ST. MARY ACADEMY

Bay View

Upper School
Program of Studies
2025 – 2026

"Nothing is more conducive to the good of society than the education of women."
Catherine McAuley

Revised Nov. 2024

ST. MARY ACADEMY
Bay View

MISSION STATEMENT

St. Mary Academy – Bay View is an independent, Catholic school serving a diverse population of girls from Preschool through Grade 12.
In the tradition of the Sisters of Mercy, we foster academic excellence in an innovative and creative learning environment. We are committed to empowering each student to be a confident, independent, compassionate, and socially conscious young woman who fully lives her faith.

MERCY CORE VALUES

We support and actively implement the following Mercy Core Values.

- Compassion and service
- Educational excellence
- Concern for women and women's issues
- Global vision and responsibility
- Spiritual growth and development
- Collaboration

Ultimately, therefore, Bay View strives to graduate a woman who fully lives her faith and embodies the ideals of Catherine McAuley.

OBJECTIVES

The student will be enabled:

- to use acquired knowledge that is amplified by Mercy values;
- to meet the challenges of post-secondary education;
- to recognize and create experiences that foster cooperation and interdependence;
- to value diversity within the global community;
- to discern and promote moral and aesthetic values;
- to grow in her ability to lead and influence;
- to involve herself in social, political, civic, and religious activities that will stimulate interest and participation in contemporary issues;
- to assume responsibility for her ongoing educational and personal development;
- to actualize the above objectives so as to pursue a life that is integrated and meaningful.

COURSE CREDITS

Course selection for the next academic year starts in January. Students will meet with their school counselor within the determined time frame to select their courses for the following academic year.

Courses run for a half or full school year. Completion of the course with a passing grade provides credit toward graduation. Students receive one credit for the successful completion of a full-year course, and a half-credit for a half-year course. No credit is given for courses that are not completed for reasons of withdrawal, incompletion, or failing work.

Students who fail a major subject must repeat this subject in an approved summer course. A student may not repeat this subject the following year. Upon successful completion of said subject, the new grade will be recorded on the transcript and the failing grade will be adjusted to a D.

REQUIRED COURSE LOAD

Every Middle School student will be enrolled in courses equivalent to six credits for each academic year. Every Upper School student will be enrolled in courses equivalent to six and one-half (6.5) credits for each academic year in addition to Physical/Health Education. There are three additional components that round out the Bay View graduate including a Mercy Project, Career Launch, and School-to-Career. Each is offered across years and are more fully explained in this guide.

REQUIREMENTS FOR GRADUATION

St. Mary Academy – Bay View is accredited by the New England Association of Colleges and Secondary Schools. Every student must earn a minimum of 26.25 credits including the following distribution of courses:

Theological Studies	4	Credits
English	4	Credits
Mathematics	3	Credits
Science	3	Credits (Biology, Chemistry & Physics)
Social Studies	3	Credits
World Language	3	Credits (same language)
Electives	2.5	Credits
Physical/Health Education	2	Credits
Arts- Performing or Visual	.5	Credit

Computer Technology	.5	Credit
Mercy Project	.25	Credit
Career Launch	.25	Credit
School-to-Career	.25	Credit

DESCRIPTION OF LEVELS

The college preparatory curriculum at St. Mary Academy – Bay View is designed to challenge all students. Keeping in mind that students differ in learning style and ability, courses differ by level in the following areas:

- The presentation of the material will be compatible with students' abilities varying in pace, complexity, and depth.
- Independent research projects will vary by type, the number assigned, and the amount of teacher direction.
- Assessments of students will be designed according to the material at the level, differing in type, evaluative criteria, and format.
- Supplementary topics suited to the talents and interests of students will be incorporated at the discretion of the teacher.

THE ADVANCED PLACEMENT PROGRAM is a cooperative educational endeavor of the College Board, participating colleges/universities, and St. Mary Academy – Bay View. The Advanced Placement (AP) Program is provided as part of the curriculum to encourage students who have demonstrated superior achievement. This program challenges and stimulates students, accelerates learning, individualizes education, and indicates to the public that this school values intellectual achievement and academic excellence. Students are presented with college-level work and are evaluated according to college standards by The College Board.

THE HONORS PROGRAM is designed to challenge students to pursue their course material from a broader perspective and in greater depth. It also introduces students to the research and seminar technique at an early stage in their high school years and instills in them the habit of creative and critical thinking. Independent assignments are a characteristic feature of the Honors Program.

Honors level courses cover the same material as College Prep courses but do so in ways that demand significantly greater student independence, increased quantity and complexity of quantitative work or text complexity, superior reading comprehension skills, and greater ability to cope with and make sense of complexity, ambiguity, abstraction, and theoretical work.

THE COLLEGE PREP PROGRAM is designed to challenge students to pursue their studies in great depth and content coverage that fully prepares them for college studies. The courses at this level are designed to allow students to realize their potential and to perform accordingly. Instruction at this level includes the development of critical and creative thinking and some additional independent assignments.

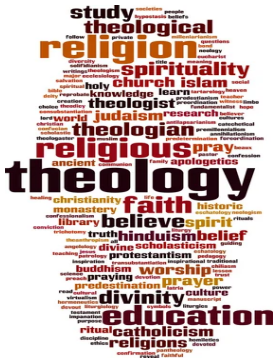
LEVEL PLACEMENT AND APPEAL PROCESS

Students are placed in courses that will stretch them academically. Placement in honors or AP courses has specific prerequisites aligned to them. The prerequisites consider academics, related testing, motivation, and the student's ability to work independently in rigorous classes.

In the rare instance that a student is recommended to move down a level by her teacher, the student, parents/guardians, school counselor and the department chair will be notified. A discussion will be had with all parties before a change is made.
Students who are not recommended for an Honors or AP course may appeal the decision within a specified process. The process allows students to present a rationale and a strategy that would support their ability to engage in the class successfully. The presentation is made to the Vice Principal of Academics, the relevant department chair, and the student's school counselor. The student and team will be provided a rationale about what prerequisites are suggesting the student is not prepared for the desired course. The appeal must be sought before March 1 of the current school year in anticipation of taking the course the following school year. Students may initiate the appeal by notifying their school counselor. The decision will be made within two weeks of their presentation.

	Strong	**Moderate**	**Weak**
Alignment to future goals and plans	The student has specific academic goals that require a course of this depth and rigor.	The student has general goals to pursue further study in this academic area.	The student wants to accrue additional AP or honors classes in order to apply to competitive colleges.
Plans to support success	The student has a thoughtful and specific plan outlined to support her learning.	The student has some strategies identified to be successful in the class.	The student has expressed little beyond a commitment to access help as needed.
Prior academic history in the subject area	The student provides a clear and compelling explanation of why she is ready for a more rigorous course in the subject area, including evidence of her growth, progress, and more recent successes.	The student is able to show some evidence and reflection about why she is ready for a more rigorous course. It may be more generalized and not specifically related to this area.	The student makes claims about academic growth without any specific evidence or examples. Course grades rely on retakes of exams or extra credit.

Students who are new to Bay View will be placed in courses following a review of their entrance exam, prior school assessments, transcripts, and teacher recommendations. All students will take a math placement exam and students entering 9th grade who wish to take AP biology will also take a placement exam. Specific requirements are listed within each subject area.



THEOLOGICAL STUDIES DEPARTMENT

The Theological Studies Department provides students with a solid theological foundation to enable the pursuit of life's ultimate meaning and purpose and to explore the deeper dimension of the human in relation to God. The department seeks to empower students to live lives of faith expressed in the unfolding of their created uniqueness and in the living of just interrelationships in the context of the global community. The department provides students with clear doctrine, intelligent reading of the Scriptures, and moral guidelines according to the teachings of the Catholic Church. It fosters that sense of justice grounded in the Judaeo-Christian tradition which enables them to respond to the challenges of their world and in so doing to expand the reign of God.

MERCY CHARISM INTEGRATED INTO UPPER SCHOOL CURRICULUM

The story, vision, and mission of Catherine McAuley, foundress of the Sisters of Mercy, is woven throughout the entire theological studies curriculum. Catherine's Catholic faith provided her the pathway to God and to her experience of Jesus the Christ whose face she came to see in the poor whom she served and to whom she ministered. Catherine wrote that "…our center is God from whom all our actions should spring from their source."

As the students progress through their studies of doctrine and scripture, they are brought into deeper awareness of the dignity of all life, a dignity that arises from the Divine call into being and of the rights due all elements of creation because of their very nature as created by God. They also come to understand the manner of authentic interaction. The students, through their study and guided experiences, are also open to the need for prayer and the sacraments which Catherine saw as the sources from which to draw the strength necessary to bring truth to a world conflicted and often blind to the unseen Truth is at the heart of all. Thus, students are provided with the foundational understanding that led to Catherine's understanding of the world and of her call to ministry which is given contemporary expression in the Critical Concerns of the Sisters of Mercy – the concerns for Earth, Immigration, Nonviolence, Racism and Women.

Leading the students to discover their relationship with God through their study and contemplation of Jesus the Christ, God Incarnate, the teachers of the Theological Studies Department are sharing in Catherine's transformative educational ministry to have "Jesus Christ be formed in us," and like her, to aid them in having the Christ "be recognized in our conduct." Thus they share in her insight and continue her story.

GOALS

Students who graduate from St. Mary Academy – Bay View, having completed the Theological Studies Program, will:

- recognize their being in relationship with God and express in worship, prayer, and service the faith that is in them;
- express their created uniqueness through personal choices and lifestyles;
- understand and appreciate the ways in which others find and respond to the divine Presence in the world;
- make informed decisions based on a clear understanding of the Judeo-Christian tradition, integrating a relationship between personal conduct and social accountability;
- demonstrate understanding of the interdependence of all life through reverence for the environment as God's stewards on the earth.

4900 – FOUNDATIONS OF FAITH – COLLEGE PREP Grade 9
1 Credit

This course begins with the premise that the students are coming to St. Mary Academy - Bay View from a diversity of religious education experiences and backgrounds. The course serves as a survey of and an introduction to the fundamental tenets of Catholic Christianity so as to provide the students with a common vocabulary and a unified vision of the whole of the Catholic heritage. The students begin to foster an appreciation for the complexities of theological inquiry through their probing into the religious dimension of human experience. Students also examine the human person as the recipient of revelation and consider developmental and cultural factors that influence their response to the God who reveals. Factors that contribute and inhibit self-valuation and the development of personal uniqueness are also studied. In addition, students are introduced to the charism of Catherine McAuley, the founder of the Sisters of Mercy. Thus, the students are provided with the foundation for later theological study.

Studying this charism, the students are guided to discover what it means to look at themselves, others, and the world through the lens of mercy. All components of the course serve to provide the students with the foundation needed for their later theological study.

4901 – HEBREW SCRIPTURES – COLLEGE PREP Grade 10
.5 Credit

Hebrew Scriptures is a required Theology course for all students at Bay View. This course undertakes a theological investigation of the sacred texts of Judaism. Through the study of Creation, the Patriarchs, the Exodus, the Kingdom Years, and Exile and the Prophets, students will examine the beginnings of Salvation History and the evolution of the Jewish people's understanding of God, their relationship to God, and their understanding of themselves as God's Chosen People. Students will develop a greater appreciation for Hebrew law, culture, and spirituality, but also create a framework with which to interpret the events of the Gospel texts.

4101– CHRISTIAN SCRIPTURES – COLLEGE PREP Grade 10
.5 Credit

Christian Scriptures is a required Theology course for all students at Bay View. Through the study of the Gospels, Acts, and New Testament Letters, students will examine the earliest documents of our Church and what they reveal about their Theology, Christology, Ecclesiology, and Soteriology. The course takes as its starting point and context the central faith conviction of the Church that Jesus Christ is the one in whom God completes and perfects revelation and accomplishes the salvation of the whole world. Further, because Jesus is understood to be the exemplar of authentic human living, the students also study the anthropological significance of the person and work of Jesus.

4005 – FUNDAMENTALS OF CHRISTIAN ETHICS – COLLEGE PREP Grade 11
.5 Credit

This course enables students to think systematically about the Christian moral life within the framework of the Catholic tradition by examining the major foundational themes in Christian ethics, such as creation, moral development, sin, conscience, virtue and moral character, freedom and moral decision-making, grace, prayer and social justice.

4102 – CATHOLIC SOCIAL TEACHING – COLLEGE PREP Grade 11
.5 Credit

This course is designed to raise students' awareness of important social issues and to examine the complexity of community and global issues in the light of the Scriptural values of justice, peace and love. Students learn the fundamentals of Catholic social teaching so as to apply these core principles in the analysis of social and economic injustices. The course aims to have students understand the issues and to identify the dynamics necessary for genuine social change.

