



Visitation School

2024-2025 Program of Studies

Mission Statement

Visitation School provides an excellent education within a Catholic environment permeated by Salesian spirituality and the living tradition of the Visitation Sisters.

Under God's guiding hand, Visitation Sisters, trustees, administrators, faculty, staff, parents and students are committed to the following:

- Gentle, nurturing formation of faith and morality of students in the Salesian community toward reverent worship; responsible, global engagement; the cultivation of loving relationships; and respect for God's creation and for the diversity and dignity of all people.
- Guidance of the holistic growth of each student from infancy toward adulthood through innovative teaching and learning that honors the educational philosophy of the Sisters and includes intentional fostering of leadership within a co-ed lower school and all-girls middle and upper schools; a challenging college preparatory program; vibrant and varied co-curricular opportunities; broad exposure to the arts; engaged citizenship; and inspiration to pursue lifelong learning.
- Robust governance — derived from a long, stable, independent history — characterized by expert and wide consultation, judicious discernment, Church and community collaboration, and sound fiscal policies.

With God's help and the wisdom born of a long history,
Visitation moves into the future realizing this motto:

“Non Scholae, Sed Vitae; Not for School, but for Life.”

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STUDENT SERVICES DEPARTMENT

The Students Services Department and Homeroom Advisors collaborate to assure that students at Visitation receive assistance in all aspects of their school life.

Anna Bachman Barter	Director of Upper School	651-683-1711
Ann Feitl	Dean of Student Life	651-683-1731
Brian Burgemeister	Dean of College Counseling	651-683-1716
Sarah Patterson	Dean of College Counseling	651-683-1791
Andrea Hofland	Registrar	651-683-1714
Lee Blum	Upper School Counselor	651-684-1728
Kimberly Cross	Upper School Counselor	651-683-1726
Susan Jordan	Upper School Learning Specialist	651-683-1746
Ronna Baca	Upper School Technology Integrationist	651-683-1778

DAILY BELL SCHEDULE

	A	B	C
7:55	Warning Bell		
8:00-9:00	1st Period	4th Period	2nd Period
9:05-10:05	2nd Period	Flex	3rd Period
10:10-10:30	Assembly/HR/Break		
10:35-11:35	3rd Period	1st Period	4th Period
11:40-12:50	Lunch/Flex Time		
12:55-1:55	5th Period	7th Period	6th Period
2:00-3:00	6th Period	5th Period	7th Period

GRADUATION REQUIREMENTS

Students are required to take a minimum of 25.5 credits and satisfy the specific departmental requirements described below to graduate from Visitation. Students must also register for at least five courses per semester. Each semester is worth one-half-credit, unless otherwise noted. Year-long courses that meet twice during the A-B-C cycle earn one full credit. Semester-long courses that meet twice during the A-B-C cycle earn one-half-credit.

English	4 Credits
Religion	4 Credits
Social Studies	3.5 Credits
Mathematics	3 Credits
Science	3 Credits
World Language	3 Credits
Electives	3 Credits
Fine Arts	1 Credit
Physical Education	0.5 Credit
Health	0.5 Credit

UPPER SCHOOL GRADING SCALE

Letter Grade	% Range	Regular Grade Point	Honors Grade Point	AP Grade Point
A	93+	4	4.4	4.8
A-	90-92	3.7	4.1	4.4
B+	87-89	3.3	3.6	4
B	83-86	3	3.3	3.6
B-	80-82	2.7	3	3.2
C+	77-79	2.3	2.5	2.8
C	73-76	2	2.2	2.4
C-	70-72	1.7	1.9	2
D+	67-69	1.3	1.4	1.6
D	64-66	1	1.1	1.2
D-	60-63	0.7	0.8	0.8
F	0-59	0	0	0
I	0	0	0	0
P	0	0	0	0

FOUR YEAR GRADUATION PLANNER

There are seven class periods in the academic schedule at Visitation and the year is broken into two semesters. Please use these tables to plan your four years of Upper School.

9th Grade Year

Period	Semester 1	Semester 2
1.	Literary Genres	Literary Genres
2.	Introduction to Sacred Scripture	Christology: The Study of Jesus as The Christ
3.	Biology	Biology
4.	Mathematics	Mathematics
5.	World Language	World Language
6.	Health OR Civics, Economics, and Civil Discourse	Health OR Civics, Economics, and Civil Discourse
7.	Fine Art, Study Hall	Fine Art, PE, Study Hall

10th Grade Year

Period	Semester 1	Semester 2
1.	World Literature	World Literature
2.	Church History	Sacraments, Worship and Prayer
3.	World History or AP Euro	World History or AP Euro
4.	Chemistry or Honors Chemistry	Chemistry or Honors Chemistry
5.	Mathematics	Mathematics
6.	World Language	World Language
7.	Fine Art, Elective, Study Hall	Fine Art, Elective, PE, Study Hall

11th Grade Year

Period	Semester 1	Semester 2
1.	Literature of the United States	Literature of the United States
2.	World Religions	Ethics and Moral Issues
3.	United States History or AP US History	United States History or AP US History
4.	Science	Science
5.	Mathematics	Mathematics
6.	World Language	World Language
7.	Fine Art, Elective, Study Hall	Fine Art, Elective, PE, Study Hall

12th Grade Year

Period	Semester 1	Semester 2
1.	British Lit. or AP English Lit & Comp	British Lit. or AP English Lit & Comp
2.	Salesian Leadership and Ministry	Salesian Leadership and Ministry
3.	US Gov, Econ, Gbl Iss or AP US Govt	US Gov, Econ, Gbl Iss or AP US Govt
4.	Science, Fine Art, Elective, Study Hall	Science, Fine Art, Elective, Study Hall
5.	Math, Fine Art, Elective, Study Hall	Math, Fine Art, Elective, Study Hall
6.	World Lang., Fine Art, Elective, Study Hall	World Lang., Fine Art, Elective, Study Hall
7.	Fine Art, Elective, Study Hall	Fine Art, Elective, Study Hall

COURSE SELECTION AND COLLEGE ADMISSION

Grades in college preparatory courses are the most important predictor of success in college, so admission counselors put more emphasis on them than any other part of a college application. At Visitation, all courses are challenging college preparatory courses, so successful completion of the requirements for graduation ensures the possibility of acceptance to many colleges.

At the highly competitive colleges, however, competition for admission is keen and not all qualified applicants gain admission. Admission counselors working at these colleges analyze an applicant's high school course selection to determine to what degree she has challenged herself. Has she taken a typical course of study at her school, a rigorous one, or the most rigorous? At Visitation, honors courses are the more challenging courses, and Advanced Placement (AP) courses are the most challenging. A student who hopes to attend a highly competitive college should enroll in honors and AP courses according to her aspirations, talents, and interests.

ADVANCED PLACEMENT AND HONORS COURSES

Visitation limits Advanced Placement (AP) enrollment to three courses per year. Permission to enroll in a fourth AP course must be obtained from Dr. Anna Bachman Barter, Director of Upper School.

Grades earned in Honors courses are weighted 1.1 when computing GPA. Grades earned in AP courses are weighted 1.2.

Subject Area	Honors	Advanced Placement
English		AP English Literature and Composition
Mathematics	Honors Geometry Honors Algebra II Honors Math Analysis Honors Math & Science Research	AP Calculus AB AP Calculus BC AP Statistics
Science	Honors Chemistry Honors Physics Honors Math & Science Research	AP Biology AP Environmental Science
Social Studies		AP European History AP US History AP US Government & Politics
World Language	Honors Chinese IV Honors Chinese V Honors French IV Honors Spanish IV	AP Chinese AP French AP Spanish
Performing Arts	Honors Chamber Choir Honors Concert Band	
Studio Arts	Honors Drawing Honors Painting Honors Pottery	

BAND AT SAINT THOMAS ACADEMY

Students who wish to participate in Concert and/or Jazz Band at Saint Thomas Academy may indicate their interest by registering for VISTA Band @ STA. Please be advised that some conflicts in class attendance are inevitable as the two schools are not always on identical schedules. Students may earn Honors credit by simultaneously participating in Concert and Jazz Band. Honors credit will be given with permission from the instructor. **Students are not allowed to drive to Saint Thomas Academy.**

ONE SCHOOLHOUSE COURSES

Visitation has partnered with OneSchoolHouse to provide online courses that expand upon the school's curriculum. Students consider these courses only when they have exhausted Visitation's offerings or if there is a conflict in their schedule. There is an additional cost for these courses, and permission of the Director of Upper School is required. Students may need to complete certain prerequisites before enrolling in a particular course. Visit the [One Schoolhouse Course Catalog](#) for more information about course offerings.

POST-SECONDARY ENROLLMENT OPTION (PSEO)

Minnesota's Post-Secondary Enrollment Option program allows juniors and seniors to take courses at public or private post-secondary institutions in Minnesota for credit. Students who have exhausted Visitation's course offerings are eligible to apply for this program. Courses offered through this program may not be substituted for courses that are part of Visitation's Graduation Requirements. The PSEO program requires participating students to register with the commissioner of the Department for Children, Families and Learning. For more information and to access application forms, visit the Minnesota State Department of Education Website at: <http://www.education.state.mn.us>

Approval for PSEO courses is given by the Director of Upper School

WORK OUTSIDE OF CLASS (HOMEWORK)

Students should expect to spend time each day outside of class preparing using the following guidelines:

30 minutes for standard courses

30-45 minutes for honors courses

45-60 minutes for Advanced Placement (AP) courses

Students should keep these time suggestions in mind as they register for honors and AP courses. Flex times and study hall can be considered as time to spend on outside work.

