



Course Of Study  
2025-2026

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## Goals & Criteria

### **Goal I: Schools of the Sacred Heart commit themselves to educate to a personal and active faith in God.**

1. The school identifies itself to the wider community as a Catholic-independent-Sacred Heart School and embodies the mission of the Society of the Sacred Heart.
2. The school forms its student and adult members in attitudes of the heart of Jesus, such as gratitude, generosity, compassion and forgiveness.
3. The school community reflects an ethos of joy, hope and celebration and its programs assert that there is meaning and value in life.
4. The school community welcomes and respects persons of all faiths and educates to an understanding of the religions and spiritual traditions of the world.
5. School leadership prioritizes space and time for silence and contemplation for its members to deepen their interior life.
6. Members of the school community, open to the transforming power of the Spirit of God, engage in personal and communal prayer, discernment and reflection which inform their actions.
7. The school community, rooted in the love of Jesus Christ, nurtures the spiritual lives of its members through the exploration of one's relationship to God, to self, to others and to creation.

### **Goal II: Schools of the Sacred Heart commit themselves to educate to a deep respect for intellectual values.**

1. Sacred Heart educators and students engage in challenging experiences that inspire intellectual curiosity, a global mindset and a life-long love of learning.
2. Sacred Heart educators develop and implement a dynamic curriculum, effective instructional methodology, current educational research and ongoing evaluation.
3. Sacred Heart educators and students utilize a variety of teaching and learning strategies to support their growth and development.
4. The school curricular and co-curricular programs integrate innovation and collaboration, critical thinking and problem solving, the exploration of emerging technologies and critical evaluation of information.
5. The school utilizes space and the physical environment in alignment with best pedagogical practices.
6. The school cultivates aesthetic values and the creative use of the imagination.
7. Sacred Heart educators assume responsibility for their professional growth, supported by resources and a culture that promotes life-long learning.

### **Goal III: Schools of the Sacred Heart commit themselves to educate to a social awareness which impels to action.**

1. Sacred Heart educators prepare students to serve the common good in an interdependent world.
2. Sacred Heart educators immerse students in diverse global perspectives, developing competencies such as critical consciousness, language facility and cultural literacy.
3. The school, drawing from Catholic Social Teaching, educates students to analyze and work to eradicate social structures, practices, systems, and values that perpetuate racism and other injustices.
4. All members of the school community accept accountability for the care of God's creation, practice effective stewardship of the earth's resources and work to alleviate the climate crisis.
5. School programs promote informed active citizenship and civic responsibility on the local, national and global level.

6. The school community engages in direct service, advocacy, outreach and partnerships to work for justice, peace and the integrity of creation.
7. Sacred Heart educators work to develop in the students a life-long commitment to service.

**Goal IV: Schools of the Sacred Heart commit themselves to educate to the building of community as a Christian value.**

1. The school, affirming that all are created in the image and likeness of God, promotes the inherent dignity of the human person and strives for relationships characterized by inclusion and mutual respect.
2. The school implements an ongoing plan for educating all members of the community to the charism, mission and heritage of the Society of the Sacred Heart.
3. The school engages with the Network of Sacred Heart Schools in the United States and Canada and Sacred Heart schools around the world.
4. All members of the school community support a clean, healthy and safe environment.
5. Members of the school community practice and teach with a spirit of peace and reconciliation the principles of non-violence and conflict management.
6. School leadership demonstrates a conscious effort to recruit students and employ faculty and staff of diverse races, ethnicities and backgrounds.
7. School leadership allocates financial resources to support socio-economic diversity both in the admissions process and in the daily life of students.