4202 – CHRISTIAN LIFESTYLES AND TRANSITIONS – COLLEGE PREP Grade 12
.5 Credit

This course revisits such topics as communication, dating, friendship, and sexuality, as well as the topics of work, money and possessions, so as to facilitate the student's on-going development of methods to cope with the opportunities, challenges, and tasks ahead as she transitions into adulthood. The student also examines lifestyle issues and choices in light of the Gospels and is challenged to consider both the various characteristics and vocations which reflect a mature Christian lifestyle.

4201 – RELIGIONS OF THE WORLD – COLLEGE PREP Grade 12
.5 Credit

This course is an introductory survey of religious traditions of the major religions of the world. The course also visits the primal traditions of the Aborigines of Australia and the Native Americans of the North Plains.

4108 – MERCY PROJECT Grades 9, 10, 11, 12
.25 Credit

The Mercy Project is an opportunity for the student to give active expression to her growing understanding of what it means to be a young woman of mercy. Inspired by Gospel Values and

the Critical Concerns of the Sisters of Mercy (Earth, Immigration, Nonviolence, Racism, Women), the student is asked to engage in direct service that benefits the lives of people in need.

The student is required to complete 10 hours of independent direct service during both Grades 9 and 10 (20 hours total). During Grade 11, students, together with one or two classmates, will complete a major project that asks them to identify an issue on the local, national, or global level; plan a project that directly addresses the issue and benefits people in need; work together to bring the plan to fruition; and educate their classmates on both the issue and their project.

Though required for graduation, this program is not factored into the computation of the student's grade point average.

ENGLISH DEPARTMENT

The English Department promotes the value of the study of the humanities, the English Department strives to broaden students' horizons by leading them to an appreciation of the diversity of human experience and the beauty of the human spirit through the study of high-interest and wide-ranging literature in its various forms—fiction, nonfiction, poetry, and drama. We believe that such exposure will help students to develop a strong moral code as well as an awareness of themselves as individuals who are empowered to contribute to the humanization of society in a world focused on science and technology. In addition, students gain the skills necessary to express themselves in both written and oral platforms to a variety of audiences. Close reading and analytical as well as critical thinking skills are stressed in every aspect of the English curriculum in order to equip students with the tools they need to take their place in the global community as inquisitive, creative, articulate, and cultured individuals.

GOALS

Upon completion of the English Program, the student will be able to:

- communicate information and personal opinion clearly, concisely, and completely in a manner appropriate to the given context;
- demonstrate proficiency and comprehension in written and spoken English;
- identify and use appropriate research strategies;
- use technology responsibly as an effective communication tool.

The student will know:

- a wide range of literature from many time periods and cultures as expressed in various genres;
- various research strategies including the use of technological resources.

The student will appreciate:

- the diversity of literature and its authors;
- the aesthetic dimension reflected in literature;
- the place of the moral perspective in reading and responding to literature.

Ultimately, by engaging in literary experiences, the student will be exposed to Mercy values and learn life-long skills that will empower her to contribute to the humanization of society.

2910 – ENGLISH 9 – HONORS **Grade 9**
1 Credit

Prerequisite: Successful completion of English 8 and teacher recommendation

English 9 is a required English course for all freshmen at Bay View. English 9 Honors covers the same material as English 9 - 1 but does so in ways that demand significantly greater student independence, increased quantity and text complexity, superior reading comprehension and writing skills, and greater ability to cope with and make sense of complexity, ambiguity, abstraction, and theoretical work.

2911 – ENGLISH 9 – COLLEGE PREP **Grade 9**
1 Credit

In this course students are introduced to the four genres of literature– prose, fiction, poetry, drama, and nonfiction – and their basic components. In addition, students concentrate on mastering the skills of writing narrative, descriptive, and expository essays (including responses to literature). Students engage in a short research project and learn appropriate MLA formatting for formal papers. Students also learn the fundamental skills for delivering oral presentations. Grammar and vocabulary are addressed by reading and writing in conjunction with the course material. The number and complexity of literary selections is determined by the level of the individual class. Supplementary independent reading also differs in number and complexity relative to the class level**.**

2007 – ENGLISH 10 – HONORS **Grade 10**
1 Credit

Prerequisite: Successful completion of English 9 and teacher recommendation

English 10 is a required English course for all sophomores at Bay View. English 10 Honors covers the same material as English 10 - 1 but does so in ways that demand significantly greater student independence, increased quantity and text complexity, superior reading comprehension and writing skills, and greater ability to cope with and make sense of complexity, ambiguity, abstraction, and theoretical work. Supplementary independent reading also differs in number and complexity relative to the class level**.**

2008 – ENGLISH 10 – COLLEGE PREP **Grade 10**
1 Credit

In this course students build on their knowledge of the four genres of literature—prose fiction, poetry, drama, and nonfiction—and their basic components introduced in English 9. More complex texts challenge students to deepen their understanding of the characteristics of each genre, preparing them to move into English 11 or AP English Language and Composition. In addition, students concentrate on mastering the skills of writing narrative, descriptive, and expository essays (including responses to literature). Students engage in a short research project and learn appropriate MLA formatting for formal papers. Students also learn the fundamental skills for delivering oral presentations. Grammar and vocabulary are addressed by reading and writing in conjunction with the course material. The number and complexity of literary selections is determined by the level of the individual class. Supplementary independent reading also differs in number and complexity relative to the class level**.**

2100 – AP ENGLISH LANGUAGE AND COMPOSITION **Grade 11**
1 Credit

Prerequisite – Successful completion of Honors English 10 and teacher recommendation

The AP English Language and Composition course aligns to an introductory college-level rhetorical analysis and argument course. The course cultivates the reading and writing skills students need for college success and for intellectually responsible civic engagement. The reading and writing students in this course do aim to deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. The course cultivates the rhetorical understanding and use of written language by directing students' attention to writer/reader interactions in the analysis of various formal and informal genres (letters, advertisements, political satire, personal narratives, scientific arguments, cultural critiques, and research reports). Students are required to take the Advanced Placement English Language and Composition Examination in the spring.

Additional Requirements

- **This AP class requires summer prework.**

2112 – ENGLISH 11 – HONORS **Grade 11**
1 Credit

Prerequisite: Successful completion of English 10 and teacher recommendation

Unless enrolled in AP English Language and Composition, all juniors at Bay View are required to take English 11. English 11 Honors covers the same material as English 11 - 1 but does so in ways that demand significantly greater student independence, increased quantity and text complexity, superior reading comprehension and writing skills, and greater ability to cope with and make sense of complexity, ambiguity, abstraction, and theoretical work.

2113 – ENGLISH 11 – COLLEGE PREP **Grade 11**
1 Credit

Prerequisite – Successful completion of English 10

The focus of this course is the study of American Literature, organized by the genres of fiction, poetry, and drama. Nonfiction selections are paired thematically with individual works. The number and complexity of literary selections is determined by the level of the individual class. Supplementary reading also differs in number and complexity relative to the class level**.** In addition, students concentrate on mastering the skills of writing expository essays (including responses to literature), synthesis essays, rhetorical analysis essays, and persuasive/argument essays. Students engage in a short research project and continue to learn appropriate MLA formatting for formal papers. Students also continue to practice the fundamental skills for delivering oral presentations. Grammar is addressed by reading and writing in conjunction with the course material. Vocabulary instruction seeks to augment students' knowledge of words encountered on the college level. Supplementary independent reading also differs in number and complexity relative to the class level**.**

2200 – AP ENGLISH LITERATURE AND COMPOSITION **Grade 12**
1 Credit

Prerequisite – Successful completion of Honors English 11 or AP English Language and Composition and teacher recommendation

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as the use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. A research project is also part of the curriculum. The Advanced Placement English Literature and Composition exam in May is mandatory.

Additional Requirements

- **This AP class requires summer prework.**

2207 – ENGLISH 12 – HONORS **Grade 12**
1 Credit

Prerequisite - Successful completion of English 11 and teacher recommendation

Unless enrolled in AP English Literature and Composition, all seniors at Bay View are required to take English 12. English 12 Honors covers the same material as English 12 - 1 but does so in ways that demand significantly greater student independence, increased quantity and text complexity, superior reading comprehension and writing skills, and greater ability to cope with and make sense of complexity, ambiguity, abstraction, and theoretical work. Socratic seminars expose students to college-level discussion formats and provide an opportunity to practice public speaking. Supplementary independent reading also differs in number and complexity relative to the class level**.**

2208 – ENGLISH 12 – COLLEGE PREP **Grade 12**
1 Credit

Unless enrolled in AP English Literature and Composition, all seniors are required to take English 12. The focus of this course is literary analysis in the study of narrative fiction, poetry, and drama from ancient times to contemporary literature, including many multicultural voices. The number and complexity of literary selections is determined by the level of the individual class. Supplementary reading also differs in number and complexity relative to the class level**.** The major writing components are expository responses to literature and literary analysis. Students also engage in a short research project and continue to learn appropriate MLA formatting for formal papers. Socratic seminars expose students to college-level discussion formats and provide an opportunity to practice public speaking. Supplementary independent reading also differs in number and complexity relative to the class level**.**

2914 – PUBLIC SPEAKING – HONORS **Grades 10, 11, 12**
.5 Credit

Prerequisite- None

This semester course is an activity-based speech communication program. Through a variety of activities, this course reinforces skills and techniques of the communication process to be effective speakers and listeners. The focus is on formal and informal situations.

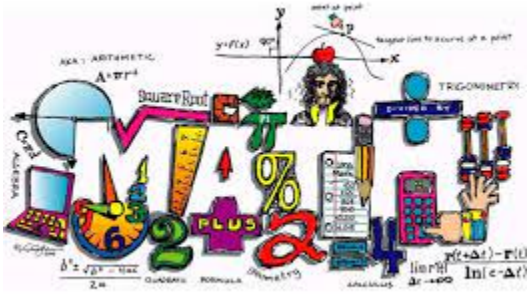
2915 - MULTICULTURAL WOMEN'S VOICES IN CONTEMPORARY LITERATURE - HONORS **Grades 11 and 12**
.5 Credit

Prerequisite- Successful completion of English 10

This semester course will introduce students to a variety of contemporary women writers who identify as either black, indigenous, or women of color (BIPOC). Students will explore the diversity of cultures as well as the commonality of women's experiences through short stories, novels, and poetry. The works of well-known writers such as Adichie, Erdrich, Morrison, Cisneros, and Harjo, along with works by lesser-known writers will be considered. The course is organized into thematic units centered around an essential question.

2916 – INTRODUCTION TO FILM STUDIES - HONORS **Grades 10, 11 and 12**
.5 Credit

In this semester course, students will receive an overview of film history, become familiar with cinematic terminology, and have a chance to analyze a variety of films. Students will study film as both a visual art form and as a storytelling medium. The course will involve viewing and comparing shorter film clips, as well as watching films in their entirety prior to engaging in discussions and written analyses of those films. Each semester will also include a unit in which students will study a popular film through a religious lens and create a dialogue between the film and one of the gospels.



MATHEMATICS & COMPUTER SCIENCE DEPARTMENT

The Mathematics and Computer Science Department provides an educational program in which students develop the critical-thinking, problem-solving, computational, and active learning skills essential for responsible decision-making and career success and informed citizenship.

St. Mary Academy – Bay View provides a sequential and comprehensive curriculum that gives opportunities for all students to become creative, critical thinkers and skilled problem-solvers who effectively use current technological tools. It is our goal as a department to provide the mathematical skills to solve problems in science, technology, and other fields.

The Mathematics core curriculum for all students will include topics in geometry, probability and statistics, as well as algebra with the appropriate use of technology in mathematics. All courses use the TI-Nspire CAS calculator, appropriate websites, online lectures, and support software.

All students are strongly encouraged to complete four years of mathematics while at Bay View.

To be well-educated and prepared for careers in a computing-intensive world, students must have a clear understanding of the concepts and practices of computer science. The Computer Science curriculum uses an inquiry-based approach, presenting open-ended problems in the context of computer science concepts and topics. These courses allow students to create and interact in a collaborative and cooperative atmosphere. Students become familiar with the many ways in which computing enables innovation, and they analyze the potential benefits and negative effects of computing in a number of contexts.

The sequence of courses is in place to increase students' knowledge, confidence, and interest in Computer Science. These courses create a strong foundation and understanding for students no matter the course of studies they plan to follow after graduation.

All students in grades 9 - 12 must earn a minimum of a .5 credit in a technology related course in order to satisfy graduation requirements.