COURSE ADD/DROP POLICY

All course changes are subject to parental approval, teacher and counselor review and availability of courses. Students may make schedule changes during the week before classes begin by contacting the registrar's office.

Once classes begin, the following procedure is followed:

- The student discusses the schedule change with the teacher of the course, her homeroom advisor and the registrar/district counselor
- The student requests a drop/add form from the registrar's office.
- The student receives signatures from her parent or guardian, teacher(s), homeroom advisor, and college counselor (seniors only).
- The student receives a signature from the upper school director after the above signatures are obtained.
- The student must return a completed drop/add form to the registrar and obtain a new schedule before attending the new class(es).

Course additions may be made during the first six days of the course. Course withdrawals (drops) may be made anytime during the first twelve days of the academic year or semester for a semester course without notation on the transcript.

COURSE WITHDRAWAL POLICY

If a student withdraws (drops) from a year-long course at the end of semester one and does not enroll in a comparable course for semester two (i.e. dropping an honors-level course for a standard-level course), a "W" will be noted on the transcript for the second semester grade. If a student drops a semester-long course after the first twelve days of the semester, a "W" is also noted on the transcript. All requests to drop a course in this manner are decided by the Director of Upper School in consultation with the academic advisor and the instructor.

ENGLISH

Graduation Requirement: 4 Credits

Grade	Standard Offering	Advanced Placement Offering
9	Introduction to Literary Genres	
10	World Literature	
11	Literature of the United States	
12	British Literature and Humanities	AP English Literature and Composition
10-12 Electives	Film Studies Great Nonfiction	

Introduction to Literary Genres Required for 9th grade students

Year Long Course (1 Credit)

Students begin their year-long introduction to literary genres with community-building, fostering successful learning and listening behaviors. In terms of curriculum, in ninth grade English, students explore literary genres, learning the conventions of short stories, poetry, drama, narrative nonfiction, and novels. We will engage in textual analysis and close reading. We will practice discussion, speech, and research skills. Students will write for a variety of purposes, including to argue, to inform, and to tell stories. We will practice writing effective sentences, organized paragraphs, and multi-paragraph essays.

World Literature Required for 10th grade students

Year Long Course (1 Credit)

In this course, students will read texts that cover 2,500 years of time and represent writers and locations across the globe. Genres include fiction, non-fiction, poetry, and drama. All students will be expected to and discuss their reflections about literature with one another and the teacher. Additionally, students will continue to hone academic and personal writing and enhance their public speaking skills. Our work focuses, in particular, on human rights, the impact of history on a culture and on the present, and an exploration of systemic oppression and ways to end or prevent that oppression. As a result, students will reflect on ways to create a more just world, foster human rights and dignity, and continue growing in their understanding of history's role in local and global communities -- all in alignment with the Portrait of a Visitation Learner.

Literature of the United States**Year Long Course (1 Credit)****Required for 11th grade students**

In this course, entitled Literature of the United States, students study works from important writers and major periods in the development of literature from the United States. Genres include fiction, non-fiction, and drama. The composition component focuses on several short, analytical essays and a few longer pieces; writing also includes essay responses on exams. All students will be expected to analyze and discuss their reflections about literature with one another and the teacher. Students will also present research to their classmates and practice other forms of public speaking. The Literature of the United States class focuses heavily on African American issues and the impact of history on African American culture and on the present. In addition, students explore the achievability of the American Dream, the power of women, the marginalization of the poor, and various forms of systemic oppression. As a result, students will reflect on ways to create a more just world, foster human rights and dignity, and continue growing in their understanding of history's role in local and global communities -- all in alignment with the Portrait of a Visitation Learner.

British World Literature and Humanities**Year Long Course (1 Credit)****Required for 12th grade students not enrolled in AP Literature and Composition**

This course focuses on the critical reading, writing and speaking skills students need to perfect before college. Students will read literature of recognized literary merit, ranging from British classics to contemporary works of varied cultures. Writing assignments include critical papers, vocabulary journals, a research paper, and other expository writing. Students will also practice speech and presentation skills through a variety of short speeches, culminating in their capstone English presentation. Literature selections include works that follow the expansion and retraction of the British empire and encompass themes focused on Identity, Courage and Heroism; Gender and Society; as well as Fear of the Unknown. In each thematic cycle, students question who is being marginalized, who is being made the monster? And in so doing, they learn compassion, empathy, justice and humility.

AP Literature and Composition**Year Long Course (1 Credit)****Required for 12th grade students not enrolled in British World Literature and Humanities****Evidence of Readiness:** A minimum grade of B+ for each semester of English in grades 10 and 11.

Teacher evaluations on academic and creative writing and class participation in grades 9-11.

Students enrolling in AP English Literature and Composition will study British and World Literature titles of recognized literary merit in preparation for the AP exam. In addition, students will hone their composition skills through significant expository writing, including a college-level term paper. Moreover, they should expect to participate actively in a seminar setting and independently utilize well-developed organizational and study skills. Students who complete this course will take the AP exam. This course is required for any senior not enrolling in British Literature & Humanities.

Creative Writing: Film Studies**One Semester Course (0.5 Credit)****Open to 10th, 11th and 12th grade students**

In this elective, students will be introduced to some of cinema's most talented filmmakers: screenwriters, directors, cinematographers, composers, and more. Additionally, students will learn the vocabulary for analyzing films and apply that vocabulary to the films viewed in class. Film analysis students will also read movie reviews and compare their opinions to the movie reviews. Every day, all students will be expected to discuss their film analyses with one another and the teacher. Students will also watch one film on their own and analyze it in writing, applying the lessons learned during Film Studies as a culminating assignment. Students will also periodically need to write their own analyses of films.

Critical Reading: Great Nonfiction**One Semester Course (0.5 Credit)****Open to 10th, 11th and 12th grade students**

In this elective, students read a variety of compelling nonfiction works, including book excerpts, radio transcripts, and essays featured in *The New Yorker*, *The Atlantic*, *National Geographic*, *Outside*, *Popular Mechanics*, *New York Times Magazine* and more. Students will also be asked to listen and react to podcasts. The class requires reading and class participation, with students participating daily in large-group discussions. All students are expected to participate every day. Grades will be based on quality of preparation and participation. An important thing to note is that this class might present articles, information, or opinions (either from the written material or from your classmates) with which you might disagree. In our society, it is important more than ever for us to listen to one another respectfully, take in and reflect on multiple sides of an issue, and then share our ideas and opinions in a way that is constructive, positive, and encouraging of open discourse. Our class sessions, ideally, should be lively and engaging, without any one person or opinion dominating the conversation.

FINE ARTS

Graduation Requirement: 1 Credit

All students must complete the 1.0 credit Fine Art requirement with one year-long course or two semester-long courses in Music/Drama, Studio Arts, or Ballet.

Performing Arts	Studio Arts
Bel Canto Choir Honors Chamber Choir VISTA Concert Band VISTA Orchestra Theater 101 After School Ballet	Drawing and Design Digital Art & Photography Jewelry & Fibers Painting Pottery Printmaking

PERFORMING ARTS

Theater 101

One Semester Course (0.5 Credit)

Open to all students

This course is an exploration of the elements of theater from the varied perspectives of actor, scenic designer, technical director, choreographer, producer and director. Students receive an introduction to acting techniques using monologue and scene work, a look at scenic design and how it affects a production, insight into the job of the director, costume design as it defines the character and the technical aspects of a production. The theater class also studies the roots of drama and the history of musical theater.

Bel Canto Choir

One Semester OR Year Long Course (0.5 - 1 credit)

Open to all students

Bel Canto is a choral ensemble that is open to all 9th, 10th, 11th, and 12th grade students. In this class students will be introduced to healthy singing, breathing, and performance techniques while also discovering skills for sight reading, basic music theory, and music composition. Each singer will be encouraged to explore their individual voice and how it will contribute to the larger ensemble. These skills will be honed while performing a varied repertoire of music from many different eras, cultures, and styles.

Honors Chamber Choir

Year Long Course (1 Credit)

Open to 10th, 11th and 12th grade students

Requirement: Audition with Choir Director

Evidence of Readiness: Successful completion of Bel Canto Choir
Permission from instructor to audition

Chamber Choir is a choral ensemble that is open to 10th, 11th, and 12th grade students who have completed one year of Bel Canto and/or have auditioned for the director. In this class students will continue to perfect healthy singing, breathing, and performance techniques while also discovering skills for sight reading, basic music theory, and music composition. These skills will be honed while performing a varied repertoire of music from many different eras, cultures, and styles. All students enrolled in this class will receive honors credit.

