and at least one of the following: Digital Photo II, Graphic Design, or Illustration.***

ILLUSTRATION – Grades 11-12

**To be offered in 2025-2026.**

Credit: 0.5

Course # 488

“Illustration” is designed to provide students with an introduction to an Illustrator's mindset using both physical drawing techniques and digital methods. Students will use a variety of painting and drawing materials in addition to Digital Wacom Tablets, Adobe Photoshop and Adobe Illustrator editing software. Students will learn about the industry components of Illustration including: Book Cover Design, Product Illustration and Editorial Illustration. Participants will be inspired by famous illustrators throughout history as well as contemporary Illustrators living and working in today's economy. Formal as well as informal critiques and criticism of both student work and professional illustration will take place on a regular basis.

**Course Fee: \$75**

***Prerequisites: Successful completion of Art I and Digital Photography I or departmental approval.***

GRAPHIC DESIGN - Grades 10-12

Credit: 0.5

Course # 486

Graphic Design is a course created to provide students with an introduction to the professional world of Graphic Design using the Adobe Editing Suite and modern design principles. Students solve real-world design problems mirrored on the curriculum of a college-level Introduction to Graphic Design course. In addition to continuing their education in Adobe Photoshop, students will utilize other Adobe programs to create a variety of projects including social justice poster creation, logo design, package design and product photography. Formal as well as informal critiques and criticism of both student work and professional Graphic Design work will take place on a regular basis.

**Course Fee: \$75**

***Prerequisites: Successful completion of Art I and Digital Photography I.***

INTERIOR DESIGN - Grades 10-12

Credit: 0.5

Course # 497

“Interior Design” provides students with an introduction to the professional world of Interior Design using modern design principles, the ethics of interior design, and creative digital tools.. Students solve real-world design problems mirrored on the curriculum of a college- level Introduction to Interior Design course. Students will utilize hand-drawn sketches as well as Interior Design software to design a variety of spaces. Real-world application of skills will range from laying tile to drywall patching. Formal as well as informal critiques and criticism of both student work and professional Interior Design work will take place on a regular basis.

**Course Fee: \$75**

***Prerequisites: Successful completion of Art I and Digital Photography I.***

PUBLICATION DESIGN (YEARBOOK) – Grades 10-12

Credit: 1

Course # 185

Publication Design, formerly called Yearbook, develops student skills in the fundamental principles of journalistic writing, editorials, themes, coverage and design as integral parts of the course. Students learn journalistic writing, design, photography and layout skills as well as gain proficiency in Josten's yearbook design software. Students apply these basic principles to publication of the student yearbook. A creative mind and attention to detail are essential parts to a successful Yearbook staff member. Students may choose to take this class more than one time by becoming the “editor” of the yearbook during their second year with special approval by administration and staff.

AP DRAWING – Grades 11-12

Credit: 1

Course # 490

This full year course is designed for the student, with serious interest in art, who wishes to prepare a portfolio for submission to the College Board. In order to be admitted into the course, students must submit a written personal statement, complete an assigned summer art project and gain permission from the instructor. This course is designed for the student with a strong commitment to her work, self- motivation, and plans to major or minor in art in college. An emphasis will be placed on art as an ongoing process and student engagement in critical decision-making. Students are encouraged to become independent thinkers who contribute inventively to our culture. Students will demonstrate mastery in concepts, composition and techniques through the three components of an AP portfolio: quality, concentration and breadth. Students also will be expected to visit local museums and galleries independently.

**Course Fee: \$100 and see page 1**

***Prerequisites: Admission Application and departmental approval.***

## AP 2D DESIGN – Grade 12

Credit: 1

Course # 493

This full year course is designed for the student, with serious interest in art, who wishes to prepare a portfolio for submission to the College Board. In order to be admitted into the course, students must submit a written personal statement, complete an assigned summer art project and gain permission from the instructor. This course is designed for the student with a strong commitment to her work, self- motivation and plans to major or minor in art in college. An emphasis will be placed on art as an ongoing process and student engagement in critical decision-making. Students are encouraged to become independent thinkers who contribute inventively to our culture. Students will demonstrate mastery in concepts, composition and techniques through the three components of an AP portfolio: quality, concentration and breadth. Students also will be expected to visit local museums and galleries independently.