GOALS

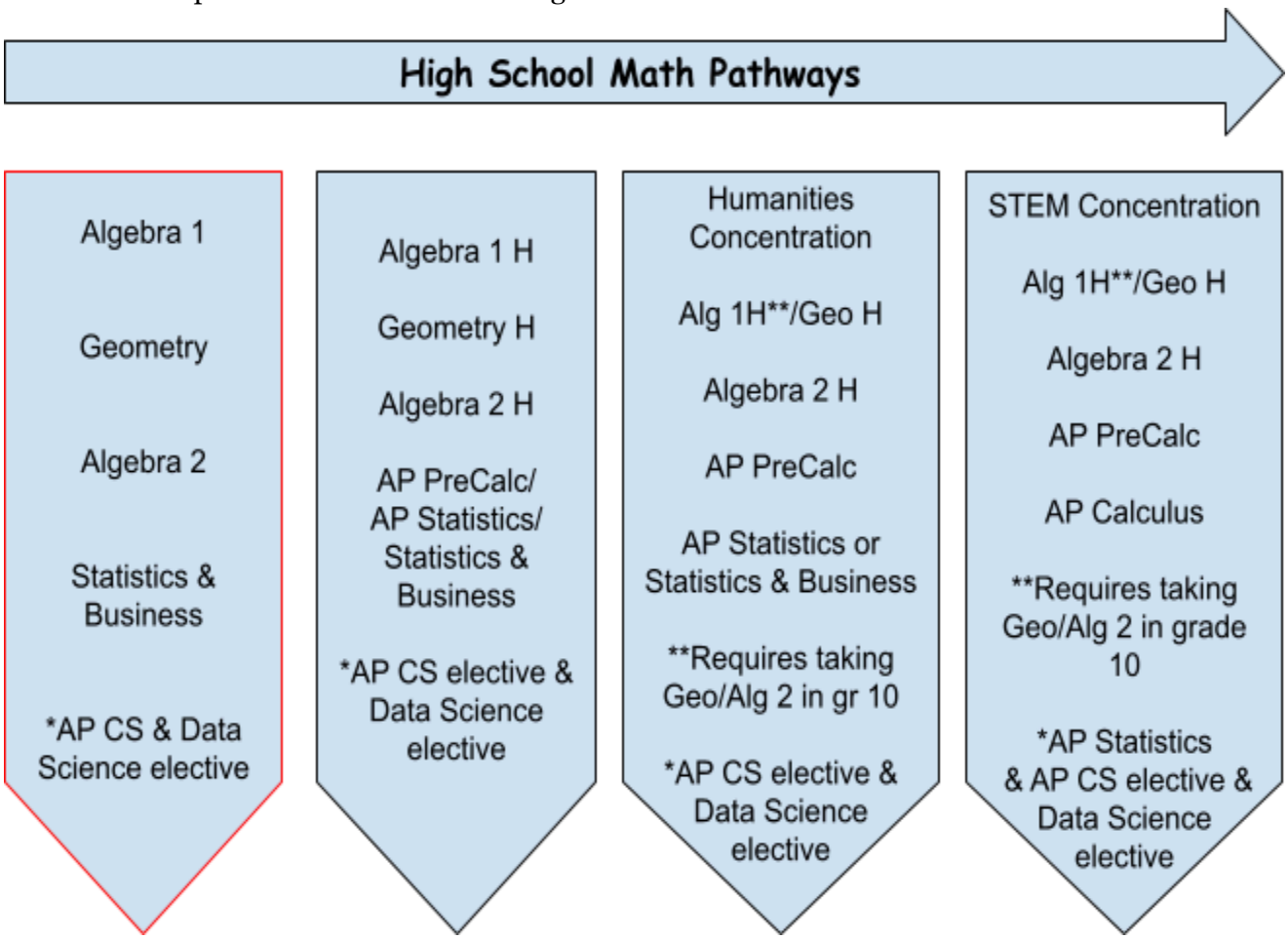
Upon completion of the mathematics program students will be able to:

- develop an understanding of mathematical processes, facts and concepts;
- communicate mathematical ideas, processes, concepts and solutions graphically, algebraically, numerically and verbally;
- use algebraic, geometric, inductive and deductive reasoning to solve problems;

- use appropriate technologies to enhance the understanding of mathematics;
- use mathematics to support and defend her conclusions in any discipline;
- provide opportunities to recognize patterns, make generalizations, and test the validity of the hypothesis;
- demonstrate mathematical understanding through a variety of assessments;
- use and extend the connections among mathematical topics, between mathematics and other disciplines, and between mathematics and the real world;

Upon completion of the computer science program students will be able to:

- organize, analyze and interpret data in any form;
- introduce the fundamental concepts of computer science to all students;
- connect computer science to appropriate real world challenges as a means to motivate and empower, promote individual growth, and spark a desire for life-long learning;
- complement other disciplines and build upon as well as develop student knowledge;
- develop the skills, practices and knowledge to participate in a world that is increasingly influenced and shaped by technological advancements;
- adapt and prosper under constantly changing conditions;
- study facets of computer science in more depth and be prepared for entry into computer science classes in college.



NOTE: Students in an honors level course will continue to be enrolled in an honors course provided they earn a semester grade of B+ or higher in their current course and have a teacher recommendation that honors level work is in their best interest. Students may take an honors level course provided they meet the prerequisites noted under each course description.

1900 – ALGEBRA I – HONORS **Grade 9**
1 Credit

Prerequisite – Midyear Review of Grade 7 Accelerated Math (semester grade of B+ or higher), or Grade 8 Math (semester grade of A or higher), at or above the 80th percentile for PSAT 8/9, teacher recommendation, and confirmed by the successful completion of the course.

Algebra I is a required mathematics course for all freshmen at Bay View. Algebra I Honors covers the same material as Algebra I-1 but does so in ways that demand significantly greater student independence, increased quantity and complexity of quantitative work, superior reading comprehension skills, and greater ability to cope with and make sense of complexity, ambiguity, abstraction, and theoretical work.

1912 – ALGEBRA I - COLLEGE PREP **Grades 8 and 9**
1 Credit

The Algebra I course begins with connections to earlier work, efficiently reviewing algebraic concepts that students have already studied while at the same time moving students forward into the new ideas described in the high school standards Students formalize the concept of a function and extend their earlier middle school work with linear functions and equations. They review the univariate data representations they have studied previously and then explore statistical models for bivariate categorical and quantitative data. Students build on their understanding of integer exponents as they explore exponential functions and equations. They model situations with quadratic functions, formulate and solve quadratic equations, and begin to investigate simple root functions. Finally, throughout the course, students continue to use basic algebraic tools to represent problem situations and to solve important classical problems.

Throughout this Algebra I course, students continue to develop proficiency with mathematical practices that should become the natural way in which students come to understand, experience, and do mathematics. Mathematical reasoning, effective communication, making connections, and problem solving are key components of this program. Students need to have a sound understanding of functions and their multiple representations that they gain from a strong Algebra course. Algebra is an essential foundation for higher mathematics, but Algebra is also now accepted by most people as a foundation, not just for Advanced Algebra, Geometry, Trigonometry, Discrete Mathematics, Precalculus, Calculus, and Statistics, but for the knowledge required for participation in our democracy and for a successful economic life.

1903 – GEOMETRY – HONORS **Grades 9 and 10**
1 Credit

Prerequisite – Midyear review of Algebra I Honors (a semester grade of B+ or higher) or Algebra I (semester grade of A or higher), or PSAT 8/9 at or above the 80th percentile, teacher recommendation, and confirmed by the successful completion of the course.

Geometry Honors is a required mathematics course for all freshman or sophomores at Bay View. Geometry Honors covers the same material as Geometry I but does so in ways that demand significantly greater student independence, increased quantity and complexity of quantitative work, superior reading comprehension skills, and greater ability to cope with and make sense of complexity, ambiguity, abstraction, and theoretical work.

1904 – GEOMETRY – COLLEGE PREP **Grades 9 and 10**
1 Credit

Prerequisite: Successful completion of Algebra I

This Geometry course begins with developing the tools of geometry, including transformations, proof, and constructions. These tools are used throughout the course as students formalize geometric concepts studied in earlier courses and extend those ideas to new concepts presented in the high school standards.

Once students have some tools with which to explore geometry, they begin to formalize geometric relationships involving angles, lines, triangles, quadrilaterals, and circles. Respecting a deeply rooted tradition, Geometry provides for students a first introduction to formal mathematical reasoning, logic, and proof, in which they are introduced to what constitutes the standards of evidence in modern mathematics. Students spend time creating viable arguments around triangle congruence and similarity, using transformations as the key underlying definition of congruence and similarity.

Their study of triangles includes trigonometric ratios and right triangle relationships. Students create arguments and solve problems with shapes represented both on and off the coordinate grid. Coordinate geometry provides a connection and reinforcement to ideas studied in Algebra I. Students extend their understanding of plane geometry to model the world they live in using three-dimensional shapes. Extending their understanding of area and volume from middle school, students are able to solve geometric modeling problems and analyze characteristics of three-dimensional shapes, including plane sections and solids of revolution. Throughout the course, students focus on developing logical arguments and using geometry to model their world.

There is a focus throughout the course on the Mathematical Practice Standards. These practices should become the natural way in which students come to understand and do mathematics. While—depending on the content to be understood or on the problem to be solved—any practice might be brought to bear, some practices may prove more useful than others. In a high school geometry course, communication, reasoning, and justification are particularly important, as are modeling, the strategic use of appropriate tools, and precision of language.

1908 – ALGEBRA II – HONORS **Grades 10 and 11**
1 Credit

Prerequisite – Midyear review of Geometry Honors (a semester grade of B+ or higher) or Algebra I and Geometry I (final grade of A or higher) and PSAT 8/9 at or above the 80th percentile, teacher recommendation and confirmed by the successful completion of the course.

Algebra II Honors is a required mathematics course for all sophomores or juniors at Bay View. Algebra II Honors covers the same material as Algebra II but does so in ways that demand significantly greater student independence, increased quantity and complexity of quantitative work, superior reading comprehension skills, and greater ability to cope with and make sense of complexity, ambiguity, abstraction, and theoretical work.

1906 –ALGEBRA II – COLLEGE PREP **Grades 10 and 11**
1 Credit

This Algebra II course builds on these topics, further developing important algebraic and statistical ideas by extending techniques to solve equations and students' knowledge of functions by studying inverses and new function families: polynomial, radical, trigonometric, and rational functions. Students will also spend a significant portion of the school year studying probability and statistics.

The course begins with a study of arithmetic and geometric sequences. This provides an opportunity to connect to students' prior study of algebraic patterns while learning a new context. Students explore the relationship between a function and its inverse to extend their understanding of quadratic and exponential functions from Algebra I and are introduced to square root and logarithmic functions. Students also study algebraic operations with polynomials to develop new types of functions including higher degree polynomial functions and rational functions. Once students have an understanding of various types of functions, they are prepared to solve problems involving these functions which require solving equations and inequalities, as well as systems of equations, that arise from the functions. Modeling is a big part of this course with functions as well as through the study of probability and statistical studies

Throughout Algebra II, students should continue to develop proficiency with the Common Core's eight Standards for Mathematical Practice. These practices should become the natural way in which students come to understand, experience, and do mathematics. Mathematical reasoning, effective communication with attention to precision of language, making use of the structure of mathematics, and modeling are key components of this program.

1017 – AP PRE-CALCULUS **Grades 11 and 12**
1 Credit

Prerequisite – Midyear review of Algebra II Honors/AP Statistics (a semester grade of B+ or higher), PSAT at or above the 80th percentile, teacher recommendation and confirmed by the successful completion of the course.

This course is designed to be the equivalent to a first semester college precalculus course. AP Precalculus will be offered in Grade 12 as the last mathematics course of a student's secondary education. The course is structured to provide a coherent capstone experience rather than exclusively focusing on preparation for future courses. Throughout the course, the mathematical

practices of procedural and symbolic fluency, multiple representations, and communication and reasoning are developed. Students experience the concepts and skills related to each function type through the lenses of modeling and covariation, and engage each function type through their graphical, numerical, analytical, and verbal representations.and engage each function type through their graphical, numerical, analytical, and verbal representations. AP Precalculus provides students with an understanding of the concepts of college algebra, trigonometry, and additional topics that prepare students for further college-level mathematics courses. This course explores a variety of function types and their applications—polynomial, rational, exponential, logarithmic, trigonometric, polar, parametric, vector-valued, implicitly defined, and linear transformation functions using matrices.

1100 – AP STATISTICS **Grades 11 and 12**
1 Credit

Prerequisite - Successful completion of Algebra II Honors, midyear review of B+ or higher, and teacher recommendation.