VISTA String Orchestra

One Semester OR Year Long Course (0.5 - 1 credit)

Open to all students with at least one year of prior instrumental experience

For students new to orchestra at Visitation, an audition with the director may be necessary.

The VISTA Orchestra is a performance-driven course focusing on the enhancement of fundamentals of the traditional string orchestra while gaining exposure to its relation to history and art. Students will learn to develop their appreciation of technique, literature, and efficient practice routines while improving their music literacy- including sight reading, recognizing articulations, and understanding musical terms. Participation is required for all concerts and outside performances.

VISTA Concert Band & Marching Band

Year Long Course (1 Credit)

Open to all students with two years of playing experience.

The VISTA Concert Band and Marching Band is open to all students with prior band experience. This ensemble presents three formal concerts each school year. The band also performs at athletic and community events. In addition to furthering personal growth as individual musicians, emphasis is placed on creating a unified musical expression by the entire ensemble through large group rehearsals, weekly private instruction and sectionals. Attendance at a limited number of rehearsals (including the August Marching Band camp) and performances outside the school day is expected of all members. Students may be invited by the instructor to do honors level work, placing an emphasis on private lessons or participation in auditioned ensembles that meet outside the normal school day.

VISTA Jazz Band (STA)

Year Long Course (1 Credit)

Requirement: Satisfactory completion of audition in May for the following academic year.

Participation is limited to traditional jazz instruments: saxophones, trumpets, trombones and rhythm section (bass, guitar, piano, drum set). This course is open to students from both STA and Visitation. The VISTA Jazz Band meets three times weekly during zero hour for full ensemble and sectional rehearsals. Students will study, prepare and perform jazz music from a wide variety of genres and historical periods. VISTA Jazz performs at three formal concerts and other school and community events. All members must be concurrently enrolled in VISTA Concert Band & Marching Band, with or without Honors. Exceptions may be made for the rhythm section. Reminder: This is a **year long** course.

STUDIO ARTS

Course offerings will vary by semester based on student enrollment and scheduling needs.

Honors level courses in each art form are available to students who have taken two semesters of art, including the art form of choice with an A– or better in both courses. A portfolio must be presented for departmental approval.

Drawing and Design Open to all students

One Semester Course (0.5 Credit)

Students in this course learn to draw by drawing, as they strengthen visual perception and design skills that can be utilized in future art courses and art experiences. In addition to the development of drawing skills, students will be introduced to printmaking, photography and ceramics. Students will become familiar with skills and art vocabulary used across all art courses offered at Visitation. The Elements of Art and Principles of Design are introduced in this course and reinforced throughout all upper school art courses, therefore, this course is the prerequisite for ALL other visual art courses. A variety of techniques, tools and strategies help each student enhance their drawing skills regardless of previous drawing experience.

Digital Art and Photography

One Semester Course (0.5 Credit)

Evidence of Readiness: Completion of Drawing & Design

Students in this course will continue to develop their understanding of the elements and principles of design as they learn to observe and document the world through the camera lens. We will use digital cameras to become acquainted with both camera operation and compositional techniques. We will review the history of photography and learn to use photo editing software to manipulate and edit our photos.

Jewelry and Fibers

One Semester Course (0.5 Credit)

Evidence of Readiness: Completion of Drawing & Design

If students like to work with a variety of materials, this is the class for them. They will saw metal to make pendants and charms, experiment with printing jewelry on our 3-D printer, and form jewelry using precious metal clay and porcelain. Students will also braid coiled metal wire and sew leather Celtic inspired bracelets. The fiber portion of the class will focus on the wax resist technique of batik, handmade paper, and book binding. We finish the class by creating shadow boxes filled with handmade fibers, handmade metal and porcelain charms, and found objects.

Painting

One Semester Course (0.5 Credit)

Evidence of Readiness: Completion of Drawing & Design

Painting students survey 20th Century artistic periods during this introduction to painting. Students expand upon skills they learned in Drawing & Design to paint with watercolors, acrylics and water mixable oils. Knowledge and awareness of color theory is emphasized throughout the semester as are the elements and principles of design. Students are encouraged to paint from real life, from personal photographs and from their imagination. Students learn to build and stretch their own canvas for their culminating painting.

Pottery (Ceramics)

One Semester Course (0.5 Credit)

Evidence of Readiness: Completion of Drawing & Design

Pots are useful containers made of clay. In this class, students learn several ways to make pots, including hand building methods and pottery wheel methods. Students learn how to make objects like mugs, bowls, vases, jars, teapots, boxes and plates. All of the functional ware made during this course can be used at home to eat and drink from, and can even be used to bake and microwave in. A variety of surface designs and glazing methods are explored, and the class studies the ways cultures have used clay throughout history. In addition to making functional ware, students also make sculptural pieces. Students fire most of their pieces in an electric kiln, but one of the highlights of the course is the day they spend outdoors doing a raku firing.

Printmaking

One Semester Course (0.5 Credit)

Evidence of Readiness: Completion of Drawing & Design

Unlike other art forms, printmaking allows the artist to easily create multiple copies of each work of art, often in a variety of colors. Printmaking involves the transfer of ink from one surface to another and includes a wide range of methods and techniques. Students carve linoleum, rubber blocks, and wood to create relief prints. They use the printing press to create monotypes, collographs and intaglio engravings. Hand-cut screen prints of photos manipulated on Photoshop round out the printmaking experience. Development of drawing skills and color theory are combined with personal expression and creativity in this course. A highlight is our field trip to the Highpoint Center for Printmaking.

BALLET

Introduction to Ballet

One Semester OR Year Long Course (.5 - 1 credit)

Open to all students

This is an introductory course in the theory and practice of classical ballet, with emphasis on alignment, strength, coordination and flexibility. The class will introduce the students to elementary exercises designed to master the basic stance of the body, positions of the legs, feet, arms and head. This course can be used toward Fine Art or PE credit.

After School Ballet

(0.5 - 1 Credit)

Prerequisite: Instructor approval

These classes combine the physical discipline and grace of ballet technique with the joy of dancing to live music. They will also include an introduction to sacred dance, character and conditioning work. After School Ballet sessions are offered Mondays, 4:30-6:00; Tuesdays and Thursdays from 3:15-5:00 p.m. They accommodate beginning, intermediate and advanced level dancers including pointe work- for dancers training three times a week and with the instructor's recommendation. These classes include an additional accompanist fee each semester. Remember this is a yearlong course which can be taken for credit (with a study hall), as a fulfillment of Blazer Sport, or without credit as an extracurricular activity.

MATHEMATICS

Graduation Requirement: 3 Credits

All upper school mathematics students must have a Texas Instruments TI-83 PLUS or TI-84 PLUS calculator for classroom use. Some funds are available to help families for whom the cost is prohibitive. Please contact upper school math department lead, LivAnda Asplund, for details.

Grade	Algebra Entry	Geometry Entry	Algebra II Entry
9	Ninth Grade Algebra	Geometry Honors Geometry	Algebra II Honors Algebra II
10	Geometry Honors Geometry	Algebra II Honors Algebra II	Math Analysis Honors Math Analysis
11	Algebra II Honors Algebra II	Math Analysis Honors Math Analysis	Calculus AP Calculus AB AP Statistics
12	Math Analysis Honors Math Analysis	Calculus AP Calculus AB AP Statistics	AP Calculus AB AP Calculus BC AP Statistics

Ninth Grade Algebra

Year Long Course (1 Credit)

Evidence of Readiness: Previous teacher recommendation
Placement Exam score

Ninth Grade Algebra is designed for students who have mastered basic computational skills but need further practice in the problem-solving skills of Algebra. Topics include solving equations and inequalities, writing and graphing linear equations, solving linear systems, applying rules of exponents and radicals, as well as graphing, factoring, and solving quadratics. A strong background in Algebra skills is the backbone of future success in each upcoming level of mathematics. Students will gain confidence as they practice their algebraic skills over the scope of topics.

Geometry

Year Long Course (1 Credit)

Evidence of Readiness: Successful completion of Ninth Grade Algebra

This course starts by reinforcing knowledge of algebra and leads to the development of deductive and logical reasoning skills to prove geometric applications. In this course, students will explore geometric relationships including properties of parallel lines, congruence, properties of quadrilaterals and circles, and trigonometric relationships. Students will complete activities to develop formulas for area and volume of objects and be able to apply geometric concepts in modeling situations. Technology applications such as Desmos Geometry and Geogebra are used to assist in teaching and learning.

Honors Geometry

Year Long Course (1 Credit)

Evidence of Readiness: A average in Ninth Grade Algebra
Department Approval

As in the Geometry course, Honors Geometry starts by reinforcing knowledge of algebra and leads to the development of deductive and logical reasoning skills to prove geometric applications. In this course, students will experience a deeper exploration of geometric relationships including properties of parallel lines, congruence, properties of quadrilaterals and circles, and trigonometric relationships. Students will work in groups to complete activities to develop formulas for area and volume of objects and be able to apply geometric concepts in modeling situations. Technology applications such as Desmos Geometry and Geogebra are used to assist in teaching and learning. Additionally, Honors Geometry students are provided opportunities to participate in advanced, in-depth Geometric reasoning. This includes use of advanced geometry homework problems and assignments, and advanced quizzes and examinations that include in-depth reasoning and challenge problems. During the Honors Geometry semester, material is presented on an accelerated timeline allowing for presentation of additional geometric concepts such as triangle congruence proofs and deeper analysis of angles and segments within circles.