**Goal V: Schools of the Sacred Heart commit themselves to educate to personal growth in an atmosphere of wise freedom.**

1. Student and adult members of the school community grow in courage and confidence as they discover new abilities, cultivate strengths, learn from mistakes, develop empathy and exercise resilience in meeting challenges.
2. All members of the school community take personal responsibility for health and balance in their lives supported by a school culture that promotes spiritual, intellectual, physical and social-emotional well-being.
3. Members of the school community model and teach respectful dialogue in support of clear, direct open communication.
4. All members of the school community endeavor to practice informed, ethical decision-making and accountability.
5. Student and adult members of the school community model, practice, and teach safe, ethical and responsible use of technology.
6. Sacred Heart educators cultivate in the students life skills, such as initiative, creativity and agility.
7. Sacred Heart schools recognize and educate to motivational, inspirational, and transformational leadership.

## Academic Program Overview

### Graduation Requirements

To be awarded a Stone Ridge diploma, a student must complete the required program of study as outlined below, earning a minimum of 25 units. Of those units, 22 are earned in academic subjects, two are earned through satisfactorily participating in Social Action according to the criteria of this program, and one is earned for Physical Education.

### Yearly Requirements

A student must earn six units per year: five-and-one-half academic units and one-half unit in Social Action. It is a student's responsibility to confirm that her schedule includes this mandatory minimum of six units.

### Minimum Program of Study

English	4 units
History and Social Studies	3 units
Mathematics	4 units
Physical Education	1 units
Science	3 units
Social Action	2 units
Theology	2 units
Visual and Performing Arts	2 units
World Languages	3 units
Electives	2 units

One unit is defined as a course of study which provides 120 clock hours of instructional time. One-half unit is a course of study which provides 60 clock hours of instructional time or, in the case of social action, experiential learning time.

Unless otherwise specified, all credits earned must be completed on-campus. In the case of transfer students or independent study credits, credits will be accepted only after approval has been granted through the US Administration

The preceding list constitutes a set of minimum requirements. The student's abilities and interests, as well as the admission requirements of colleges she is considering, guide her in planning a four-year program suiting her needs.

### Course Selection

With guidance from her advisor and teachers along with the US Administration and the department chairs, a student chooses her courses. Students select courses during the second semester of each school year. Parents must sign the course registration.

In general, Stone Ridge advises each student to follow four-year sequences in two academic disciplines in addition to the required four-year programs in English and Theology. Once the school year has begun, students have an Add/Drop period to modify their schedules without it being noted on their records. After this time, any courses dropped will be designated with a W (Withdrawal) mark.

Under extraordinary circumstances, a requirement in one discipline may be substituted by a course in another discipline. This request must be made in writing. It requires the approval of the Head of the Upper School and

Asst. Head of Upper School in consultation with the pertinent academic department. Documentation supporting a request may be required.

### **Enrollment In Courses**

The school reserves the right to have prerequisites, including departmental approval, for enrollment in certain courses and this may result in the denial of a course request. Entering students are placed in classes on the basis of past achievement, standardized tests scores, interviews and placement tests.

### **Insufficient Enrollment**

The Head of the Upper School and the Asst. Head of Upper School are at liberty to cancel a course if an insufficient number of students are enrolled. Stone Ridge may not offer all of the courses listed in the Course of Study book. The school is also at liberty to move a student from one section to another section of the same course in order to balance enrollment.

### **Honors And Advanced Placement Course Placement Policy**

Honors and AP course placement is based on a prerequisite course, class performance, student interest, and departmental/faculty approval. Some AP courses are available only in alternate years. For students to succeed at the AP or Honors level, she must meet certain requirements.

The requirements include the following:

1. The appropriate prerequisite course
2. Current coursework (varies by department and course level)
3. Teacher/departmental approval

All course placements are reviewed by the department in an effort to address the academic needs of the student. A final decision will be determined by the department.

It is the school's belief that a student enrolls in no more than 3 AP level and/or honors level courses per year given the time and independent work expectations for these courses. Students may be required to do work over vacations and a significant amount of work per schedule cycle. AP level students are expected to take the Advanced Placement tests in May. A student wishing to take more than 3 AP level courses must receive approval by the US Administration.