Statistics is the art and science of collecting, organizing, analyzing, and drawing conclusions from data. This statistics course follows the well-respected Advanced Placement (AP) Statistics syllabus and focuses on four major themes: exploratory data analysis, designing studies, probability models and simulation, and statistical inference. The course is equivalent to at least a semester of statistics at most colleges and universities.

Many interesting applications of statistics in medicine, business, law, psychology, education, and environmental science are included in the AP course. Students are evaluated on their ability to communicate their statistical thinking effectively on the AP Exam. The AP Statistics syllabus includes all topics found in nearly any one-semester college introductory statistics class.

Additional Requirements

- **This AP class requires summer prework.**
- **AP Statistics will meet until 3:30 p.m. every time the class meets the last period.**

1099 – STATISTICS AND BUSINESS DECISION MAKING – COLLEGE PREP **Grade 12**
1 Credit
Prerequisite – Successful completion of Algebra II

This course introduces students to the principles of statistics and their application in business decision-making. Students will explore professional communication, statistical tools, data analysis software, probability, and risk management strategies. Key areas of focus include statistical applications in business disciplines such as accounting, finance, and marketing, as well as concepts like hypothesis testing, regression analysis, and risk assessment. Students will develop skills to collect, organize, and analyze data, evaluate the ethical use of statistics, and create actionable business insights. The course culminates with postsecondary planning and career exploration in data and business fields.

1002 – AP CALCULUS AB **Grade 12**
1 Credit

Prerequisite - Midyear review of PreCalculus Honors (a semester grade of B+ or higher), PSAT at or above the 80th percentile, teacher recommendation, and confirmed by the successful completion of the course.

Calculus is the mathematical study of how quantities change. Students have been studying rates of change of functions prior to calculus using graphs, tables and, for linear functions, algebraic rules. In Calculus, students learn about limits and can then move from describing the average rate of change of a function on an interval to describing the instantaneous rate of change of a function at a point; in other words, finding the derivative of a function at a point. Limits also play a role in describing the area under a curve using Riemann Sums and lead to the definition of the definite integral.

Calculus AB begins with a review of functions and formalizes the concept of continuity. Then students are introduced to the idea of a limit. The limit is used to define the derivative, and students learn rules of differentiation and solve problems involving the application of the derivative, including optimization, curve sketching, and related rates. Then students explore the antiderivative and use Riemann Sums to define the definite integral. Students again learn rules related to computing integrals and then apply that knowledge to solve problems involving area, volume, and distance. The course ends with an introduction to differential equations through slope fields and separable differential equations.

Calculus AB follows the well-respected Advanced Placement syllabus in single-variable calculus that includes techniques of differentiation, techniques of integration, and the Fundamental Theorem that relates these two processes. The course is equivalent to at least a semester of calculus at most colleges and universities, and to a year-long class at some. Algebraic, numerical, and graphical representations are emphasized throughout. The development of differential and integral calculus ranks among the greatest human achievements of all time, and so the course also takes inspiration from the many applications these ideas have in the real world.

Additional Requirements
- **This AP class requires summer prework.**

1007 – AP CALCULUS BC **Grade 12**
1 Credit

Prerequisite: Midyear review of PreCalculus Honors (a semester grade of A- or higher), PSAT at or above the 90th percentile, teacher recommendation, and confirmed by the successful completion of the course.

This course will cover the same material as AP Calculus AB with the addition of the following topics: sequences, L'Hopital's Rule, improper integrals, power series, Taylor Series, Taylor's Theorem, radius of convergence, testing convergence, parametric functions, vectors in the plane, and polar functions. ***These additional topics will be covered as an independent study, placing responsibility for learning these topics on the student.***

Additional Requirements
- **This AP class requires summer prework.**

1103 – CALCULUS – HONORS **Grade 12**
1 Credit

Prerequisite: Midyear review of PreCalculus Honors (a semester grade of B+ or higher), PSAT at or above the 80th percentile, teacher recommendation, and confirmed by the successful completion of the course.

Students will study differential and integral calculus and complete the topics usually studied in a one-semester, college calculus course. Topics to be treated in depth include: limits and continuity, the derivative, differentiation techniques and applications, with an introduction to indefinite and definite integrals, techniques of integration and applications of the definite integral, and solutions to differential equations. Problems will be approached numerically, graphically, analytically and verbally. Emphasis will be placed on solving each problem all four ways whenever possible. Students will use their TI-84 Plus CE or TI-Nspire CX calculator. Students are expected to solve problems with and without a calculator.

Calculus Honors is structured in ways that demand significantly greater student independence, increased quantity and complexity of quantitative work, superior reading comprehension skills, and greater ability to cope with and make sense of complexity, ambiguity, abstraction, and theoretical work.

9941 –INTRODUCTION TO FILMMAKING AND VIDEO PRODUCTION – HONORS **Grades 9-12**
.5 Credit

In this computer science elective, students delve into the dynamic realm of video and film production, discovering how technology powers the magic behind the screen. The course is designed to provide students with the necessary skills and knowledge to create films and videos using their smartphones/ipads/cameras. Students will learn the fundamentals of film production, including planning, shooting, and editing, all within the constraints of mobile devices and our computer laboratory.

Through hands-on activities, projects, and discussions, students will gain practical experience and develop a comprehensive understanding of the filmmaking process. Students learn to work as a crew, how to storyboard, write a script from concept, how to direct, how to incorporate audio recordings, how to use editing tools, such as Adobe Premiere Pro, and finally production. Students will produce short film projects from start to finish, learning from each experience as they collaborate, share, reflect, and receive constructive feedback. By the end of the semester, students will have the ability to produce professional-looking films and videos using only their mobile devices. Requirements for this course include a video and audio recording device, such as a smartphone, tablet or camera.

9942 – DSAIY (DATA SCIENCE, AI and YOU) – HONORS **Grades 9-12**
.5 Credit

This Data Science, AI & You (DSAIY) in Healthcare course is a Rhode Island-based, semester-long pilot funded by a National Science Foundation (NSF) ITEST grant for teachers and students. It introduces high school students to machine learning, healthcare data bias,

statistical analysis and AI applications while exploring the tools data scientists use to train machines. Through culturally relevant teaching, the course aims to inspire racial minorities and girls to self-advocate, build support networks, and consider careers in data science, machine learning, and healthcare. Emphasizing equity and mentorship, the program culminates in a required 2-day MIT Critical DataThon in May.

9944 – COMPUTER SCIENCE EXPLORATION– HONORS Grades 9-12
.5 Credit

This course is designed to build Computer Science proficiency while fostering a fun and engaging learning experience suitable for students The curriculum covers a broad range of topics including digital data, image creation, web development, networking, cybersecurity, programming, artificial intelligence, responsible computing, and data analysis. This course also incorporates Computer Science Practices that prepare students for their future, which will be shaped by technology, regardless of their career path.

9936 – AP COMPUTER SCIENCE PRINCIPLES Grades 10, 11 and 12
1 Credit

This course, **which is offered every other year**, is designed to be the equivalent to a first semester introductory college computing course. In this course students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize and draw conclusions from trends. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively when using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaborative skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts on their community, society and the world. Students will complete an in class long term assessment along with a College Board exam in order to receive a score for AP credit.
* Taken from AP Computer Science Principles Course and Exam Description

Additional Requirements

- **This AP class requires summer prework.**
- **AP Comp. Sci. will meet until 3:30 p.m. every time the class meets the last period.**

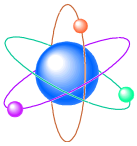
1013– AP COMPUTER SCIENCE A Grade 11 and 12
1 Credit

Prerequisite- Successful completion of AP Computer Science Principles or in consultation with school counselor

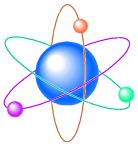
AP Computer Science is equivalent to a first-semester, college-level course in computer science. This course, **which is offered every other year,** introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies,

organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale from small, simple problems to large, complex problems. AP Computer Science includes a substantial laboratory component in which students design solutions to problems, express their solutions precisely in Java, test their solutions, identify and correct any errors and compare possible solutions. This course requires that solutions of problems be written in the Java programming language. The AP Computer Science Exam covers a subset of Java.

*Taken from the College Board AP Computer Science Course Overview and Lab Requirement.



Science



The Science Department fosters individuals who are science literate and confident. The science program is designed to encourage curiosity and creativity while preparing the students to face the scientific and ethical challenges of our global community. Students develop and apply critical thinking, analytical thinking, and problem-solving skills as they integrate their knowledge of science with other disciplines. The overall focus is for students to acquire proficiency in the use of scientific language, concepts, materials, and appropriate technology.

The Upper School science curriculum is designed to provide the student with a foundation for future study at the collegiate level. The traditional courses of biology, chemistry, and physics are the core of the curriculum. Electives such as anatomy and physiology, molecular biology, and environmental science provide the opportunity for exploration into a specific scientific discipline. Advanced Placement courses are available in biology, chemistry, and physics.

GOALS

The student will be able to:

- Use scientific methods, equipment, and technology to investigate and solve problems working collaboratively and individually;
- Demonstrate through written and verbal communication an understanding and application of scientific concepts and language;
- Integrate, analyze, and apply information from the sciences and other disciplines;
- Explain the basic structures and functions of living things;
- Compare and contrast how living things interact with one another and with the environment;
- Explain the relationship between properties of matter and energy, and the laws that govern the natural world;
- Examine the major developments in science;
- Explore career opportunities;
- Recognize that the body of scientific and technological knowledge is constantly changing and will take personal responsibility for lifelong learning.

PATHWAYS

Students enter high school with a range of interests and aspirations. The following course sequence is offered not as a mandatory set of courses for each interest, but rather, they are suggestions so that students can plan. Options within each pathway can be identified in conversation with a science faculty member.

	Science Pathway A	Science Pathway B Life Science	Science Pathway* Engineering
Grade 9	Biology (Honors or College Prep)	Honors Biology	Honors Biology
Grade 10	Chemistry (Honors or College Prep)	Molecular Biology or Honors Anatomy & Physiology or **and** Honors Chemistry	Honors Chemistry
Grade 11	Honors Physics or Conceptual Physics	Honors Anatomy & Physiology or Molecular Biology I **and** AP Chemistry	AP Physics 1 or Honors Physics
Grade 12	Environmental Science	AP Biology **and** Honors Physics or AP Physics 1	AP Physics C (Mechanics) or AP Physics 2

*** Students interested in pursuing an engineering pathway should also consult with their math teacher to plan a mathematics course sequence to complement their science courses.**.

3900 – BIOLOGY – HONORS **Grade 9**
1 Credit

Prerequisite: Midterm grade of A- or higher in Introductory Physical Science or a B+ in Introductory Physical Science Accelerated and teacher recommendation.

Biology is a required science for all Bay View students. Biology Honors covers the same material as Biology College Prep, but does so in ways that demand significantly greater student independence, increased quantity and complexity of quantitative work, superior reading comprehension skills, and greater ability to cope with and make sense of complexity, ambiguity, abstraction, and theoretical work.

3901 – BIOLOGY – COLLEGE PREP **Grade 9**
1 Credit

Biology is a required science for all Bay View students. The College Prep level student is expected to work with a high degree of independence to successfully complete the course. In this course, students are required to study and master biological concepts and themes involving the chemical composition of life, the importance of water in living systems, molecular biology of the cell, structure and function of the cell and its parts, biochemistry of the cell, cell metabolism, gene expression, cell division, heredity, evolution, and biotechnology. These topics are explored via dynamic class discussion, small group discussions, student presentations, and laboratory

experiences. Introducing students to the process of science is a key objective of this course; therefore, proper laboratory procedure, use of scientific equipment and technology, qualitative and quantitative data analysis, as well as scientific lab report composition are emphasized. Such skills are crucial in preparing students for further studies in the sciences at Bay View and at the collegiate level.

3003 – MOLECULAR BIOLOGY – HONORS **Grades 10, 11, 12**
1 Credit

Prerequisite – Successful Completion of Biology with a semester grade of B or higher in Honors Biology or an A or higher in Biology - College Prep and teacher recommendation.

The honors Molecular Biology course is offered to sophomore, junior and senior students as an elective. The curriculum will introduce common laboratory techniques used in biomedical research such as maintaining a lab notebook, micropipetting, centrifugation, spectrophotometry, PCR, agarose gel electrophoresis, polyacrylamide electrophoresis, Western blotting, DNA extraction and purification, bacterial transformation, and plasmid purification. The molecular biology student will not only master such techniques but will be asked to apply them in a number of short term and long term experimental research projects including human DNA extraction and purification, restriction enzyme analysis of crime scene DNA, comparison of PCR amplified DNA extracted from genetically modified and non-modified plants, and the cloning and sequencing of a plant gene using bacterial cell transformation.