Algebra II

Year Long Course (1 Credit)

Evidence of Readiness: Successful completion of Geometry or Honors Geometry

Algebra II builds on the foundation of Algebra I and Geometry, taking familiar concepts and diving deeper in complexity and application. This course is designed for students seeking a more moderate pace and hands-on atmosphere. Calculator use will be allowed at all times. Algebra II is a celebration of patterns. We begin our studies with probability and statistics, then move to sequences as a pattern-based foundation for all our future topics, particularly functions in all their forms. Our year culminates in a study of trigonometry, which unifies ideas from both geometry and algebra. In addition to these academic topics, students will develop their critical thinking skills through application-based analysis as well as problem-solving skills through discovery-based lessons. Upon completion of this course, students will be ready for precalculus topics in Math Analysis. They would also be prepared to dive deeper into statistics in the AP Statistics course.

Honors Algebra II

Year Long Course (1 Credit)

Evidence of Readiness: A average in Geometry or
B average in Honors Geometry
Department Approval

Honors Algebra II builds on the foundation of Algebra I and Geometry, taking familiar concepts and diving deeper in complexity and application. This course is designed for students seeking a faster, more rigorous pace and hands-on atmosphere. Portions of some assessments will prohibit calculator use. Honors Algebra II is a celebration of patterns. We begin our studies with probability and statistics, then move to sequences as a pattern-based foundation for all our future topics, particularly functions in all their forms. Our year culminates in a study of trigonometry, which unifies ideas from both geometry and algebra. In addition to these academic topics, students will develop their critical thinking skills through application-based analysis as well as problem-solving skills through discovery-based lessons. Upon completion of this course, students will be ready for precalculus topics in Math Analysis or Honors Math Analysis. They would also be prepared to dive deeper into statistics in the AP Statistics course.

Math Analysis**Year Long Course (1 Credit)****Evidence of Readiness:** Successful completion of Algebra II or Honors Algebra II

Designed to prepare students for Calculus, this course includes more in-depth study involving problem-solving skills, advanced graphing, rational functions, polynomials, trigonometry, exponentials, logarithms, vectors, polar coordinates, sequences, and series. Students take a deep dive into the study of trigonometry and encounter each topic in more depth than in previous coursework. Students are challenged to apply the skills they learn as they encounter new and unique problems.

Honors Math Analysis**Year Long Course (1 Credit)****Evidence of Readiness:** A average in Algebra II or
B average in Honors Algebra II
Department Approval

Designed to prepare students for Calculus, this course includes more in-depth study involving problem-solving skills, advanced graphing, rational functions, polynomials, trigonometry, exponentials, logarithms, vectors, polar coordinates, sequences, series, and an introduction to Calculus. Students take a deep dive into the study of trigonometry and encounter each topic in more depth than in previous coursework. Students are challenged to apply the skills they learn as they encounter new and unique problems. This course is for students with high ability and motivation in mathematics. Honors Math Analysis is faster paced and more in-depth than regular Math Analysis.

Calculus**Year Long Course (1 Credit)****Evidence of Readiness:** Successful completion of Math Analysis or Honors Math Analysis

Calculus is an introductory course designed to provide students with a foundational understanding of calculus concepts without the advanced placement level rigor. Throughout the year, students will delve into the fundamental principles of calculus, focusing on both differential and integral calculus. In addition, students will apply calculus concepts to analyze and solve real-world problems, as well as develop critical thinking skills and problem-solving abilities. Upon completion of this course, students have a strong foundation in calculus that will serve them well in their future academic pursuits.

AP Calculus AB**Year Long Course (1 Credit)****Evidence of Readiness:** B average or higher in Honors Math Analysis
Department Approval

This course is for students with high ability and motivation in mathematics and offers an exciting opportunity for students to delve deep into the world of calculus, a field of mathematics that has wide-ranging applications in science, engineering, economics, and many other disciplines. Students will explore the principles of limits, derivatives, and integrals. In addition, students will apply calculus concepts to analyze and solve real-world problems, as well as develop critical thinking skills and problem-solving abilities. Upon completion of this course, students are prepared to take the AP[®] Calculus AB Test in May and have a strong foundation in calculus that will serve them well in their future academic pursuits.

AP Calculus BC**Year Long Course (1 Credit)****Evidence of Readiness:** Successful completion of AP Calculus AB

A average in Honors Math Analysis

Department Approval

Since AP Calculus BC is the most rigorous of the Calculus courses, we approach the course with a team-centered support system. We work together to build our skills in four core mathematical practices: (1) implementing mathematical processes, (2) connecting representations, (3) justification, and (4) communication and notation. In the short-term, this course prepares students for the AP[®] Calculus BC exam in May. More importantly, this course takes giant steps in our journey to understand the inner workings of the universe. Mathematics is the language in which the principles are written for everything from astrophysics to biological populations to microeconomics. The skills students build here give them critical thinking and problem solving tools they can use in any future they choose.

AP Statistics**Year Long Course (1 Credit)****Evidence of Readiness:** Successful completion of Algebra II or Honors Algebra II

Department Approval

This course is designed for high school students who wish to develop a strong foundation in statistical reasoning. It gives students a comprehensive introduction to the principles and techniques of statistical analysis. Students will develop skills in data analysis and interpretation, making it a valuable course for those pursuing fields in science, social science, business, and beyond. This course is built around four main topics: exploring and analyzing data, planning a study and producing data, probability as it relates to distribution of data, and inferential reasoning. Upon completion of this course, students will have the statistical knowledge and reasoning skills necessary to take the AP[®] Statistics Exam in May and apply statistical methods in various academic and professional settings.

Honors Math and Science Research**Year Long Course (1 Credit)****Open to 11th and 12th grade students with approval from math or science department**

In this year-long honors level course, students will experience the entire process of scientific research, including planning, executing, analyzing, and communicating original research projects. Students will learn to analyze scientific data, develop and interpret statistics, and present scientific information including their research results from a guided project. Students will practice interpreting and communicating research outcomes in both written and verbal formats. Due to the independent nature of the course, students must display a high level of self-discipline and self-motivation in order to be successful.

PHYSICAL EDUCATION & HEALTH

Graduation Requirements:

0.5 Credit of PE

0.5 Credit of Health

Visitation Upper School graduation requirements include 0.5 credit of Health taken during 9th grade and 0.5 credit of Physical Education completed during grades 9-11. The 0.5 Physical Education credit can be fulfilled through the completion of Blazer Sport, Fit For Life, Intro to Ballet, After School Ballet, or Fit for Life: Hybrid.

Grade	Course
9	Health
9-12	Blazer Sport Fit for Life Fit for Life: Hybrid Intro to Ballet After School Ballet

Health

One Semester Course (0.5 Credit)

Required Semester One or Two of 9th grade

The 9th grade Health class is designed to give students the knowledge, skills and confidence to maintain lifelong health. By engaging them as critical thinkers in the realm of health education, we support our school motto, “*Non Scholae, Sed Vitae.*” Through group projects, individual research, hands-on activities, class discussions, guest speakers and videos, students are provided with diverse opportunities for growth. Topics include: First Aid, Character Education, Body Systems, Nutrition, Drugs/Alcohol/Tobacco, Reproduction and the Life Cycle, STD’s/HIV and AIDS and Diseases.

Blazer Sport

Two Athletic Seasons (0.5 Credit)

Students may earn 0.5 PE Credit by participating in a single Visitation sport for two seasons or participating in two different Visitation sports during their 9th, 10th or 11th grade years. Students who choose this option must meet the participation requirements of the sport(s) and its coaches by completing a participation form that is turned in to the Registrar’s Office (Athletic Office?). This course is graded Pass/Fail

Fit for Life

One Semester Course (0.5 Credit)

This course is offered during the school day for students interested in developing personal physical fitness through a combination of strength training, aerobic and fitness related activities. Students design their own personal training programs, research specific aspects of fitness and learn and practice practical aspects of fitness. Proper technique and safety are stressed.

Fit for Life: Ind. Study/Hybrid
Approval of US Director Required

One Semester Course (0.5 Credit)

This course is designed for students committed to participating in Band, Orchestra, or Choir in grades 9-12, and students who are committed (8-10 hours/week) to an athletic activity outside of Visitation. See Dr. Barter for more information. This course is graded Pass/Fail.

Introduction to Ballet
Open to all students

One Semester Course (0.5 Credit)

This is an introductory course in the theory and practice of classical ballet, with emphasis on alignment, strength, coordination and flexibility. The class will introduce the students to elementary exercises designed to master the basic stance of the body, positions of the legs, feet, arms and head. This course can be used toward PE credit or Fine Art credit.