### **Daily Homework Guidelines**

In a Sacred Heart school, homework is used to promote self-discipline, responsibility and decision-making, which are all important parts of Goal V. Homework reinforces the skills learned in the course and should advance the course content. Quality homework is an essential component of all Stone Ridge Upper School courses.

Education relies on frequent communication between teacher and student. Students are expected to communicate challenges they may face and further interests they may want to pursue. Students should use good time management and study skills in balancing their schedules. Long-range assignments should be adequately spaced over the assigned time frame to avoid last minute work. Even when working on group projects, students should do their *own* work. If you share another student's work, it nullifies the benefits of the assignment and both students will receive a *zero*.

The amount of time spent on homework will vary according to student ability and the complexity of the assignment. It is considered a fair amount to have 20-30 minutes in preparation for class. Due to the heavy reading, writing and application component of most Honors and AP Level courses, students are expected to have

45-60 minutes or more of homework in preparation for class. Independent learning and research are also required of students.

### **Exam Policy**

First, Second and Third Academic students may be required to sit for final exams at the end of the academic year. The privilege that a Fourth Academic may be exempt from the final exam is at the discretion of the department and stated by the individual teacher. It is the teacher's decision to determine whether a student is exempt.

The exam is one component of the total educational program. It is the teacher's intention that the exam be a positive learning experience. As a culminating project to the semester and the year, the exam gives a student the opportunity to demonstrate her knowledge acquired and further her own conclusions.

In some disciplines, it may be more appropriate to assess students through alternative methods such as portfolios, research papers, oral presentations, etc.

The final exam should count for no more than 15% of the final grade for the year. Teachers inform students of the percentage breakdown for each semester as well as the final year exam. Exams in Theology may count up to 20% of the final grade.

### **REPEATING A COURSE**

If a student needs to repeat a course due to a failing grade, she may enroll in a summer program. This must be done with prior approval of the Head of Upper School. In the case of courses needed to remediate work previously done at Stone Ridge, the official transcript retains the listing of the original course, with the original grade. The subsequent course, where it was taken, and the grade for work in that course will also be listed. The grade used for GPA purposes is the average of the grade earned in the summer school course and the final Stone Ridge course grade.

## **GRADING INFORMATION**

Letter grades are used to indicate levels of achievement.

**A for work of exceptional quality:** Exceptional mastery of the content of the course; depth of insight; creativity and originality of thought; individual initiative; excellence in testing.

**B for work of strong quality:** A thorough grasp of the material; above average mastery of the skills necessary in the course; responsible, regular, above average accomplishment of assignments; very good performance on course tests.

**C for work of satisfactory quality:** A solid grasp of the course content; a satisfactory mastery of skills; responsible and regular accomplishment of assignments; acceptable performance on course tests.

**D for work that meets the minimum requirements of the course:** A minimal grasp of the course content and weak skill development; a low passing grade, not considered a college recommending grade.

**F for work which is unsatisfactory and, therefore, does not meet the requirements of the course.**

In addition to the quality of the work, class participation, conscientiousness, effort and attendance are factors in determining the grade. At the end of each semester, a report of the student's grades for the term is sent home. Progress reports are sent after the first quarter of each term.

## MARKING SYSTEM

A+	=	97 - 100%	=	4.3
A	=	93 - 96%	=	4.0
A-	=	90 - 92%	=	3.7
B+	=	87 - 89%	=	3.3
B	=	83 - 86%	=	3.0
B-	=	80 - 82%	=	2.7
C+	=	77 - 79%	=	2.3
C	=	73 - 76%	=	2.0
C-	=	70 - 72%	=	1.7
D	=	65 - 69%	=	1.0
F	=	<65%	=	0

In computing the GPA, Honors and AP courses, with a grade of D or higher, are weighted .5.

## HONORS DESIGNATION

Students are awarded Honors based on a 4.3 grade point average requirement:

- Honors: 3.3
- High Honors: 3.7
- Highest Honors: 4.0

At graduation, Fourth Academic students' academic distinctions are cumulative, based on a four-year grade point average.