This honors course demands significantly greater student independence, increased quantity and complexity of quantitative work, superior reading comprehension skills, and greater ability to cope with and make sense of complexity, ambiguity, abstraction, and theoretical work.

3000 – CHEMISTRY – HONORS **Grade 10**
1 Credit

Prerequisite: Successful Completion of Honors Algebra I with a semester grade of B+ or an A or higher in Algebra I – College Prep and teacher recommendation.

All sophomores are required to take Chemistry. Chemistry Honors covers the same material as Chemistry College Prep, but does so in ways that demand significantly greater student independence, increased quantity and complexity of quantitative work, superior reading comprehension skills, and greater ability to cope with and make sense of complexity, ambiguity, abstraction, and theoretical work.

3001 – CHEMISTRY – COLLEGE PREP **Grade 10**
1 Credit

All sophomores are required to take Chemistry, which will provide an understanding of the composition, structure, bonding, nomenclature, properties, and classification of matter. This includes all of the changes that occur with matter and the energy that is associated with these changes. The student will be able to calculate chemical quantities based on a balanced chemical reaction. The concepts will be acquired and reinforced through lectures, collaborative activities, and using the latest technologies, laboratory experiences, and independent work assignments.

3100 – PHYSICS – HONORS **Grades 11 and 12**
1 Credit

Prerequisite – Successful completion (B+ or higher) of Honors Algebra 1 *and* Honors Geometry or College Prep Algebra 1 *and* College Prep Geometry with a grade of A or higher, along with a recommendation from the current math teacher.

The Physics Honors course is offered to junior and senior students and is recommended for students who contemplate a major in which undergraduate physics will be required. Physics Honors is a year-long. algebra-based study of the physical laws of nature and does so in ways that demand significantly greater student independence, increased quantity and complexity of quantitative work, superior reading comprehension skills, and greater ability to cope with and make sense of complexity, ambiguity, abstraction, and theoretical work. Topics include work, energy, and momentum; wave theory, including mechanical waves and electromagnetic waves; geometric optics; and fluid mechanics. The student is expected to have a satisfactory mathematics background as demonstrated by successful completion of any level of Geometry or Algebra II.

3105 – CONCEPTUAL PHYSICS – COLLEGE PREP Grades 11 and 12
1 Credit

Prerequisite – Successful completion of Geometry

Conceptual Physics course is offered to junior and senior students and is recommended for students who contemplate a major in which undergraduate physics may be required and who wish to acquire a basic understanding of the physical laws of nature. The course stimulates higher-level thinking by capitalizing on the student's personal experience with nature. A variety of instructional strategies is employed, but the focus is on engaging the student with demonstrations and hands-on activities that challenge her to relate her personal experiences to phenomena that are either new or, quite often, counterintuitive. The student reads, writes, and talks about physics. She engages in a variety of independent and collaborative laboratory activities designed to explore, develop, and apply concepts. The three-step cycle emphasizes the understanding of concepts as a precursor to more traditional problem-solving. First semester topics include kinematics (the study of motion) and dynamics (the study of forces). Second semester topics include work, energy, momentum, and wave theory.

Course 3123– ENVIRONMENTAL SCIENCE – COLLEGE PREP Grades 10, 11 and 12
.5 Credit

Prerequisite: Successful completion of College Prep Biology or recommendation of instructor.

This course will introduce students to the foundations of environmental science, beginning with an introduction of Climate Change and its associated detriments to the earth and the atmosphere. The course will cover how humans and life on earth is dependent on Ecosystem Services, and how they are derived from Natural Resources such as, Forestry, Soil, Water and Wildlife. The course will also cover current issue environmental concerns such as endangered species conservation, sea level rise, ocean acidification and pollution. Throughout the course, the students will learn how specific and general policy plays a role in these topics and their potential solutions. The end of the course will cover the three tiers of sustainability and

challenge students to think critically about what defines an object or an entity as being, "Environmentally Sound, Economically Viable and Socially Just." Solutions to environmental issues will be discussed, as well as how the students as citizens of the global ecosystem, can help to make a positive, environmental impact in the future. Special student-chosen topics will also be covered toward the end of the course.

Writing Requirements: Students will be required to write two research essays throughout the course, in which they will learn how to properly format a scientific paper. Students will also be instructed on how to utilize the correct Scientific Journal Citation format.

Presentation Requirement: Students will be given a real environmental problem for which they must research both determinants and potential solutions. Students are also encouraged to come up with their own solutions to the environmental issues as well. Their research will culminate in a presentation given to the class. The students will be instructed and coached on how to effectively communicate science verbally and develop their skills as professional public speakers.

3122 –ENVIRONMENTAL SCIENCE – HONORS Grades 10, 11 and 12
.5 Credit

Prerequisite - Successful completion of Biology with a B+ or higher and recommendation of an instructor.

Honors Environmental Science covers the same material as College Prep Environmental Science but does so in ways that demand significantly greater student independence, increased quantity and complexity of quantitative work, superior reading comprehension skills, and greater ability to cope with and make sense of complexity, ambiguity, abstraction, and theoretical work.

3124 – AP ENVIRONMENTAL SCIENCE Grades 10, 11, and 12
1 Credit

Prerequisite - Successful completion of Honors Biology and Algebra 1 with a B+ or higher and a teacher recommendation.

In AP Environmental Science, you will learn more than just about climate change in general and how to keep our home healthy for years to come. You will explore how multifaceted our environment is with the study of ecosystems, biodiversity, populations, earth's systems and resources, atmospheric pollution, and more. As a student, you will develop and cultivate skills such as analyzing data, explain environmental concepts, applying quantitative methods in problem solving, etc. To be a Mercy Girl is to care about her home in Rhode Island but to also care about others' around the world.

Writing Requirements: Students will be required to write research essays throughout the course, in which they will learn how to properly format a scientific paper. Students will also be instructed on how to utilize the correct Scientific Journal Citation format.

Presentation Requirement: Students will be given a real environmental problem for which they must research both determinants and potential solutions. Students are also encouraged to come up with their own solutions to the environmental issues as well. Their research will culminate in a presentation given to the class. The students will be instructed and coached on how to effectively communicate science verbally and develop their skills as professional public speakers

Additional Requirements

- **This AP class requires summer prework.**
- **AP Environmental Science will meet until 3:30 p.m. every time the class meets the last period.**

3106 – HUMAN ANATOMY & PHYSIOLOGY – COLLEGE PREP Grades 11 & 12
1 Credit

Prerequisite - Successful completion of college prep Biology

The Anatomy and Physiology course is offered to junior and senior students as an elective. The course curriculum provides a review of the chemistry of life followed by an in-depth study of body tissues and the major organs systems. In the laboratory, students will be introduced to molecular biology techniques used in the medical and research fields to diagnose disease such as PCR and DNA fingerprinting. Students will also delve into microscopic examination of body tissues to enhance the study of the molecular make-up of the cells composing the human body. Macroscopic anatomical features will be studied via virtual dissection of human cadavers via the life-size Anatomage dissection table and traditional fetal pig dissection. To reinforce the concepts addressed in class and enhance the medical application of the course content, students will be presented with a number of medical case studies throughout the year. They will work in groups utilizing the laboratory equipment described above to explore, research, and solve the medical issue outlined in each case.

These hands-on and problem-solving activities are designed to add depth to the concepts discussed in lecture and class discussion concerning the physiology of the cell, body tissues and organs as well as enhance the student's understanding of the human body plan. Through this approach, the Anatomy & Physiology student will appreciate the hierarchy in which a multicellular organism is assembled. They will follow and study the emergent properties at each level of this hierarchy from the atom to the molecule, molecule to cell, cell to tissue, tissue to organ and organ to organ system.

3107 – HUMAN ANATOMY & PHYSIOLOGY - HONORS Grades 10, 11 and 12
1 Credit

Prerequisite: Successful Completion (A- or higher) of Honors Biology or semester grade of A- or higher in Honors Molecular Biology and a teacher recommendation.

The Human Anatomy & Physiology Honors course is offered to junior and senior students with a deep understanding of cellular biology and biochemistry. Human Anatomy Honors covers the same material as college prep Human Anatomy & Physiology but does so in ways that demand significantly greater student independence, increased quantity and complexity of quantitative

work, superior reading comprehension skills, and greater ability to cope with and make sense of complexity, ambiguity, abstraction, and theoretical work.

3103 – AP BIOLOGY **Grades 11 and 12**
1 Credit

Prerequisite – Successful completion of Honors Biology or Honors Molecular Biology with a semester or final grade of B+ or higher or a semester or final grade of A in Biology College Prep and teacher recommendation. Students who enter the Upper School with a strong math and science background may take a placement test to determine whether they are ready to take AP Biology instead of Honors Biology.

AP Biology is a rigorous, college-level course offered as an elective to junior and senior students with a strong background in biology and chemistry. Because of the rigor and depth of this course, it is strongly recommended that a student complete both biology and chemistry at the honors level prior to enrolling in this course. The AP Biology course curriculum is organized into eight units by the College Board with the following biological themes: Chemistry of Life, Cell Structure & Function, Cellular Energetics, Cell Communication & Cell Cycle, Heredity, Gene Expression & Regulation, Natural Selection, & Ecology. Laboratory work illustrates and reinforces principles presented in lecture and in the text. The AP Biology student is expected to properly prepare for each lab so she can execute each experiment in an independent manner. Students are also expected to describe, organize, interpret, and analyze experimental outcomes in a detailed lab report upon the completion of each lab experience. In order to cover the content and obtain the laboratory skills set by the College Board, AP students are expected to attend after school sessions approximately twice a month*. Acceptance will be based on performance in previous science courses. The successful completion of honors level biology and chemistry is strongly recommended. All students are required to take the AP Exam in May.

Additional Requirements

- **This AP class requires summer prework.**
- **AP Biology will meet until 3:30 p.m. every time the class meets the last period.**

3104 – AP CHEMISTRY **Grades 11 and 12**
1 Credit

Prerequisite – Successful completion of Honors Chemistry with a semester grade of B+ or higher and a teacher recommendation.

The Advanced Placement Chemistry Course is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy. This course is designed to prepare students to succeed on the AP Chemistry Exam offered by the College Board. Students enrolled in this course should have a strong background in mathematics and chemistry. Laboratory work includes experiments which demonstrate the principles of equilibrium, qualitative analysis, rates of reactions, electrolysis, voltaic cells, thermodynamics, oxidation-reduction, and acid-base titrations.

Additional Requirements

- **This AP class requires summer prework.**

- **AP Chemistry will meet until 3:30 p.m. every time the class meets the last period.**

3108 – AP PHYSICS 1 **Grades 11 and 12**
1 Credit

Prerequisite – Successful completion (B+ or higher) of Honors Geometry and Honors Algebra II, and teacher recommendation

The AP Physics 1 course is an initial course in physics offered to junior and senior students as an elective, and is recommended for students who contemplate majoring in the science, technology, engineering, or healthcare fields. It is the equivalent of a first-semester college course in algebra-based physics, but is taught over a full academic year to enable students to develop a deep understanding of the content and to focus on acquiring and applying their knowledge through inquiry labs. The course covers Newtonian mechanics; work, energy, and power; and mechanical waves and sound. The course also introduces electrical circuits.

Additional Requirements
- **This AP class requires summer prework.**
- **AP Physics will meet until 3:30 p.m. every time the class meets the last period.**

3114 – AP PHYSICS 2 **Grade 12**
1 Credit
Prerequisite – Successful completion (B+or higher) of AP Physics 1 or Honors Physics, and teacher recommendation

The AP Physics 2 course is offered as an elective and is recommended for students who contemplate majoring in the science, technology, engineering, or healthcare fields. It is the equivalent of a second-semester college course in algebra-based physics, but is taught over a full academic year to enable students to develop deep understanding of the content and to focus on acquiring and applying their knowledge through inquiry labs. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. The successful student must have a strong physics background as demonstrated by successful completion of AP Physics 1 or Honors Physics.

Additional Requirements
- **AP Physics will meet until 3:30 p.m. every time the class meets the last period.**
- **This course requires summer prework.**

3120 – AP Physics C: Mechanics **Grade 12**
1 Credit

Prerequisite – Successful completion of AP Physics-1 or Honors Physics; concurrent enrollment in either AP Calculus or Honors Calculus

AP Physics C: Mechanics is a second-year physics course offered to students as an elective. It is equivalent to a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in a physical science or engineering field. The course explores six content areas: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and

gravitation. Presented over a full academic year, the course engages students with a combination of lectures, recitations, and labs. Introductory differential and integral calculus are used throughout the course. All students are required to take the AP Physics C: Mechanics exam administered by the College Board in May.