After School Ballet

(0.5 - 1 Credit)

Prerequisite: Instructor approval

These classes combine the physical discipline and grace of ballet technique with the joy of dancing to live music. They will also include an introduction to sacred dance, character and conditioning work. After School Ballet sessions are offered Mondays, 4:30-6:00; Tuesdays and Thursdays from 3:15-5:00 p.m. They accommodate beginning, intermediate and advanced level dancers including pointe work- for dancers training three times a week and with the instructor's recommendation. These classes include an additional accompanist fee each semester. Remember this is a yearlong course which can be taken for credit (with a study hall), as a fulfillment of Blazer Sport, or without credit as an extracurricular activity.

RELIGION

Graduation Requirement: 4 Credits

The Visitation Religion Department is rooted in the Roman Catholic faith tradition and strengthened by the shared vision of Salesian spirituality inspired by the founders of the Visitation, St. Jane de Chantal and St. Francis de Sales. In collaboration with their families, the mission of the department is to make Jesus Christ known, loved and served in the lives of the students, and that they may do the same in their own lives and relationships. *All students are required to take religion classes all four years and to participate in liturgical and para-liturgical service programs.*

Grade	Semester 1	Semester 2
9	Introduction to Sacred Scripture	Christology: The Study Jesus as The Christ
10	Church History	Sacraments, Worship, and Prayer
11	World Religions	Ethical and Moral Issues
12	Salesian Leadership and Ministry	Salesian Leadership and Ministry

Introduction to Sacred Scripture Required for 9th grade students

First Semester Course (0.5 Credit)

The purpose of this course is to give students a general knowledge and appreciation of the Sacred Scriptures. Through their study of the Bible they will come to encounter the living word of God, Jesus Christ. In the course they will learn about the Bible authored by God through Inspiration, and its value to people throughout the world. Woven into the course is the study of the Salesian charism, the practice of prayer and the commitment to Christian service.

Christology: The Study of Jesus as The Christ Required for 9th grade students

Second Semester Course (0.5 Credit)

The purpose of this course is to introduce students to the mystery of Jesus Christ, the living Word of God and the Second Person of the Blessed Trinity. In this course, students will understand that Jesus Christ is the ultimate Revelation to us from God by studying the events of Jesus' life up to his Passion. In learning about who He is, the students will also learn who He calls us to be. Woven into the course is the study of Salesian charism, the practice of prayer and the commitment to Christian service.

Sacraments, Worship and Prayer Required for 10th grade students

First Semester Course (0.5 Credit)

Our semestral course aims to be an introduction to the Catholic Church's sacramental life and theology, with its most relevant historical, biblical, and liturgical aspects. Sacraments have been traditionally defined as "visible signs of an invisible reality" and they are more than just ritual ways in which to experience God in the liturgy. Faith is first the recognition of Christ's presence and actions: the seven Sacraments of the Catholic tradition are gifts that give us the privilege to express and live our faith. Students will reflect on their experience and get to know the biblical roots, historical development, central beliefs, and practice of the individual Sacraments, while learning about the nature of the sacramental system in Catholic worship and the key concepts and understandings and religious practices.

Church History
Required for 10th grade students

Second Semester Course (0.5 Credit)

Church History takes students on a journey from the inception of the Catholic Church at the Feast of Pentecost to the modern Church under the leadership of Pope Francis. Students learn about the growth and development of the Catholic Church under the Roman Empire and the development of early Christian doctrine. Students look into the Middle Ages and analyze the role of monasticism in developing theological studies, missionary activities, and habits of living the life of Christian virtue. While looking into the Catholic Church in the modern era, students look into the development of the Salesian Charism through the lives of St. Francis de Sales and St. Jane de Chantal as well as the development of Catholic Social Teaching. Lastly, the course is presented to students from the perspective of the women saints and scholars of the Catholic Church.

World Religions
Required for 11th grade students

First Semester Course (0.5 Credit)

In this semester-long course, students will explore the religions that have shaped history, civilizations, and your next-door neighbors' views. We will learn about the founders, the history, and essential teachings of each of these major religions: ancestral religions, Hinduism, Judaism, Buddhism, Islam, plus brief descriptions of other religions and religious practices.

Ethical and Moral Issues
Required for 11th grade students

Second Semester Course (0.5 Credit)

This semester-long course asks and examines some of life's perennial and deep questions: What does it mean to be happy? What does it mean to exercise virtue? How is virtue connected to human happiness? How is prayer connected to a life of virtue? How does having a moral compass serve a person in life's challenging moments? How do prayer, virtue, and ethics impact the common good? Students will study the universal appeal of ethics in global and historical contexts before looking at the ways in which the person of Jesus Christ and the Gospel infuses the study of ethics with a culture of encounter—an encounter of the individual with both God and neighbor. As the course progresses students will examine both the inherently relational nature of Catholic Social Teaching and Salesian Spirituality as guides to growing in virtue, happiness, flourishing, and promotion of the common good.

Salesian Leadership and Ministry
Required for 12th grade students

Year Long Course (1 Credit)

In this course, students will explore Christian leadership in the Salesian tradition by learning about Jesus' leadership of loving service and the examples of St. Jane de Chantal and St. Francis de Sales as imitators of Jesus' selfless service. In addition, it explores programs of outreach, service and prayer, emphasizing necessary procedures and skills. Students will understand leadership and service to be a response to our baptismal call to Christian discipleship. Students will learn to "Live Jesus" through an awareness of personal talents for leadership, the practice of prayer and spiritual growth, the development of practical leadership skills, and a personal commitment to service in order to effect the positive transformation of our local and global communities. Special emphasis is placed on training for peer ministry, as students explore their own gifts and talents and learn and practice the skills needed to lead group discussions, direct group activities or minister to those in need in a variety of situations. Students will also begin to explore the importance of right relationships with God, self, and others, the call to Christian service and vocation, Social Justice issues as related to Catholic Social Teaching and Salesian Spirituality, and the sacramentality of Christian life.

SCIENCE

Graduation Requirement: 3 Credits

Grade	Standard	Honors	Advanced Placement	One Semester
9	Biology			
10	Chemistry	Honors Chemistry		
11/12	Environmental Science Physics	Honors Physics Honors Math & Science Research	AP Biology AP Environmental Science	Intro to Engineering Principles of Engineering Anatomy & Physiology Genetics

Biology

Year Long Course (1 Credit)

Required for 9th grade students

Biology is an introductory course that builds the foundation for further coursework in the sciences in high school and college. Biology focuses on core biological concepts, with emphasis on the themes of structure and function, and the unity and diversity of living things. Topics include the chemistry of life, cells and cellular functions, genetics, microbiology, taxonomy, evolution, and ecology. This course emphasizes the scientific method, experimental design, laboratory techniques, problem solving, use of models, and data collection and analysis skills, and learning to communicate results and reasoning.

Chemistry

Year Long Course (1 Credit)

Required for 10th grade students

Chemistry is a college-preparatory introduction to inorganic chemistry. Topics include structure and properties of matter, chemical reactions, stoichiometry, acid-base theory, reaction kinetics, chemical equilibrium, electrochemistry, and an introduction to organic and nuclear chemistry. This is a lab-based course that will introduce new laboratory techniques and use many forms of sensors and technology to collect and analyze data.

Honors Chemistry

Year Long Course 1 (Credit)

Required for 10th grade students not enrolled in Chemistry

Prerequisites: Biology

Departmental approval required

This course is an introduction to inorganic chemistry. Topics include models of the atom, chemical symbols, reactions, the VSEPR theory, bond energy, stoichiometry, reaction rates, equilibrium, acid-base theory, and nuclear chemistry. An engineering project will be done showing how NASA uses chemical reactions and stoichiometry when exploring Mars. Experiments will build on skills learned in previous science and math courses and use many forms of technology to solve problems. Honors chemistry involves many equations and mathematical problem solving.

Environmental Science**Year Long Course (1 Credit)****Open to 11th and 12th grade students****Prerequisites:** Successful completion of Biology and Chemistry

Environmental Science is a course that explores the relationships between and among living things and their natural environment, with an emphasis on how human beings impact those relationships. We will learn primarily through lab work, projects, simulations and activities, in addition to discussions about the pros and cons of various human behaviors and choices. These activities will be supported by outside reading and brief lectures. Each student will have something unique and valuable to contribute to these activities. Initial topics of study will focus on the workings of the natural world, and will include Earth science, ecology, biodiversity, and Earth's biomes. We will then explore how human beings impact these relationships through the concept of sustainability. Topics include agriculture, human population and its impacts, mineral resources, water resources and pollution, air pollution, and climate change. Our emphasis will be on scientific inquiry, the demand for evidence, and thoughtful analysis of data and experimental results.

Physics**Year Long Course 1 (Credit)****Strongly encouraged for 12th grade students****Evidence of Readiness:** B average or higher in all Science and Math courses

This course requires an above-average level of independent learning and self-discipline. Student-designed laboratory experiments are used to develop critical thinking skills needed to successfully merge physical concepts with mathematical descriptions and predictions. The first semester covers mechanics, including velocity, acceleration, forces, projectiles and energy. The third quarter covers wave theory, including sound, light and optics. The fourth quarter is dedicated to electricity and magnetism, including field theory, circuits and induction. An average of 30 minutes of daily study outside of the classroom is required to successfully complete the course requirements.