**Course Fee: \$100 and see page 1**

**Prerequisites: Admission Application and departmental approval.**

## SENIOR STUDIO PORTFOLIO PREPARATION – Grade 12

Credit: 1

Course # 491

This full year course is designed for the serious art student who wishes to prepare an art portfolio. In order to be admitted into the class, students must submit a written personal statement, complete an assigned summer art project and obtain permission from the instructor. Students will be encouraged to become independent thinkers who contribute inventively to our culture by making art. Art history and criticism are important components of the class. Students will be required to visit a museum independently.

**Course Fee: \$100**

**Prerequisites: Art I, Art II and at least one other Art course or departmental approval.**

## INDEPENDENT SEMINAR STUDIO - Grades 11-12

Credit: 0.5

Course # 495

This semester-long course is designed for the serious art student that is self -motivated. Curriculum for this course will be developed on an individual basis to meet the needs of each student. Students can work in their choice of media. This course provides an opportunity for in-depth investigation and focused exploration of a topic of your choosing. Contracts and progress will be reviewed a minimum of once a week. A museum visit and study of Art History as it relates to the work will be required through completion of a process diary, journal entry and written report.

**Course Fee: \$75**

**Prerequisites: Any Advanced Honors course (Advanced Studio Honors Oil, Advanced Studio Honors Watercolor, Advanced Digital Media Honors) and Admission Application and departmental approval.**

## INDEPENDENT SEMINAR DIGITAL - Grades 11-12

Credit: 0.5

Course # 496

This semester-long course is designed for the serious art student that is self -motivated. Curriculum for this course will be developed on an individual basis to meet the needs of each student. Students can work in their choice of media. This course provides an opportunity for in-depth investigation and focused exploration of a topic of your choosing. Contracts and progress will be reviewed a minimum of once a week. A museum visit and study of Art History as it relates to the work will be required through completion of a process diary, journal entry and written report.

**Course Fee: \$75**

**Prerequisites: Any Advanced Honors course (Advanced Studio Honors Oil, Advanced Studio Honors Watercolor, Advanced Digital Media Honors) and Admission Application and departmental approval.**

# WORLD LANGUAGES

**Students are required to complete three years in one world language in Upper School to meet the requirements for graduation, but we strongly encourage language study every year of Upper School. Students with a documented language waiver are exempt. Online elective courses do not satisfy the graduation requirement.**

## FRENCH I

Credit: 1

Course # 340

This course introduces students to the French language and cultures of French speaking people around the world. The 80/20 immersion model is introduced, while implementing the 5 C's of ACTFL Standards: communications, cultures, connections, comparisons, and community. Students will begin simple conversations, be exposed to basic sounds, readings, and listening exercises at the novice level. Through a variety of media, students experience culture and learn to communicate and comprehend what they hear and read in French.

## FRENCH II

Credit: 1

Course # 350

The curriculum reinforces and further develops language skills and knowledge of French speaking cultures. Students continue toward developing proficiency with the 80/20 immersion model, the 5 C's of ACTFL Standards: communications, cultures, connections, comparisons, and community. Students will learn about more complex simple conversations, be exposed to basic sounds, readings, and listening exercises at a more sophisticated level. Through a variety of media, students experience culture in a more authentic way and pursue opportunities for project-based learning.

***Prerequisites: Current students must successfully complete French I and current teacher recommendation. Incoming students are required to take a proficiency test for placement.***

## FRENCH II HONORS

Credit: 1

Course # 354

This course mirrors the French II curriculum but moves at a faster pace and covers more material in greater depth. The curriculum reinforces and further develops language skills and knowledge of French speaking cultures. Students continue toward developing proficiency with the 90/10 immersion model, the 5 C's of ACTFL Standards: communications, cultures, connections, comparisons, and community. Students will learn about more complex simple conversations, be exposed to basic sounds, readings, and listening exercises at a more sophisticated level. Through a variety of media, students experience culture in a more authentic way and pursue opportunities for project-based learning.

***Prerequisites: Current students must successfully complete French I and have current teacher recommendation. Incoming students are required to take a proficiency test for placement.***

## FRENCH III

Credit: 1

Course #360

The course guides students to the next level of proficiency in language acquisition. A mastery of basic French grammar is required at the onset of this course, which throughout the year integrates advanced grammar and vocabulary concepts in thematic units. An emphasis on the 5 C's of the ACTFL Standards are heavily integrated into practical application of the language. The four aspects of language learning (listening, speaking, reading and writing) are further developed using the 80/20 immersion model.