Additional Requirements

- **AP Physics will meet until 3:30 p.m. every time the class meets the last period.**
- **This course requires summer prework.**

HISTORY/SOCIAL SCIENCES DEPARTMENT

"Make a career of humanity. Commit yourself to the noble struggle for equal rights. You will make a greater person of yourself, a greater nation of your country, and a finer world to live in."

Martin Luther King, Jr.

The History/Social Sciences Department believes that promoting an understanding of historical events, and the context in which they occurred, combined with an understanding of the human condition, enables students to approach present day challenges with an informed mind. Thus, through the study of the discipline, supplemented and strengthened by the application of the latest technology, the department seeks to instill in students a determination to become an influential participant in the global community.

GOALS

Upon completion of the History and Social Sciences Program, the student will be able to:

- think critically, communicate effectively, and solve problems;
- demonstrate analytical skills through the process of examining and researching primary and secondary sources;
- write clearly and effectively within the framework of the curriculum;
- enhance research through the use and application of technology;
- understand the connection between the basic knowledge of historical events and their impact on the contemporary world;

- comprehend the environmental, political, legal, social, and economic factors which shape our world;
- exhibit moral and ethical decision making;
- develop skills which reflect an appreciation of human dignity;
- develop an appreciation for the challenges facing the global community in the 21st century.

5900 – MODERN WORLD HISTORY – HONORS **Grade 9**
1 Credit

Modern World History is a required history course for all freshmen at Bay View. Modern World History Honors covers the same material as Modern World History- College Prep but does so in ways that demand significantly greater student independence, increased quantity and text complexity, superior reading comprehension and writing skills, and greater ability to cope with and make sense of complexity, ambiguity, abstraction, and theoretical work.

5901 – MODERN WORLD HISTORY – COLLEGE PREP **Grade 9**
1 Credit

This course examines world events from the end of the nineteenth century to the present. It explores the impact of the democratic and industrial revolutions, and the events that led to world domination by European powers and the wars that resulted. The course will also examine the ideas that led to independence movements of the mid-twentieth century and the effects of global interdependence.

5006 – UNITED STATES HISTORY I – HONORS **Grade 10**
1 Credit

United States History 1 is a required history course for all sophomores at Bay View. United States History 1 Honors covers the same material as United States History- College Prep but does so in ways that demand significantly greater student independence, increased quantity and text complexity, superior reading comprehension and writing skills, and greater ability to cope with and make sense of complexity, ambiguity, abstraction, and theoretical work.

5007 – UNITED STATES HISTORY I – COLLEGE PREP **Grade 10**
1 Credit

This course examines the major themes in United States History from Pre-Columbian times through the Antebellum Era. Students will gain an understanding of the political, economic, social, and cultural developments that shaped this time period. The course will conclude with an investigation of modern U.S. History in grade 11. Please note: the successful completion of the honors level United States History course will prepare students for either honors-level United States History II or Advanced Placement United States History.

Prerequisite – Successful completion of Modern World History

5100 – AP UNITED STATES HISTORY **Grade 11**
1 Credit

Prerequisite – Successful completion of Modern World History/United States History I

Prerequisite – 3.75 cumulative GPA and teacher recommendation

Advanced Placement level classes place on the students demands that are equivalent to those of an introductory college course. Students will be required to complete a summer reading program at the conclusion of sophomore year. Emphasis will be placed on analyzing primary sources and developing effective college level writing skills. All students are required to take the Advanced Placement Examination in May.

5126 – UNITED STATES HISTORY II – HONORS Grade 11
1 Credit

5127 – UNITED STATES HISTORY II– COLLEGE PREP Grade 11
1 Credit

Prerequisite – Successful completion of Modern World History/United States History

This course will continue the exploration of United States History by focusing on the Civil War Era, the Gilded Age, the Progressive Era, the World Wars, the Great Depression, the Cold War and the post-Cold War Era. We will examine primary sources and further develop research and writing skills.

5202 – AP EUROPEAN HISTORY Grade 10, 11, and 12
1 Credit

Prerequisite – 3.75 cumulative GPA and teacher recommendation

Advanced Placement European History is a college approach to the study of the history of Europe from the Renaissance to the present. Students will utilize the pertinent historiography which will enable them to trace the political, economic, intellectual, social, and cultural events that impacted this history. This is a full-year elective and all students are required to take the Advanced Placement Examination in May.

5207 – AP UNITED STATES GOVERNMENT & POLITICS Grade 12
1 Credit

Prerequisite – 3.75 cumulative GPA

The Advanced Placement course in United States Government and Politics is designed to provide students with a critical perspective on the topic through the study of general concepts about the American system of government, as well as the examination of various institutions, groups, beliefs, and ideas that affect the nation's political affairs. The year-long course also analyzes the influence of political parties, the role of political action committees, the efforts of special interest groups in shaping public policy, the relationship of the three branches of government to one another, and the role of the government in protecting civil rights and individual liberties. All students are required to take the Advanced Placement Examination in May.

5104 – POLITICAL SCIENCE – HONORS **Grades 10, 11, and 12**
.5 Credit

Political Science is an elective history course for students at Bay View. Political Science - Honors covers the same material as Modern Political Science- Level 1 but does so in ways that demand significantly greater student independence, increased quantity and text complexity, superior reading comprehension and writing skills, and greater ability to cope with and make sense of complexity, ambiguity, abstraction, and theoretical work.

5105 – POLITICAL SCIENCE – COLLEGE PREP **Grades 10, 11, and 12**
.5 Credit

This elective examines the American political system, the role of the federal government, the competing philosophies of liberalism and conservatism, and the electoral process. Students also analyze both domestic and international issues of the day.

5130 - GLOBAL RESISTANCE – REVOLT FOR - HONORS **Grades 10, 11, and 12**
EQUITY AND FREEDOM
.5 Credit

This semester-long class examines how individuals and groups of people have resisted global oppression and colonization. It explores strategies, movements, uprisings, and resistance aimed at ensuring self-governance, justice, and voice. Students will identify what strategies, structures, and practices unite these efforts across political structures and cultural differences so that they can connect these global and historical battles to the ones occurring today in America and worldwide.

5112 – WOMEN IN AMERICAN HISTORY – HONORS **Grades 10, 11, and 12**
AND POPULAR CULTURE
.5 Credit

5113 – WOMEN IN AMERICAN HISTORY – COLLEGE PREP **Grades 10, 11, & 12**
AND POPULAR CULTURE
.5 Credit

This course offers a view of issues that have affected American women throughout the nineteenth and twentieth centuries. Emphasis will be placed on both historical trends and individual women such as Elizabeth Cady Stanton, Eleanor Roosevelt, and Ruth Bader Ginsberg. Students will research issues by examining primary and secondary sources and conducting an interview with a female family member.

5200 – AP PSYCHOLOGY **Grades 11 and 12**
1 Credit

Prerequisite – 3.75 cumulative GPA

Advanced Placement programs are a joint educational endeavor of the College Board and St. Mary Academy - Bay View. The Advanced Placement psychology course will have a learning environment equivalent to an introductory college level class. The course curriculum requires a basic text which is to be read independently, along with supplementary reading materials which

will be assigned throughout the year. All students are required to take the Advanced Placement Examination in May. **Basic course content is described in Psychology College Prep.**

5203 – PSYCHOLOGY – HONORS **Grades 11 and 12**
1 Credit

This course, like any honors course at St. Mary Academy – Bay View, challenges students to pursue course material from a broader perspective and in greater depth. It utilizes seminars and enforces critical and creative thinking in the classroom. Independent work and inherent student motivation are required for success in this psychology course. **Basic course content is described in Psychology College Prep.**

5201 – PSYCHOLOGY – COLLEGE PREP **Grades 11 and 12**
1 Credit

This course is designed to inform students of the methodology used by psychologists in an attempt to understand behavior and mental processes. Topics include: Biological Basis of Behavior, Sensation and Perception, States of Consciousness, Learning and Memory, Cognition and Language, Intelligence, Motivation and Emotion, Life-Span Development, Personality, Psychological Disorders, Therapies, and Social Psychology. Application of psychology principles will be implemented through the use of semester projects and presentations. Emphasis is placed on basic principles of psychology that can be applied to everyday life.

WORLD LANGUAGES DEPARTMENT

"Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us."

Sandra J. Savignon
(*Communicative Competence: Theory and Classroom Practice: Texts and Contexts in Second Language Learning, 1983*)

The World Languages Department at St. Mary Academy - Bay View promotes understanding of peoples and cultures. We endeavor to prepare young women for the challenges and

opportunities of the global community of the twenty-first century. Through a variety of offerings and technology-based activities and lessons, young women develop interdisciplinary skills which will enhance their ability to succeed in a complex socio-economic world. We also affirm that, in her success, the Bay View alumna shall be ever mindful of those in need, whether in her immediate community and country, or internationally. We value the potential of our students to become life-long learners; therefore, we endeavor to foster this integral aspect of these competent young women with the hope that they will participate in creating "… a more just, verdant, and peaceful world." (MacArthur Foundation).

GOALS

Upon completion of the World Languages Program, the student will be able to:

- understand the concept and nature of language;
- communicate competently through the English language;
- communicate competently through at least one other global language and demonstrate knowledge and understanding of its culture;
- access broader personal and professional opportunities as a result of knowing a second language;
- understand what digital citizenship entails, and employ current and future technologies effectively and responsibly, treating fellow technology users with respect and dignity.

The student will recognize and understand the diversity among peoples and cultures. This understanding will enhance her appreciation of and participation in the global community. Hence, she will enjoy the rewards of being an informed and cultured person throughout her life.

Fluent speakers of a world language and students new to Bay View who have prior language exposure will be given a placement test to assess reading and writing ability in addition to speaking skills to ensure proper placement.

6800 – SPANISH 1 **Grades 9, 10, 11 and 12**
1 Credit

Spanish 1 is designed to enable the student to understand oral and written communication relating to daily situations regarding topics such as weather, family, travel, and school. The student will also be able to interact in the language in basic situations, such as obtaining information and completing transactions. The initial skills of speaking and listening will be emphasized during the primary stages in order to facilitate the acquisition of proper pronunciation and intonation. Reading and writing will be integrated in order to achieve world language competencies. Cultural understanding and insight will be achieved through presentations, reports, videos, guest speakers and the use of 21st century technology. Spanish will be used throughout the class when appropriate.

6902 – SPANISH 2 – HONORS **Grades 9, 10, 11 and 12**
1 Credit

6903 – SPANISH 2 – COLLEGE PREP **Grades 9, 10, 11 and 12**
1 Credit

Prerequisite – Successful completion of Spanish 1 and teacher recommendation

Oral and written communication will be broadened to include comprehension and discussion of short literary readings and dialogues. Students will present brief prepared reports on familiar topics. Review and examination of Spanish grammar will continue, creating a better understanding of Spanish as well as a better understanding of English grammar. Cultural appreciation will be advanced through presentations and discussions of current events accessed through a variety of ways including the Internet and 21st century technology. Spanish will be used throughout the class when appropriate.

6016 – SPANISH 3– HONORS **Grades 10, 11 and 12**
1 Credit

6017 – SPANISH 3 – COLLEGE PREP **Grades 10, 11 and 12**
1 Credit

Prerequisite – Successful completion of Spanish 2 and teacher recommendation

The refinement of grammar study will continue with the examination of complex structures such as the subjunctive and compound tenses. Pronunciation and intonation will be refined through modeling and continued use of professionally prepared language recordings. Students will present information via reports and projects on topics with which they are "unfamiliar" and which may reflect cultural similarities and differences of the host cultures of Spanish speaking countries. Students will work with bulletins, announcements, official notices, and cultural materials presented in Spanish. Discussion of literary pieces and dialogues, including poetry, will become standard activities. Students will also produce original essays, short stories and poetry in Spanish. The internet and modern technology will also play an integral role in this course. Spanish will be used throughout the class when appropriate.

6102 – SPANISH 4 – HONORS **Grades 11 and 12**
1 Credit

Prerequisite – Successful completion of Spanish 3 and teacher recommendation

Listening and speaking proficiencies will continue to be developed, reinforced and refined, but special emphasis will be placed on reading and writing in order to reach an analytical level of world language comprehension and expression. Selected readings, literary excerpts and abridged literary classics will be used as a basis for discussion and writing. Students will also become familiar with noted authors and prominent themes of Spanish and Latin American literature. Grammar review will be constant and achieved through literary selections. The class will be conducted in Spanish.