Honors Physics**Year Long Course 1 (Credit)****Strongly encouraged for 12th grade students****Evidence of Readiness:** A- average or higher in all Science and Math courses**Departmental approval required**

The course requires a very high level of independent learning and self-discipline. The Honors Physics curriculum, which is Calculus based, moves at an accelerated rate, allowing students to study more advanced topics but requiring students to be more focused. Student-designed laboratory experiments are used to enhance critical thinking skills and to merge physical concepts with mathematical descriptions and predictions. The first semester covers mechanics, including acceleration, forces, projectiles, energy, momentum and thermodynamics. The third quarter covers wave theory, including sound, light and optics. The fourth quarter is dedicated to electricity and magnetism, including field theory, circuits and induction. A minimum of 45 minutes of daily study outside of the classroom is recommended to successfully complete the course requirements.

AP Environmental Science**Year Long Course (1 Credit)****Open to 11th and 12th grade students****Prerequisites:**

Completion of Biology and Chemistry or Honors Chemistry

Evidence of Readiness: B+ average in math and science courses**Departmental approval required**

AP Environmental Science is a course that explores the relationships between and among living things and their natural environment, with an emphasis on how human beings impact those relationships. We will learn primarily through lab work, projects, simulations and activities, in addition to discussions about the pros and cons of various human behaviors and choices. These activities will be supported by outside reading and brief lectures. Making the most of in-class activities will require students to be responsible for reading and note-taking outside of class, similar to the expectations in a college course. Students will have something unique and valuable to contribute to these activities. Initial topics of study will focus on the workings of the natural world, and will include ecology, biodiversity, and Earth's biomes. We will then explore how human beings impact these relationships through the concept of sustainability. Topics include agriculture, human population and its impacts, mineral resources, water resources and pollution, air pollution, and climate change. The pace and depth of the course is rigorous and will prepare the student for the AP exam offered in May. Our emphasis will be on scientific inquiry, the demand for evidence, and thoughtful analysis of data and experimental results.

AP Biology**Year Long Course (1 Credit)****Open to 11th and 12th grade students****Evidence of Readiness:** A- average in math and science courses**Departmental approval required**

AP Biology is an in-depth study of the themes within biology including the relationship between structure and function, and the unity and diversity among living things. It is excellent preparation for a typical college introductory biology course, and uses an equivalent text. Topics include biochemistry, cellular energetics, heredity, genetics, evolutionary biology, and ecology. Students will apply scientific reasoning and data collection and analysis skills in laboratory investigations, and other activities and projects. Course content is at the college level, and therefore a minimum of 45 minutes of daily preparation and study outside of class is recommended. Students will be prepared to take the AP Biology Science exam in the spring.

Honors Math and Science Research**Year Long Course (1 Credit)****Open to 11th and 12th grade students with approval from math or science department**

In this year-long honors level course, students will experience the entire process of scientific research, including planning, executing, analyzing, and communicating original research projects. Students will learn to analyze scientific data, develop and interpret statistics, and present scientific information including their research results from a guided project. Students will practice interpreting and communicating research outcomes in both written and verbal formats. Due to the independent nature of the course, students must display a high level of self-discipline and self-motivation in order to be successful.

Anatomy and Physiology
Open to 11th and 12th grade students

First Semester Course (0.5 Credit)

This course is designed to increase the student's awareness of the human body's structure and functions. Topics covered include: homeostasis, the integration of form and function, organ systems and how organ systems interact with one another. Experiments use computer simulations and students' own physiology to acquire, graph and analyze data. Dissection of a vertebrate is required.

Genetics
Open to 11th and 12th grade students

Second Semester Course (0.5 Credit)

Genetics is the study of how traits are passed from one generation to the next in living things. It is one of the most interesting and active areas of scientific study and innovation. You will learn about the history of genetic discoveries, making genetic predictions, and the molecular basis of our understanding of DNA and the mechanisms of genetic transmission. We will conclude with a study of biotechnology. The course involves a combination of class discussion and activities, labs, and research into current developments in this rapidly changing field.

Introduction to Engineering Design
Open to 11th and 12th grade students

First Semester Course (0.5 Credit)

This is a project-based learning course. Students will be given four major problems to solve by working in teams on long-term projects that may incorporate design, technology, chemistry, biology, materials, physics and technical writing. Work will be done in small groups. The teacher will guide students but students will be the sole researchers for each project. Each problem will have specific outlines to follow from grading standards, concepts, budgets and design outcomes. This course requires organizational and time management skills, as well as a clear understanding of the scientific method.

Principles of Engineering
Open to 11th and 12th grade students

Second Semester Course (0.5 Credit)

This is a project-based learning course. Students will focus on the engineer design cycle and the improvement of their problem-solving skills. Select topics are introduced such as evaluating consumer products, destructive testing, aids for people with disabilities, and product development to improve the lives of people. be given four major problems to solve by working in teams on long-term projects that may incorporate design, technology, Students integrate mechanical engineering, electrical engineering, and computer aided design into their projects. Business applications are also explored such as marketing, cost analysis, and business models.

SOCIAL STUDIES

**Graduation Requirement: 3.5 Credits
(Beginning with CO 2028)**

Grade	Standard	Advanced Placement
9	Civics, Economics, and Civil Discourse (1 Sem.)	
10	World History	AP European History
11	United States History	AP US History
12	US Govt., Econ., and Glbl. Issues	AP US Government and Politics
10-12 Electives	Introduction to Law Psychology Women and Society	

Civics, Economics, and Civil Discourse
Required for 9th grade students

One Semester Course (0.5 Credit)

Civics, Economics, and Civil Discourse introduces first year high school students to the essential elements of a Social Studies education. Students will begin the course learning the origin and development of the United States government including its basic functions, structure, checks and balances, and its emphasis on civil rights and civil liberties. Students will also learn the basic principles of macroeconomics and microeconomics. The course will also emphasize the essential skill of civil discourse where students learn to enter into discussion of social studies topics poised to achieve mutual understanding of different positions. Students will also be introduced to the skills of critical inquiry, reading, writing, and analysis while evaluating topics in civics and economics.

World History
Required for 10th grade students not enrolled in AP European History

Year Long Course (1 Credit)

This one-year survey course involves studying patterns of human behavior from pre-history to contemporary times within the historical context of global societies. Students will examine and evaluate evidence to understand the social, political, environmental, technological, economic, and spiritual factors of human development. This course will involve analysis of primary and secondary sources, discussion and academic writing. The course will develop authentic relationships with a human touch, the skills necessary to arrive at conclusions based on an informed judgment and to present such conclusions. Students must be able to draw upon factual knowledge to exercise analytic skills intelligently while applying creativity, critical thinking and problem solving to diverse and challenging issues and questions. The course will take a global view of human history encompassing all regions and multiple areas of human endeavors. Students are expected to contribute to class discussions and effectively participate in class activities. In order for class discussions to work, student preparation and participation is critical.

AP European History**Year Long Course (1 Credit)****Required for 10th grade students not enrolled in World History****Evidence of Readiness:** Recommendation of 9th Grade English teacher

A- or above in 9th Grade English

Overall cumulative GPA of 3.7 or higher

AP European History is a course designed by the College Board. Students study the cultural, economic, political, and social developments that have shaped Europe from c. 1450 to the present. Students analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. AP European history analysis is completed by primary and secondary source reading, class discussion, and formal writing and presentation of acquired critical thinking skills.

United States History**Year Long Course (1 Credit)****Required of 11th grade students not enrolled in AP United States History**

U.S. History is a challenging, introductory survey history course, which examines the nations' political, diplomatic, intellectual, cultural, social, and economic history from 1491 to the present. A variety of instructional approaches will be employed, and a college level textbook is supplemented by primary and secondary sources. US History is designed to provide students with the skills and factual knowledge necessary to critically analyze the problems and issues in U.S. History and prepares students for intermediate and advanced level college courses and is equivalent to those made by full-year (two semesters) introductory level college courses. Students will learn to assess historical materials and to evaluate the evidence and interpretations presented in historical scholarship. The course will develop authentic relationships with a human touch, the skills necessary to arrive at conclusions based on an informed judgment and to present such conclusions in a persuasive essay.

AP United States History**Year Long Course (1 Credit)****Required for 11th grade students not enrolled in United States History****Evidence of Readiness:** Overall GPA of 3.7 or higher

A average in World History or

B average in AP European History

10th Grade History teacher's recommendation

A.P. U.S. History is a challenging, introductory college-level history course, designed by College Board, which examines the nations' political, diplomatic, intellectual, cultural, social, and economic history from 1491 to the present. A variety of instructional approaches will be employed, and a college-level textbook is supplemented by primary and secondary sources. APUSH is designed to provide students with the skills and factual knowledge necessary to critically analyze the problems and issues in U.S. History. APUSH prepares students for intermediate and advanced level college courses and is equivalent to those made by full-year (two semesters) introductory-level college courses. Students will assess historical materials and evaluate the evidence and interpretations presented in historical scholarship. APUSH students will develop the skills necessary to arrive at conclusions based on an informed judgment and to present such conclusions in a persuasive essay.