***Prerequisites: Successful completion of French II and current teacher recommendation.***

## FRENCH III (HONORS)

Credit: 1

Course # 364

French III Honors moves at a faster, more independent pace and is for students who intend to continue their French studies with French IV Honors followed by a fifth year, either in French V Honors or Advanced Placement. In addition to strengthening vocabulary and grammar skills, students learn to retell and analyze a story in the past timeframe and begin to communicate about experiences beyond their personal activities, setting the stage for discussing more abstract concepts. In the spring, students read a mystery novel and study the historical relevance of its locale (Versailles). Other authentic materials (podcasts, film, news articles and video reporting, and music) are used throughout the year to further build language competency while exploring the francophone world and beyond. This class is conducted in a 90/10 immersion model.

***Prerequisites: Successful completion of French II and current teacher recommendation.***

## FRENCH IV

Credit: 1

Course # 370

The course guides students to a higher level of proficiency in language and grammar acquisition. A mastery of advanced French grammar is required at the onset of this course, which throughout the year integrates advanced grammar and vocabulary concepts in thematic units. An emphasis on the 5 C's of the ACTFL Standards are heavily integrated into practical application of the language. The four aspects of language learning (listening, speaking, reading and writing) are further developed with a 80/20 immersion model.

***Prerequisites: Successful completion of French III and current teacher recommendation.***

## FRENCH IV (HONORS)

Credit: 1

Course # 374

Focusing on the application and integration of advanced grammar concepts and vocabulary, this course prepares students for AP French and collegiate language study in an immersion experience. Students develop more precise and sophisticated ways of expressing opinions and making cultural comparisons in presentational and interpersonal conversation and writing. In the second semester, students read Antoine de St. Exupéry's classic novella *Le Petit Prince* and analyze its literal and philosophical meaning. They further explore other late 19th to mid-20th century literary works, such as those of Guy de Maupassant and Jules Verne. Discussion is given to French colonialism during this period and the rise of the Negritude literary movement born in the Caribbean and Africa. This class is conducted in a 90/10 immersion model.

***Prerequisites: Successful completion of French III (Honors) and current teacher recommendation. Summer work must be successfully completed.***

***Note: This course is eligible for Dual Enrollment through NDMU. See Pg. 34 for more information.***

## FRENCH V (HONORS)

Credit: 1

Course # 377

This course is focused on French Language and Culture. It extends knowledge gained in French IV (Honors), loosely following the themes within the French V (AP) curriculum. This course will prepare students for collegiate language study and/or an immersion experience. Class performance and requirements are comparable to a college-level French course. In accordance with the communicative goals of the program, students engage in a variety of oral and written activities every day, refining their listening, speaking, reading and writing skills. The class is conducted in a 90/10 immersion model.

***Prerequisites: Successful completion of French IV (Honors) and current teacher recommendation.***

## FRENCH V – LANGUAGE AND CULTURE (AP)

Credit: 1

Course # 386

This class is intended for students who have successfully completed four years of French and enthusiastically commit to the rigors and rewards of a college-level course. They will have developed a high level of competence in interpersonal and presentational communication, exhibit strong intellectual curiosity, and a deep interest in the French language and francophone cultures. The course is organized around six essential themes: Families and Communities; Science and Technology; Aesthetics; Contemporary Life; Global Challenges; and Personal and Public Identities. Such topics are viewed through a cultural lens and will require students to make connections between their own communities and other communities in the francophone world. Throughout the year students will use the text *Thèmes*, supplemented by a wide variety of authentic audio and video recordings and readings to hone their analytical and communication skills, while also practicing the test-taking skills necessary to succeed on the Advanced Placement exam. Classroom activities center on lively discussions and debates, writing and formal oral presentations. All students are required to take the AP exam at the end of the year. AP French Language and Culture is conducted entirely in French.