6103 – SPANISH 4 – COLLEGE PREP **Grades 11 and 12**
1 Credit

Prerequisite – Successful completion of Spanish 3 and teacher recommendation

Listening and speaking proficiencies will continue to be reinforced and refined, but special emphasis will be placed on reading and writing in order to reach an analytical level of world language comprehension and expression. Students will also become familiar with noted authors and predominant themes of Spanish and Hispanic literature. Grammar review will be achieved via literature. The Internet will also serve as a vital tool. The class will be conducted in Spanish.

6200 – SPANISH 5 – HONORS **Grade 12**
1 Credit

Prerequisite – Successful completion of Spanish 4 and teacher recommendation

Spanish 5 will achieve a refined synthesis of the skills acquired in previous years of language study. Students will be able to express themselves in creative discussion and analysis on a variety of topics, including politics, religion, history, literature, and art. These discussions will take on a universal dimension. The class will be conducted in Spanish.

6104 – AP SPANISH LANGUAGE AND CULTURE **Grade 12**
1 Credit

Prerequisite – Successful completion of Spanish 4 and teacher recommendation

Students will follow the guidelines and requirements established by The College Board Advanced Placement Language program. All participants in the program must take the Advanced Placement Exam in the spring.

6802 – ITALIAN 1 **Grades 9, 10, 11 and 12**
1 Credit

Italian 1 is designed to enable the student to understand oral and written communication relating to daily situations regarding topics, such as weather, family, travel, and school. The student will also be able to interact in the language in basic situations such as obtaining information and completing transactions. The initial skills of speaking and listening will be emphasized during the primary stages in order to teach proper pronunciation and intonation. Reading and writing will be integrated in order to achieve world language competencies. Cultural understanding and insight will be achieved through presentations, reports, videos, guest speakers and 21st century technology. Italian will be used throughout the class when appropriate.

6906 – ITALIAN 2 – HONORS **Grades 9, 10, 11 and 12**
1 Credit

6907 – ITALIAN 2 – COLLEGE PREP **Grades 9, 10, 11 and 12**
1 Credit

Prerequisite – Successful completion of Italian 1 and teacher recommendation

Oral and written communication will be broadened to include comprehension and discussion of short literary readings and dialogues. Students will present brief prepared reports on familiar topics. Review and examination of Italian grammar will continue, creating a better understanding of Italian as well as a better understanding of English grammar. Cultural appreciation will be advanced through presentations and discussions of current events accessed through a variety of ways including the Internet and 21st century technology. Italian will be used throughout the class when appropriate.

6007 – ITALIAN 3 – HONORS **Grades 10, 11 and 12**
1 Credit

6008 – ITALIAN 3 – COLLEGE PREP **Grades 10, 11 and 12**
1 Credit

Prerequisite – Successful completion of Italian 2 and teacher recommendation

The refinement of grammar study will continue with the examination of complex structures such as the subjunctive and compound tenses. Pronunciation and intonation will be refined through modeling and continued use of professionally prepared language recordings. Students will present information via reports and projects relating to Italian heritage and culture. Students will work with bulletins, announcements, and official projects relating to Italian heritage and culture. Students will work with bulletins, announcements, official notices and cultural materials presented in Italian. Discussion of literary pieces and dialogues, including poetry, will become standard activities. Students will also produce original essays, short stories, and poetry in Italian. The internet and modern technology will also play an integral role in this course. Italian will be used throughout the class when appropriate.

6105 – ITALIAN 4 - HONORS **Grades 11 and 12**
1 Credit

6106 – ITALIAN 4 - COLLEGE PREP **Grades 11 and 12**
1 Credit

Prerequisite – Successful completion of Italian 3 and teacher recommendation

Listening and speaking proficiencies will continue to be reinforced and refined, but special emphasis will be placed on reading and writing in order to reach an analytical level of world language comprehension and expression. Students will also become familiar with noted authors and predominant themes of Italian literature. Modern technology will serve as a resource in this class. Grammar review will be achieved via literature. The class will be conducted in Italian.

6125 - ITALIAN 5 - HONORS **Grades 11 and 12**

Prerequisite – Successful completion of Italian 4 and teacher recommendation

This is an advanced-level course designed to strengthen and polish a student's listening, oral, reading, and writing skills. This course will place great emphasis on the development of oral and speaking proficiencies. Classroom communication will be conducted entirely in Italian. Students will be presented with real-life situations which will require them to produce original responses in Italian. Students will continue to build their ability to make literary analysis of short stories, literary classics, and poems. Grammar review will be presented contextually. The study of the people, culture, and history in the Italian-speaking world will also be a critical component of this course. The course will use films, songs, digital media, television programming, and radio broadcasts to learn about popular culture and pressing issues pertinent to Italy and the contributions of the Italians and the Italian Culture throughout the world and history.

6203 – AP ITALIAN LANGUAGE AND CULTURE **Grade 12**
1 Credit

Prerequisite – Successful completion of Italian 4 and teacher recommendation

Students will follow the guidelines and requirements established by The College Board Advanced Placement Language program. All participants in the program must take the Advanced Placement Exam in the spring.

Students are also participants in a cultural exchange program which occurs in February of each year. A two week reciprocal stay with a family is undertaken. Students attend school while in Italy, and enjoy field trips to cultural highlights.

Additional Requirement

AP Italian will meet until 3:30 p.m. every time the class meets last period.

6803– FRENCH 1 Grades 9, 10, 11 and 12
1 Credit

French 1 is designed as an introduction to the French language and cultures of the diverse Francophone world through the 5 Cs: Communication, Cultures, Connections, Comparisons and Communities. It is a course designed to enable students to understand oral and written communication in French relating to daily situations regarding topics such as weather, family, travel, hobbies, food and school. The fundamentals of French pronunciation, grammar, and culture are presented through a balanced development of all four skills: listening, speaking, reading, and writing. The initial skills of speaking and listening will be emphasized during the primary stages in order to teach proper intonation and pronunciation. Reading and writing will then be integrated in order to achieve competency in French according to this level. This course will provide a variety of pair and group work activities in which students will use French in a wide range of settings and contexts, and will offer culture-related activities and questions that will develop students' insight and encourage them to develop observational and analytical skills.

6901 French 2 COLLEGE PREP Grades 9, 10, 11, and 12
1 Credit

French 2 invites students to express themselves more robustly as they continue learning about French and Francophone cultures. In expanding knowledge of key vocabulary topics, grammar concepts, and cultural enrichment, students broaden comprehension and communication skills in listening, speaking, reading, and writing. Each unit presents engaging topics related to daily routines, interests, activities, destinations, travel, professions, history, literature, music, art, and contemporary concerns. Interactive activities, creative projects, and presentations allow students to practice skills ranging from effective daily communication to analyzing and comparing cultural practices and perspectives of the diverse French-speaking areas of the world.

6900 French 2 - Honors Grades 9, 10, 11, and 12
1 Credit

French 2 Honors covers the same material as French 2 but demands significantly greater student engagement, effort, and production.

6019 French 3 – COLLEGE PREP Grades 10, 11, and 12
1 Credit

Welcome to French 3, an immersive and exciting course designed to elevate French skills to new heights! Students dive deeper into French language and Francophone cultures by engaging in authentic texts, reflective writing, and dynamic discussion. Through exploration of more advanced language structures and complex topics —from cultural comparisons to historical and

social contexts— students develop skills to express opinions, make connections, and engage in critical thinking. Using the three modes of communication —interpersonal, interpretive, and presentational— students strengthen proficiency, grammatical awareness, and pronunciation. In exploring online sources, literature, stories, art, music, film, news, and more, students experience the language as it is truly spoken and written. Class activities include lively discussions, performance-based tasks, and interactive projects. By the end of the course, students will be able to communicate more effectively in French and have a deeper understanding of diverse global cultures and perspectives.

6000 French 3 – Honors **Grades 10, 11, and 12**
1 Credit

French 3 Honors covers the same material as French 3 but demands significantly greater student engagement, effort, and production.

FINE ARTS DEPARTMENT
VISUAL ARTS

The Visual Art Department focuses on the development of the students' creative thinking skills and problem solving abilities. With the application of the design process, students learn to communicate their creative ideas through strong visual statements. The art program provides the opportunity for students to develop independent thinking skills as well as an understanding of the role of art and design in society.

GOALS

Upon completion of the visual arts program, the student will be able to:

- express herself with the acquired discipline and technical skills necessary to communicate effectively through visual form;
- appreciate her own creativity and the diversity of artistic styles and techniques;
- develop creative solutions to design problems;
- articulate an understanding of the influence of art on society in a historical and contemporary context;
- analyze the effective use of elements and principles of design.

- apply the design process to problem solutions

Our signature Upper School Visual Art and Design Program consists of four year-long courses designed to develop a student's creative problem-solving skills and culminates in senior year with the opportunity to create a portfolio demonstrating independent creative thinking skills. All students are invited to take these courses as well as students interested in a creative career (no talent required).

The following is the course sequence for the four-year Visual Art and Design Program:

Foundations of Art and Design

Creative Process I Design Thinking

Creative Process II Art and Innovation

Applications of Art and Design

In addition to the Visual Art and Design Program students may also choose from a variety of semester Art courses.

Students who have an interest in art, but not necessarily as a career, may also take the schedule of courses listed above. An art portfolio can demonstrate creative thinking abilities and be used in any college admission package.

7899 – FOUNDATIONS OF ART I – COLLEGE PREP Grades 9, 10, 11, & 12
1 Credit

This course introduces the student to artistic concepts that provide the foundation for an exploration of the visual arts. Emphasis is placed on the elements and principles of design while exploring a variety of methods and materials. Students will develop skills in drawing, painting, sculpture, and digital art techniques. This is an introductory level course for any student who has an interest in art and design. No previous art experience is necessary.

7017 – THE CREATIVE PROCESS I– HONORS Grades 10, 11, and 12
1 Credit

Prerequisite – Successful completion of Foundations of Art and Design or Visual Arts department chair portfolio evaluation

In this course students will apply the steps of the creative process to design challenges, and strengthen their technical skills through experimentation with methods and materials. They will be introduced to new techniques in drawing, painting, sculpture, and digital art. Students will participate in peer reviews and learn how to recognize strengths and weaknesses in a design. Students will continue to improve their technical skills to create strong work that represents individual ideas and creative problem solving.

7018 – THE CREATIVE PROCESS II – HONORS Grades 11 and 12
1 Credit

Prerequisite – Successful completion of The Creative Process Design Thinking or Visual Arts department chair portfolio evaluation

The first two courses in the Visual Arts Program have given the student a solid foundation to build on. This course will offer them the opportunity to further develop their creative thinking skills. There is an emphasis on studying the human figure and how the figure can be incorporated into design projects to express ideas. Students will learn the basics, such as proportion and shapes, then use the figure to create work that is well designed and expresses their ideas visually. Students will also examine the work of contemporary artists and see how art and design can influence our society and the global community. They will also begin to make decisions about what is needed to make their body of work more comprehensive for a portfolio.

7019 – APPLICATIONS OF ART AND DESIGN - HONORS Grade 12
1 Credit

Prerequisite – Successful completion of The Creative Process Art and Innovation or Visual Arts department chair portfolio evaluation

The focus of this course is on the development of students' independent thinking and creative problem solving skills. Students will apply their knowledge of Art and Design to create innovative solutions to creative challenges. They will have greater freedom to explore avenues of individual interest in depth. The Photography Studio will be used to photograph work for a digital portfolio. Students will learn how their creative skills can be applied to a range of career interests. Demonstrating their ability to be a creator could be an asset for college admission. Generating new ideas is considered the highest form of learning. Completing this course gives students the option of submitting a portfolio as supplementary material in their college application; however, they are not required to submit a portfolio to colleges. The emphasis is on developing their own ideas and using the techniques they've learned over four years to effectively communicate visually.

7204 – AP DRAWING PORTFOLIO Grade 12
1 Credit

Prerequisite: Successful completion of The Creative Process Art and Innovation or Visual Arts department chair portfolio evaluation

This course is designed for the committed, advanced art student who would like the challenge of pursuing college-level coursework in art and design. The drawing portfolio consists of work that exhibits a mastery of technical skills and demonstrates a vigorous exploration of visual ideas where an understanding of the critical characteristics of creative thinking is evident. Students must also exhibit mastery in the application of the elements and principles of design. Their work should demonstrate informed decision making and problem solving skills while pursuing their own artistic interests. A variety of 2D techniques such as painting, printmaking, and mixed media that demonstrate drawing competence, may be included in the portfolio. Work that was completed in Advanced Art Studio can be included in portfolio requirements. Students must work independently outside of class as well as in class to complete the AP course requirements.

7002 – CERAMICS 1 – COLLEGE PREP Grades 10, 11, and 12
.5 Credit

This course allows the student to investigate the hand building process to create forms from both a conceptual and technical basis. Students develop an understanding and control of hand building and become familiar with glazing and surfacing materials.