United States Government, Economics and Global Issues**Year Long Course (1 Credit)****Required for 12th grade students not enrolled in AP U.S. Government and Politics**

This course covers the structure, function and operation of the government of the United States. A major focus of this course will be on government and economic concepts. Topics include: political systems, foundation and development of the American political system, political parties and elections, the institutions of government, civil rights, civil liberties and public policy issues. Students will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, students will be introduced to the major foundational concepts of microeconomics and macroeconomics. Domestic and global political and economic issues will be analyzed throughout the year.

AP United States Government & Politics**Year Long Course (1 Credit)****Required for 12th grade students not enrolled in United States Government, Economics and Global Issues****Evidence of Readiness:** Overall GPA of 3.7 or higher

A- or higher in U.S. History or

B- or higher in AP U.S. History

11th Grade History teacher's recommendation

AP United States Government & Politics is a college-level course designed to give students an analytical perspective on U.S. politics and government. This course will include both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. Students also study and discuss current public policy issues. In addition, students will be introduced to the major foundational concepts of microeconomics and macroeconomics. A major goal of the course will be to provide students with knowledge, skills and motivation to use their citizenship skills and economic literacy to effectively participate in the making of public policy. Students will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. Students who complete this course may take the AP exam for possible college credit.

Introduction to Law**One Semester Course (0.5 Credit)****Open to 10th, 11th and 12th grade students**

This elective course is designed to introduce students to the philosophical, historical, and pragmatic questions of law. The course will provide a deeper understanding of how the legal system works as well as the impacts law has within society. Elements of the course may include and are not limited to civil, criminal, and business law.

Psychology**One Semester Course (0.5 Credit)****Open to 10th, 11th and 12th grade students**

This elective course is an introductory course in psychology designed to provide students with basic knowledge of the theories and concepts fundamental to an understanding of the field. A major focus of this course will be on mastery of psychological concepts. The psychology course at STA is not available to Visitation students.

Women and Society**One Semester Course (0.5 Credit)****Open to 10th, 11th and 12th grade students**

Women and Society is a course that creates a focused space to study the socio-historic impacts and contributions of women. Often marginalized and historically underrepresented groups are left whispering in the corners of history books, or worse, entirely voiceless. This course will bring those stifled voices to the center to hear their narratives, explore their place and perspective in the world. We will begin the course by investigating the often taboo "f-word" (feminism) to discover its importance in the past and the present. In addition we will discuss and analyze why certain societal and global issues affect women more severely than men. Using themes and texts from history, literature, the visual and performing arts, public policy and leadership theory, students in this elective course will study the cultural, historical, political and economic experience of women of different times and backgrounds, and the ways in which gender distinctions have affected their expectations and experience. Readings, presentations and analytical writing will be required.

WORLD LANGUAGE

Graduation Requirement: 3 Credits
and through Level III of one language

Grade	Entering at Level I	Entering at Level II
9	Chinese I French I Spanish I	Chinese II French II Spanish II
10	Chinese II French II Spanish II	Chinese III French III Spanish III
11	Chinese III French III Spanish III	Honors Chinese IV Honors French IV Honors Spanish IV/V
12	Honors Chinese IV Honors French IV Honors Spanish IV/V	Honors Chinese V/AP Chinese AP French AP Spanish

CHINESE

Chinese I

Year Long Course (1 Credit)

Open to all students

Chinese level I provides students with a foundation in oral proficiency, the fundamentals of grammar and introduction to Chinese language and culture. This year-long course is designed for beginners with no or little experience learning Chinese as a world language. Students will grow in the communicative skills of listening, speaking, reading and writing about everyday topics while working within the modalities of interpersonal, interpretive, and presentational communication. Students will also have opportunities to learn about Chinese cultural practices such as food, games, music, and festival traditions. Upon satisfactory completion of the course, students will be expected to perform at the Novice-Mid level as defined by the American Council of Teaching Foreign Languages (ACTFL) as well as be prepared to enroll in Chinese II

Chinese II

Year Long Course (1 Credit)

Evidence of Readiness: Successful completion of Chinese I

Students will further develop their proficiency in the communicative skills of listening, speaking, reading and writing while working within the modalities of interpersonal, interpretive, and presentational communication. Students will also grow in their understanding of Chinese cultural practices such as traditions of different Chinese holidays and research of Chinese history. Upon satisfactory completion of the course, students will be expected to perform at the Novice-High level to Intermediate-Low levels as defined by the American Council of Teaching Foreign Languages (ACTFL). At these two levels, students are expected to successfully handle a limited number of uncomplicated communicative tasks and to express personal meaning by combining and recombining what they have learned into short statements and discrete sentences. Students are also expected to read and write short, non-complex texts in Chinese on familiar topics. Students who successfully finished Chinese II will be prepared to enroll in Chinese III.

Chinese III

Year Long Course (1 Credit)

Evidence of Readiness: Successful completion of Chinese II

This year-long course is a continuation of Chinese Level II. Students will further develop their proficiency in the communicative skills of listening, speaking, reading and writing while working within the modalities of interpersonal, interpretive, and presentational communication. More specifically, this course emphasizes vocabulary, grammar, reading, writing, and conversation with a more intensive study of cultural practices that include Chinese art, music and holiday celebrations. Students will also be introduced to Chinese poetry. Upon satisfactory completion of the course, students will be expected to perform at the Intermedia-Mid level defined by the American Council of Teaching Foreign Languages (ACTFL). At this proficiency level, students are expected to be prepared to understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. Students who successfully finished Chinese III will be prepared to enroll in Honors Chinese IV.

Honors Chinese IV

Year Long Course (1 Credit)

Evidence of Readiness: Successful completion of Chinese III
Department approval

This year-long course is a continuation of Chinese Level III. Students will further develop their proficiency in the communicative skills of listening, speaking, reading and writing while working within the modalities of interpersonal, interpretive, and presentational communication. More specifically, this course emphasizes vocabulary and advanced grammar structures as well as a more intensive study of cultural practices that include folk stories and current events. Upon satisfactory completion of the course, students will be expected to reach Intermediate-High level defined by the American Council on the Teaching of Foreign Languages (ACTFL). At the Intermediate-High proficiency level, students are able to understand and converse, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can also read and write compositions and simple summaries related to work and/or school experiences. Students who successfully finished Honors Chinese IV will be prepared to enroll in Honors Chinese V and/or AP Chinese.

Honors Chinese V/AP Chinese Language

Year Long Course (1 Credit)

Open to 11th and 12th grade students

Evidence of Readiness: B or higher in Honors Chinese IV
Departmental Approval.

This year-long course is a continuation of Honors Chinese Level IV. Students will further develop their proficiency in the communicative skills of listening, speaking, reading and writing while working within the modalities of interpersonal, interpretive, and presentational communication. Students who enroll in this course already have a command of the language that will enable them to support the rigor of the curriculum. Additionally, vocabulary and grammar will be introduced and reviewed according to the topics and material studied. The instructional material includes primary textbooks and authentic resources created by and intended for native Chinese speakers as well as authentic audio and video files and authentic written texts from the Chinese speaking world. Upon satisfactory completion of the course, students are expected to reach an Advanced-Low to Advanced-Mid level of proficiency defined by the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines as well as be prepared to take the AP exam for possible college credit.

FRENCH

French I

Year Long Course (1 Credit)

Open to all students

This year-long course is designed for beginners with no or little experience learning the French language and culture. French I provides students with a foundation in oral proficiency, the fundamentals of grammar and introduction to cultures of several French and Francophone countries. Students will grow in the communicative skills of listening, speaking, reading and writing about everyday topics while working within the modalities of interpersonal, interpretive, and presentational communication. Students will build proficiency via the study of, and practice with, basic grammar and vocabulary sequences. Students will gain cultural competence through regular exploration of the cultural products, practices and perspectives of the French-speaking world. Upon satisfactory completion of the course, students will be expected to perform at the Novice-Mid to Novice-High level of proficiency as defined by the American Council of Teaching Foreign Languages (ACTFL) as well as be prepared to enroll in French II.

French II

Year Long Course (1 Credit)

Evidence of Readiness: Successful completion of French I

This year-long course is a continuation of French I. Students will review previously discussed concepts extensively and more in-depth in order to strengthen their proficiency in the communicative skills of listening, speaking, reading and writing while working within the modalities of interpersonal, interpretive, and presentational communication. Through an essentially inductive approach, students will also build communicative proficiency via the study of, and practice with, more vocabulary sequences and advanced grammar (building on from present tense and adding past tense, as well as impersonal commands). Students will engage in conversations and prepare presentations such as future career aspirations, etc. Students will also build cultural competence through regular exploration of the cultural products, practices, and perspectives of the French-speaking world. Upon satisfactory completion of the course, students will be expected to perform at the Novice High-or Intermediate Low level of proficiency as defined by the American Council of Teaching Foreign Languages (ACTFL) as well as be prepared to enroll in French III.