**Course fee: See page 1**

***Prerequisites: Minimum of 90% (A-) in French IV (Honors) and current teacher recommendation. Summer work must be successfully completed.***

## SPANISH I

Credit: 1

Course # 341

This course introduces students to the Spanish language and the cultures of Spanish speaking people around the world. The 80/20 immersion model is introduced, while implementing the 5 C's of ACTFL Standards: communications, cultures, connections, comparisons, and community. Students will begin simple conversations, be exposed to basic sounds, readings, and listening exercises at the novice level. Through a variety of media, students experience culture and pursue opportunities for project-based learning. The course may highlight connections between Spanish and the content of other disciplines, including English and Latin.

## SPANISH CULTURES AND CONVERSATIONS I

Credit: 1

Course # 342

In this course, students begin to develop the four basic skills of language acquisition: listening, speaking, reading, and writing, with a greater emphasis on listening and speaking. Students are introduced to basic vocabulary and grammatical structures within context and are able, in a limited way, to express themselves orally and in writing in a variety of tenses and moods. Aspects of the cultures of the Spanish-speaking world will be presented. Performance-based activities and assessments are integrated into the program, which has as its goal the development of communicative competence.

***Prerequisites: By recommendation only.***

## SPANISH CULTURES AND CONVERSATIONS II

Credit: 1

Course # 367

Students will build upon their foundation of the four basic skills of language acquisition: listening, speaking, reading, and writing. Students are introduced to new vocabulary and grammatical structures within context and are able, with greater proficiency, to express themselves orally and in writing in a variety of tenses and moods. Aspects of the cultures of the Spanish-speaking world will be presented.

***Prerequisites: Successful completion of Spanish Cultures and Conversations I.***

## SPANISH II

Credit: 1

Course # 351

The curriculum in Spanish II reinforces and further develops language skills and knowledge of Spanish speaking cultures around the world. Students will continue toward developing proficiency with the 80/20 immersion model, the 5 C's of ACTFL Standards: communication, cultures, connections, comparisons, and community. Students will learn about more complex simple conversations, be exposed to basic sounds, readings, and listening exercises at a more sophisticated level. Through a variety of media, students experience culture in a more authentic way and pursue opportunities for project-based learning.

***Prerequisites: Current students must successfully complete Spanish I and have current teacher recommendation. Incoming students are required to take a proficiency test for placement.***

## SPANISH II (ACCELERATED)

Course #352

Credit: 1

Students are guided to the next level of proficiency in language acquisition. A mastery of basic Spanish grammar is required at the onset of this course, which throughout the year integrates advanced grammar and vocabulary concepts in thematic units. The four aspects of language learning (listening, speaking, reading and writing) are further developed with increased rigor. The culture and history of Spanish speaking countries are explored. This class is conducted in an 85/15 immersion model.

***Prerequisites: Successful completion of Spanish I and current teacher recommendation.***

## SPANISH II (HONORS)

Credit: 1

Course # 355

This course mirrors the Spanish II curriculum but moves at a faster pace and covers more material in greater depth. The 90/10 immersion and the implementing the 5 C's of the ACTFL Standards are presented in a more challenging format. Students who demonstrate a strong skill set for language-learning that includes memorization, comprehension, and synthesizing information are encouraged to enter the honors program. The Honors track is designed to lead and prepare students for the AP Spanish course and test.

***Prerequisites: Current students must successfully complete Spanish I and have current teacher recommendation. Incoming students are required to take a proficiency test for placement.***

## SPANISH III

Credit: 1

Course # 361

The course guides students to the next level of proficiency in language acquisition. A mastery of basic Spanish grammar is required at the onset of this course, which throughout the year integrates advanced grammar and vocabulary concepts in thematic units. An emphasis on the 5 C's of the ACTFL Standards are heavily integrated into practical application of the language. The four aspects of language learning (listening, speaking, reading and writing) are further developed using the 80/20 immersion model.

***Prerequisites: Successful completion of Spanish II and current teacher recommendation.***

## SPANISH III (HONORS)

Credit: 1

Course # 365

This course moves at a faster, more independent pace and is for students who intend to take Spanish IV Honors. Students are guided to the next level of proficiency in language acquisition. It is a course that covers more material in greater depth. A mastery of intermediate Spanish grammar is required at the onset of this course, which throughout the year integrates advanced grammar and vocabulary concepts in thematic units. The four aspects of language learning (listening, speaking, reading and writing) are further developed. The culture and history of Spanish speaking countries are explored. This class is conducted in a 90/10 immersion model.