7101 – CERAMICS 2 – HONORS
.5 Credit

Prerequisite – Successful completion of Ceramics 1 Grades 10, 11, and 12

In Ceramics 2 students continue working with the hand building techniques of pinch, coil, and slab begun in Ceramics 1. They will also be introduced to the wheel as a component of this course. More emphasis will be placed on learning various aspects of glazing and firing.

7201 – CERAMICS 3 – HONORS Grades 11 and 12
.5 Credit

Prerequisite – Successful completion of Ceramics 2

Ceramics 3 will concentrate on the aesthetic value of form in space, utilizing knowledge of hand built and wheel thrown forms and the synthesis of both methods.

7202– CERAMICS 4 – HONORS Grades 11 and 12
.5 Credit

Prerequisite – Successful completion of Ceramics 3

Ceramics 4 will be a continuation of the hand built and wheel work done in Ceramics 3. Projects will be assigned based on the individual needs and level of the student.

7021 – DIGITAL ART AND DESIGN I – COLLEGE PREP Grades 10, 11 and 12
.5 Credit

This course introduces the art student to the creative possibilities of digital media using the Macintosh platform. In today's world, knowledge of new visual media is necessary in many fields of study. In this course students will explore the artistic aspects of graphic design, digital photography, and digital media as a fine art tool, using a variety of programs. The focus will be on developing the technical and design skills necessary to create a strong visual statement.

7005 - DIGITAL ART & DESIGN II - HONORS Grades 11 and 12
.5 Credit

Prerequisite: Digital Art & Design 1

A continuation of the concepts and technical skills learned in Digital Art & Design 1. Content includes projects that will require technical as well as creative skills and more in-depth use of the Macintosh programs. Students will have the opportunity to practice analytical skills through critiques.

Digital Art and Design Courses fulfill Technology credit for graduation requirements.

7022 - DIGITAL PHOTOGRAPHY - COLLEGE PREP Grades 10, 11 and 12
.5 Credit

The focus of study in this course is on the basic concepts of design as applied to digital photography. Projects will require technical as well as creative skills to produce photographs that have artistic merit. Students will use their own 10+ megapixel digital SLR camera.
Programs on the Macbook platform will be used to produce and manipulate photographs. Critical analysis and the history of photography will be incorporated into the course.
Requirements: Minimum 10+ Megapixel digital SLR camera

PERFORMING ARTS

The Performing Arts program presents a curriculum that is composed of studies in theory and exercises in stage performance, technical theater, and in music. Through such a balanced curriculum, this department seeks to instill in its students a love for and an appreciation of the performing arts; an understanding of the complexity of theater production in all of its forms; and the ability to recognize the historical importance of performing arts in the development of culture. It is the desire of the department that its offerings will establish in the students a life-long love for theater and music.

GOALS

Upon completion of the Performing Arts program, the students will be able to:

- read and analyze a script on various levels and written in various styles;
- perform short scenes before an audience;
- communicate directions and solve problems in production, design, and direction;
- read three-part vocal harmonies in a variety of musical styles.

They will know and understand:

- the historical development of drama as a genre and theater as a cultural reality;
- the concepts of color, rhythm, and focus in theater design;
- the impact of correct lighting design on a scene;
- the musical content of musical history from the Baroque Period to modern day.

Finally, they will value and appreciate:

- the self-esteem and confidence that is nurtured by performance;
- the effectiveness of teamwork and collaboration toward a common goal;

- the aesthetic dimension reflected in music and drama.

CHAMBER CHORAL/THEATER - HONORS **Grades 9, 10, 11, and 12**
8920 (FALL) 8921 (SPRING)
.5 Credit

This course will be a combination of choral music and theater technique, providing the student with an exciting new way to experience the musical-theater world. Students will develop their technique through vocal exercises, articulation, phrasing, 2 -3 part harmony, voice for the stage projection, movement, improvisation, scene study and more. The student will learn the art of classical and musical theater skills, the end result – performance!

ORCHESTRA – HONORS **Grades 9, 10, 11, and 12**
8907 (FALL) 8922 (SPRING)
.5 Credit

Prerequisite –One year experience on an instrument

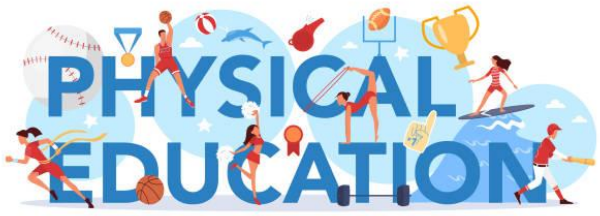
The Orchestra is a mixed-level ensemble that affords the student the opportunity to learn cooperation, responsibility, and self-discipline through musical expression. Students will review fundamental music theory and apply new skills to varied repertoire. Students who wish to participate in All-State Band and Orchestra are required to participate in this ensemble.

8909 INTRODUCTION TO PIANO KEYBOARD–COLLEGE PREP
.5 Credit **Grades 9, 10, 11, and 12**

This course is designed for students with no previous instrument experience who are interested in learning to play piano. Students will learn basic music theory concepts and apply them to performance repertoire. Students will engage in individual as well as ensemble performance. A strong emphasis will be placed on the development of finger technique and good practice habits.

It is recommended that students have a piano keyboard at home to practice skills outside of the classroom. The class is limited to 16 students.

Required materials: Level 1 Piano Lesson Book, notebook, and fold



PHYSICAL EDUCATION AND HEALTH DEPARTMENT

It is the desire of the Physical Education/Health Department to nurture in each student the self-esteem which develops from being in one's best physical, intellectual, social, emotional and spiritual condition and the understanding that personal choices exert a powerful influence on their total wellness. Students will demonstrate health literacy and a commitment to life-long wellness with the knowledge, techniques, and strategies provided for making healthy choices. We endeavor to provide opportunities for all students through an array of offerings with technology-based activities and lessons. We provide a program that challenges and promotes lifelong fitness through participation in various physical activities in which students reach beyond their personal range of normal physical abilities.

GOALS

Upon completion of the Physical Education/Health program, the student will be able to:

- center activities around ideals of leadership and sportsmanship as a source of overall development, not just physical development;
- challenge herself through recreational play;
- assume personal responsibility and create experiences of responsible behavior for her own wellness;
- obtain, interpret, and understand basic health information and services in ways that benefit her health, as well as the health of those around her.

She will know and understand:

- the physical, intellectual, social, emotional, and spiritual dimensions of wellness;
- the skills involved with being a critical thinker, responsible citizen, self-directed learner, and an effective communicator;
- the specific components of wellness including personal health, stress management, nutrition, fitness, avoidance of alcohol, tobacco and other drugs, wholesome family life, disease prevention, and safety;
- a variety of physical activities that strengthen and develop individual and team sport skills, sportsmanship, and teamwork.

Ultimately, she will value:

- the role of physical activity and healthy choices in maintaining her total well-being beyond graduation;
- self-improvement over competition;
- taking responsibility for her health and the health of those around her.

All students are required by Rhode Island state law to participate in a physical education program at school. Bay View requires that each student earn .25 credit in physical education and .25 credit in health education each year. All students must participate and successfully complete a physical education program unless a valid medical excuse from a physician is filed in writing with the Physical Education teacher and the school nurse.

0209/0210 – PHYSICAL EDUCATION **Grade 9, 10**
.25 Credit

The focus of this course is the development of a basic understanding of the rules and application of the skills required for participation in various team activities. Use of the fitness center for cardio-respiratory and strength training routines is introduced. This course is not factored into the computation of the student's grade point average.

0904 – HEALTH EDUCATION-PERSONAL HEALTH **Grades 9,10**
.25 Credit

This health course deals with strengthening personal health habits and the formation of values and attitudes towards health as a "way of life." Goal setting and decision-making skills are introduced. Students are also introduced to the concept of health literacy and the skills necessary for becoming health literate. This course is not factored into the computation of the student's grade point average.

0209/0210 – PHYSICAL EDUCATION **Grades 9,10**
.25 Credit

This course focuses on the continuation of skill development in team activities at the intermediate level. The understanding of the rules and regulations of each activity continues to be emphasized and applied along with activity strategies. Students continue to utilize the fitness center to improve cardio-respiratory and muscular fitness. This course is not factored into the student's grade point average.

0905 – HEALTH EDUCATION-HEALTHY BEHAVIOR **Grades 9, 10**
.25 Credit

This course informs students about issues concerning health enhancing behaviors along with reducing health risks; interpersonal communication skills; and developing healthy family and peer relationships. Students continue to develop health literacy skills. This course is not factored into the computation of the student's grade point average.

0208 – PHYSICAL EDUCATION **Grades 11, 12**
.25 Credit

This course emphasizes the further development of personal skill proficiency in team activities, recreational activities, and refinement of individual physical conditioning and strength toning programs. The rules, strategies, and skills of team activities, recreational activities and physical training are emphasized, along with organizational skills, cooperation and leadership qualities. This course is not factored into the computation of the student's grade point average.

0205 – FIRST AID/CPR/AED **Grades 11, 12**
.25 Credit

This course is a concentrated class of the American Red Cross First Aid/CPR/AED course to receive certification. It will teach students how to recognize and respond appropriately to cardiac, breathing, and first aid emergencies.

0211 – PHYSICAL EDUCATION **Grades 11, 12**
.25 Credit

This course focuses on a continuation of skill development in team activities and recreational activities as well as refining individual physical conditioning and strength training programs. Leadership and social skills associated with the activities offered will continue to be stressed as students assist classmates in developing proficiencies within the various activities. The importance of lifelong fitness through activity and recreational play is emphasized throughout

this program. This course is not factored into the computation of the student's grade point average.

0212– FOUNDATIONS OF SPORTS MANAGEMENT **Grades 10, 11, 12**
.5 Credit

This course is designed to give students an overview of sports management issues, trends, and career opportunities. The course will examine marketing, financial, ethical, and legal management principles and apply those principles to amateur, professional, and lifestyle sports settings.

SCHOOL-TO-CAREER PROGRAM

9248 – CAREER LAUNCH **Grade 10**
.25 Credit

The Career Launch program is required of all Sophomores. Students will use the online platform, Defined Careers, to explore and experience different careers. Defined Careers helps students discover their strengths and interests while making connections to real-world, post-graduate career opportunities. Students will begin the course by taking an assessment about their values, interests, and study preferences. They will then be given a personalized list of careers that they will explore and experience throughout the school year. This course is not factored into the computation of the student's grade point average.

9250 – SCHOOL-TO-CAREER INTERNSHIP **Grade 12**
.25 Credit

This internship is a career-oriented program required of all seniors. The purpose is to link the academic with the practical; to introduce students to the world of work; to add new dimensions to book learning; to provide young women with opportunities to know more about themselves; to challenge them to make decisions; to discover latent talent(s); to develop self-confidence; to arouse interest in emerging as well as existing careers; to become acquainted with women and men dedicated to their respective careers; and to become aware of resources available in their own community.

As undergraduates, students are exposed to the various careers open to women. There is no remuneration since this is not a work-study program. It is simply for the educational enrichment of the individual. The class schedule is so arranged that the seniors are free one day a week in order to report to their internship assignment. This requirement must be completed during the second semester of the student's senior year. At the completion of the internship, students will create short presentations to be shared with the school community. This course is not factored into the computation of the student's grade point average.

VIRTUAL HIGH SCHOOL (VHS)

Full Year - 1 credit
Semester - .5 credit

Prerequisites for taking any VHS course are as follows:

- Good academic standing at Bay View
- Demonstrated ability for independent study
- Approval of parent/guardian, guidance, and school administration
- VHS courses are treated with the same criteria as a course offered on campus

Virtual High School (VHS) is a non-profit global collaboration of partner schools that offers on-line courses that range from advanced academic disciplines to technical and specialized classes. All courses are approved by the NCAA and the College Board Advanced Placement Program. There are more than one hundred courses available for independent study, and they can be accessed at vhslearning.org. Successful completion of a VHS course will earn credit towards a Bay View diploma and will be recorded on the student's transcript.

A student taking a VHS class will register for the class on her own and make payment directly to VHS. A student taking a VHS course will be given an unassigned period in her school schedule as an accommodation. Any student enrolled in an AP course through VHS must sign an AP Student Agreement; must pay the AP exam fee to Bay View; must pay an additional AP fee of $75 (subject to change) to VHS; and must take the AP exam at Bay View in May. If a student would like to drop a VHS course after the add/drop period, it will be indicated on a student's transcript as W/F (withdrawal/failure).

Students must be aware that they are expected to meet all the requirements of the VHS instructor in order to be successful in this class. All policies regarding grading, make-up work, late assignments, etc., are established by VHS.