French III

Year Long Course (1 Credit)

Evidence of Readiness: Successful completion of French II

This year-long course is a continuation of French II. Students will review previously discussed concepts extensively and more in-depth in order to strengthen their proficiency in the communicative skills of listening, speaking, reading and writing while working within the modalities of interpersonal, interpretive, and presentational communication. Students will also build communicative proficiency via the study of, and practice with, more vocabulary expressions and advanced grammar sequences (adding in the present perfect, future and conditional tenses. Students will also build cultural competence through regular exploration of the cultural products, practices, and perspectives of the French-speaking world. Topics of study include the French school system, compare and contrast housing between the US and French-speaking countries, future goals and aspirations, Christmas celebrations in France and Francophone-speaking countries, and travel. Upon satisfactory completion of the course, students will be expected to perform at the Novice High to Intermediate Low level of proficiency as defined by the American Council of Teaching Foreign Languages (ACTFL) as well as be prepared to enroll in Honors French IV/V.

Honors French IV/V**Year Long Course (1 Credit)****Evidence of Readiness:** B or higher in French III

This year-long course is a continuation of French III. This course is a pre-Advanced Placement language course as students will review previously discussed concepts extensively and more in-depth in order to strengthen their proficiency in the communicative skills of listening, speaking, reading and writing while working within the modalities of interpersonal, interpretive, and presentational communication. The course objectives are 1) The ability to understand spoken French in various contexts, such as authentic conversations, lectures, oral presentations, radio and television 2) The development of a French vocabulary sufficient for reading authentic texts, such as internet articles, literary texts, short stories and other non-technical writings without dependence on a dictionary 3) The ability to express oneself coherently, resourcefully, and with reasonable fluency and accuracy both in written and spoken French, using strategies for distinct audiences. Upon satisfactory completion of the course, students will be expected to perform at the Intermediate High level of proficiency as defined by the American Council of Teaching Foreign Languages (ACTFL) as well as be prepared to enroll in AP French Language and Culture.

AP French Language**Year Long Course (1 Credit)****Evidence of Readiness:** B or higher in Honors French IV

This year-long course is a continuation of Honors French Level IV/V. It is a college-level course that emphasizes the use of French in active communication as students strengthen their proficiency in the communicative skills of listening, speaking, reading and writing while working within the modalities of interpersonal, interpretive, and presentational communication. The course objectives are 1) The ability to understand spoken French in various contexts, such as authentic conversations, lectures, oral presentations, radio and television 2) The development of a French vocabulary sufficient for reading authentic newspaper and magazine articles, literary texts, letters, instructions, Internet articles, short stories and other non-technical writings without dependence on a dictionary. 3) The ability to express oneself coherently, resourcefully, and with reasonable fluency and accuracy both in written and spoken French, using strategies for distinct audiences. Students meet these objectives within the context of six overarching themes: Families in Different Societies, The Influence of Language on Culture and Identity, Influences of Beauty and Art, How Science and Technology Affect Our Lives, Factors that Impact Quality of Life and Environmental, Social and Political Challenges. Upon satisfactory completion of the course, students are expected to reach an Advanced Low-Advanced-Mid of proficiency defined by the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines as well as be prepared to take the AP exam for possible college credit.

SPANISH

Spanish I

Year Long Course (1 Credit)

Open to all students

This year-long course is designed for beginners with no, or little, experience learning the Spanish language. Spanish I provides students with a foundation in oral proficiency, the fundamentals of grammar, and an introduction to cultures of several different Spanish-speaking countries. Students will grow in the communicative skills of listening, speaking, reading and writing about everyday topics while working within the modalities of interpersonal, interpretive, and presentational communication. Students will build proficiency via the study of, and practice with, basic grammar and vocabulary sequences. Students will gain cultural competence through regular exploration of the cultural products, practices and perspectives of the Spanish speaking world. Upon satisfactory completion of the course, students will be expected to perform at the Novice-Low to Novice-Mid level of proficiency as defined by the American Council of Teaching Foreign Languages (ACTFL) as well as be prepared to enroll in Spanish II.

Spanish II

Year Long Course (1 Credit)

Evidence of Readiness: Successful completion of Spanish I

This year-long course is a continuation of Spanish I. Students will review previously discussed concepts extensively and more in-depth, in order to strengthen their proficiency in the communicative skills of listening, speaking, reading and writing, while working within the modalities of interpersonal, interpretive, and presentational communication. Students will also build communicative proficiency via the study of, and practice with, more vocabulary expressions and advanced grammar sequences (building on from present tense and adding in the preterite and imperfect, present progressive, and informal (tú) commands). Students will also build cultural competence through regular exploration of the cultural products, practices, and perspectives of the Spanish-speaking world. Upon satisfactory completion of the course, students will be expected to perform at the Novice-Mid level of proficiency as defined by the American Council of Teaching Foreign Languages (ACTFL), as well as be prepared to enroll in Spanish III.

Spanish III

Year Long Course (1 Credit)

Evidence of Readiness: Successful completion of Spanish II

This year-long course is a continuation of Spanish II. Students will review previously discussed concepts extensively and more in-depth in order to strengthen their proficiency in the communicative skills of listening, speaking, reading and writing while working within the modalities of interpersonal, interpretive, and presentational communication. Students will also build communicative proficiency via the study of, and practice with, more vocabulary expressions and advanced grammar sequences (adding in the present perfect, future, and conditional tenses, as well as the present subjunctive mood). Students will also build cultural competence through regular exploration of the cultural products, practices, and perspectives of the Spanish-speaking world. Topics of study include describing one's interests and pastimes, interpersonal relationships, the civil war in Guatemala, Christmas celebrations in Spanish-speaking countries, health and well-being, as well as digital technology. Upon satisfactory completion of the course, students will be expected to perform at the Intermediate-Mid level of proficiency as defined by the American Council of Teaching Foreign Languages (ACTFL), as well as be prepared to enroll in Honors Spanish IV/V.

Spanish IV-V**Year Long Course (1 Credit)****Open to 10th, 11th and 12th grade students****Evidence of Readiness:** Successful completion of Spanish III
Departmental Approval

The Spanish IV-V course reviews and reinforces grammar basics, enriches vocabulary and emphasizes reading Spanish texts *in* Spanish. As always, the main purpose of this course is to continue to prosper in the proficiency of all areas of language learning: speaking, reading, writing, listening and communicating. Specific focus will be given to conversation and communication skills. Students' goal is to communicate confidently and comfortably on many different topics, both informal and formal (foods of Latin America, Travel, Child Enslavement in India, Latin American Women of History, to name a few). We will also read an array of short novels of different genres (for example: plays, mysteries, biographies). Additionally, we will read articles from online Spanish newspapers and view socially conscious documentaries and films to achieve a greater understanding of the complexity of social injustices that affect both the US, Latin America and other parts of the world. Upon satisfactory completion of the course, students will be expected to perform at the Intermediate-Mid level of proficiency as defined by the American Council of Teaching Foreign Languages (ACTFL) as well as be prepared to enroll in Honors Spanish IV-V if they choose to continue their study of Spanish.

Honors Spanish IV-V**Year Long Course (1 Credit)****Evidence of Readiness:** Successful Completion of Spanish III

This year-long course is a continuation of Spanish III. This course is a pre-Advanced Placement language course as students will review previously discussed concepts extensively and more in-depth in order to strengthen their proficiency in the communicative skills of listening, speaking, reading and writing while working within the modalities of interpersonal, interpretive, and presentational communication. The course objectives are 1) The ability to understand spoken Spanish in various contexts, such as authentic conversations, lectures, oral presentations, radio and television 2) The development of a Spanish vocabulary sufficient for reading authentic newspaper and magazine articles, literary texts, letters, instructions, Internet articles, short stories and other non-technical writings without dependence on a dictionary 3) The ability to express oneself coherently, resourcefully, and with reasonable fluency and accuracy both in written and spoken Spanish, using strategies for distinct audiences. Students meet these objectives within the context of themes such as racism, human rights, food justice, and immigration. Upon satisfactory completion of the course, students will be expected to perform at the Intermediate-High level of proficiency as defined by the American Council of Teaching Foreign Languages (ACTFL) as well as be prepared to enroll in AP Spanish Language.

AP Spanish Language**Year Long Course (1 Credit)****Open to 11th and 12th grade students****Evidence of Readiness:** B or higher in Honors Spanish IV/V

This year-long course is a continuation of Honors Spanish Level IV/V. It is a college-level course that emphasizes the use of Spanish in active communication as students strengthen their proficiency in the communicative skills of listening, speaking, reading and writing while working within the modalities of interpersonal, interpretive, and presentational communication. The course objectives are 1) The ability to understand spoken Spanish in various contexts, such as authentic conversations, lectures, oral presentations, radio and television 2) The development of a Spanish vocabulary sufficient for reading authentic newspaper and magazine articles, literary texts, letters, instructions, Internet articles, short stories and other non-technical writings without dependence on a dictionary. 3) The ability to express oneself coherently, resourcefully, and with reasonable fluency and accuracy both in written and spoken Spanish, using strategies for distinct audiences. Students meet these objectives within the context of six overarching themes: Families in Different Societies, The Influence of Language on Culture and Identity, Influences of Beauty and Art, How Science and Technology Affect Our Lives, Factors that Impact Quality of Life and Environmental, Social and Political Challenges. Upon satisfactory completion of the course, students are expected to reach an Advanced Low-Advanced-Mid of proficiency defined by the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines as well as be prepared to take the AP exam for possible college credit.