***Prerequisites: Successful completion of Spanish II (Honors) and current teacher recommendation.***

## SPANISH IV

Credit: 1

Course # 369

The course guides students to the next level of proficiency in language acquisition. A mastery of advanced Spanish grammar is required at the onset of this course, which throughout the year integrates advanced grammar and vocabulary concepts in thematic units. An emphasis on the 5 C's of the ACTFL Standards are heavily integrated into practical application of the language. The four aspects of language learning (listening, speaking, reading and writing) are further developed with an increased emphasis on speaking and listening skills. This class is conducted in an 80/20 immersion model.

***Prerequisites: Successful completion of Spanish III and current teacher recommendation.***

## SPANISH IV (HONORS)

Credit: 1

Course # 375

Focusing on the application and integration of advanced grammar concepts and vocabulary, this course prepares students for AP Spanish. A strong foundation in advanced grammar, vocabulary and communicative competency is required at the onset of the class, and student skills are refined throughout the year. The four aspects of language learning (listening, speaking, reading and writing) are developed through daily oral and written activities, with a heightened focus on culture through the practice of AP skills. This class is conducted in a 90/10 immersion model with the intent to prepare students for Spanish V - AP.

***Prerequisites: Successful completion of Spanish III (Honors) and current teacher recommendation.***

## SPANISH V (ACCELERATED)

Credit: 1

Course # 371

This advanced course explores the cultures, current issues that affect the Spanish-speaking world and practical ways to apply language skills in authentic situations. Primarily through conversational skill-building, students interact with their instructor and one another. There is a strong review of past grammar and vocabulary in the first semester. The second semester focuses on introducing and working on new tenses. This course is conducted in an 85/15 immersion model.

***Prerequisites: Successful completion of Spanish IV or Spanish IV (Honors) and current teacher recommendation.***



## SPANISH V – LANGUAGE AND CULTURE (AP)

Credit: 1

Course # 387

This course prepares students for the AP Spanish Language and Culture Examination, collegiate language study and/or an immersion experience. Class performance and requirements are comparable to a college-level Spanish course. In accordance with the communicative goals of the program, students engage in a variety of oral and written activities every day, amplifying and refining their listening, speaking, reading and writing skills. The class is conducted entirely in Spanish.

**Course fee: See page 1**

**Prerequisites: Minimum of 90% (A-) in Spanish IV (Honors) and current teacher recommendation**

## COURSES OFFERED THROUGH ONLINE PLATFORMS

Maryvale Preparatory School offers courses in a virtual environment through the Virtual High School and One Schoolhouse. These courses provide distance learning that complements our traditional high school curricula. Students taking online courses will be required to meet with Maryvale’s Director of Academic and Innovative Programming at least once a cycle or week. Students must be self-motivated and determined to meet deadlines. There will be ongoing evaluations throughout the semester.

The choice of courses available varies depending on each student’s past academic performance and course selections. The final decision for eligibility to take an online course and, if so, which course will be up to the discretion of the Upper School Head. Online courses must be considered an additional course; it cannot replace an in-person course at Maryvale. Students may review options available through each respective organization using the course catalogs linked below.

[Virtual High School Course Catalog](#)

[One Schoolhouse Course Catalog](#)

Any student who chooses to register for an online class will be required to sign a disclosure form concurring that she is aware of the responsibilities inherent in independent study and understands that grades earned are reflected on the Maryvale transcript.

**Additional charges, above Maryvale’s tuition, are incurred for the privilege of taking these courses as the materials, videos, and staff support are not provided by Maryvale.**

## DUAL ENROLLMENT PROGRAMS

Approved students may be able to take specific courses for dual enrollment credit through Maryvale’s partnerships with Notre Dame of Maryland University and Anne Arundel Community College.

Dual enrollment courses involve rigorous, college-level work that challenges the student and aids in our mission of preparing our students for the academic load of college. Earned grades in the course are reflected on Maryvale transcripts. In completing these dual enrollment courses, students become knowledgeable in taking a collegiate course and can possibly earn transferable college credit. Acceptance of credits is up to the college/university which the student chooses to attend. Students are expected to have successfully completed Honors and/or AP coursework at Maryvale and/or have shown they can handle the challenges of an academically rigorous course.

### Dual Enrollment Eligibility Requirements

- Students must be in good academic standing (3.00 GPA or higher)
- Students must be at least a junior at the start of the academic year. Exceptions can be made for students in grade 10 who are enrolled within certain NDMU-approved courses.
- Participation must be approved by the Upper School Head

Any student who chooses to register for a dual enrollment class will be required to sign a disclosure form concurring that she is aware of the responsibilities inherent in performing collegiate work and understands that grades earned are reflected on the Maryvale transcript.

**Additional charges, above Maryvale’s tuition, are incurred for the privilege of taking these courses.**

### NOTRE DAME OF MARYLAND UNIVERSITY

Maryvale has agreed to a Dual Enrollment Partnership with Notre Dame Maryland University (NDMU). This partnership offers current Maryvale students the opportunity to potentially earn college credit for pre-approved courses taught at Maryvale. The selected courses were recognized for their academic rigor and approved by the Academic Dean of NDMU as opportunities to earn college credit. At the

conclusion of the academic year, an eligible Maryvale student may contact NDMU directly to receive an official transcript outlining the college credit earned. This program is for current courses and students and is *not* retroactive. Students will be notified during their course registration meetings with administration if they are eligible to take any NDMU courses during the 2024-2025 academic year and, if so, which course(s). The following courses have been approved or are in the approval process through NDMU.

Maryvale Course	Course Listed on NDMU Transcript
Public Speaking, Presentation, and, Performance	COM 206
AP Physics C - Mechanics	PHY 101
AP Physics C - Electricity & Magnetism	PHY 102
<i>English 11 Honors*</i>	<i>TBD</i>
English 12 Honors	ENG327
French IV Honors	LFR102
Religion and the Big Questions	RST 105

*\*Courses that are being considered or currently in the approval process.*

### **ANNE ARUNDEL COMMUNITY COLLEGE**

Maryvale has agreed to a Dual Enrollment Partnership with Anne Arundel Community College (AACC). This partnership offers current Maryvale students the opportunity to potentially earn college credit for pre-approved courses taught through AACC. These courses are independent study, online classes. Students must be self-motivated and determined to meet deadlines. At the conclusion of the academic year, an eligible Maryvale student may contact AACC directly to receive an official transcript outlining the college credit earned. There will be ongoing evaluations throughout the semester.

#### **PSY 111 - INTRODUCTION TO PSYCHOLOGY (ONLINE) – Grades 11-12**

Credit: 0.5 (First Semester Only)

Course #PSY111

A course intended to teach students the major psychological theories, concepts, and related current research findings. Topics include learning, physiological bases of behavior, motivation and emotions, human development, personality, and abnormal behavior. Upon successful completion of the course, students will earn 3 credits from Anne Arundel Community College and 0.5 credit from Maryvale. Students will be given a class period in their schedule and manage their coursework through AACS's online software. Successful students will need to be self-directed and motivated to work at an individual pace. This course is intended to expose students to major psychological theories and concepts and related current research findings. Topics include learning, physiological bases of behavior, motivation and emotions, human development, personality, and abnormal behavior.

#### **Course fee: TBD**

***Prerequisites: Minimum GPA of 3.5, minimum of 85% (B) in English and Social Studies and approval from the Upper School Head. Successful completion of Introduction to Psychology or approval of the Upper School Head.***

#### **PSY 214 - ABNORMAL PSYCHOLOGY (ONLINE) Grades 11-12**

Credit: 0.5 (Second Semester Only)

Course #PSY214

Learn about mental disorders, including an examination of causes, symptoms, treatment, and management. Study disorders such as anxiety, mood, personality, and schizophrenia. Explores problems in the field of abnormal psychology and evaluates current attempts to solve them. Upon successful completion of the course, students will earn 3 credits from Anne Arundel Community College and 0.5 credit from Maryvale. Students will be given a class period in their schedule and manage their coursework through AACS's online software. Enrollees need to be self-directed and motivated to work at an individual pace. Material covered includes mental disorders (including an examination of causes, symptoms, treatment and management), anxiety disorders, mood disorders, personality disorders and schizophrenia. Students explore problems in the field of abnormal psychology and discuss current attempts to solve them.

#### **Course Fee: TBD**

***Prerequisites: Successful completion of PSY 111.***