## ACADEMIC PROBATION POLICY

If a student's overall grade average falls below C- (1.7) and/or she receives two failing grades in core academic subjects, either at the end of the first semester marking period or at the end of the school year, she is placed on academic probation.

The conditions of academic probation are as follows:

1. The student will be informed by the Upper School Administration immediately.
2. The student and her parents will meet with the Upper School Administration and her academic advisor.
3. The specific conditions of the student's probation, regarding strategies to improve the student's academic standing, will be discussed during the meeting and finalized by the administration.
4. If the student's overall average remains below C- (1.7) and/or if she continues to have failing grades in two required courses at the end of the marking period following her placement on academic probation, she will not be allowed to continue her enrollment at Stone Ridge.

Students may not be on probation more than one time while enrolled at Stone Ridge.



## English

The English Department teaches both classic and contemporary literature using creative and unconventional methods as well as more traditional ones. With the thoughtful integration of technology, diverse pedagogical approaches, and an emphasis on individuality and creativity, our study of literature, criticism, and composition enables each student to develop and refine her own voice and to explore her role in our global community.

Each student is required to take four units in English to graduate. Each student is required to take one of the course offerings listed with her grade-level.

### Required Courses

First Academic	Second Academic	Third Academic	Fourth Academic
Introduction to Literature & Composition	Global Perspectives in English Literature <i>or</i> Honors Global Perspectives in English Literature	Literature of the Americas <i>or</i> AP English Language and Composition	Senior Electives (one per semester) <i>or</i> AP English Literature and Composition

**Additional Electives\*** (descriptions found under “Publications”)

- Journalism

## **First Academic Offerings**

### **Introduction to Literature & Composition**

**One unit**

This course familiarizes students with a variety of genres, including lyric poetry, drama, and the coming-of age novel. Students are introduced to fundamental principles of critical reading and effective writing and begin to explore the kinds of writing which will be practiced and sharpened over the next few years: personal narrative, creative writing, and literary analysis. Selected authors may include Charlotte Brontë, Sandra Cisneros, Lorraine Hansberry, J. D. Salinger, and William Shakespeare, among others.

## **Second Academic Offerings**

### **Global Perspectives in English Literature**

**One unit**

This course builds on the foundations of Introduction to Literature & Composition by exploring essential questions about power and belonging in society through the study of multiple perspectives across geographical regions and time periods. Students will investigate major themes, such as the myths of superiority and exceptionalism, as reflected in gender, religion, nationhood, class, and society. They will deepen their literary analysis skills and continue to develop the components of academic writing. Texts will span a variety of genres. Authors may include Adichie, Achebe, Austen, Blake, Orwell, Rhys, Shakespeare, Z. Smith, Swift, and Wordsworth, among others.

### **Honors Global Perspectives in English Literature**

**One unit**

This course builds on the foundations of Introduction to Literature & Composition by exploring essential questions about power and belonging in society through the study of multiple perspectives across geographical regions and time periods. Students will investigate major themes, such as the myths of superiority and exceptionalism as reflected in gender, religion, nationhood, class, and society. They will deepen their literary analysis skills and continue to develop the components of academic writing. Honors-level students should expect a writing-intensive class with a high degree of difficulty that will include additional texts and move at a faster pace. Honors students must be self-motivated and independent, willing to explore complex ideas and concepts on their own. Texts will span a variety of genres. Authors may include Adichie, Achebe, Austen, Blake, Orwell, Rhys, Shakespeare, Z. Smith, Swift, and Wordsworth, among others.

Note: Placement is based on departmental approval.

## **Third Academic Offerings**

### **Literature of the Americas**

**One unit**

This course introduces students to literary traditions in North, Central, and South American Literature using a variety of poems, stories, plays, and novels. Core essential questions include, “In the Americas, where communities are shaped by diverse cultural experiences, what does it mean to belong, or what does belonging look like?” and “How does literature create conceptions of identity and the experience of the Americas? In addition to exploring the elusiveness, the disillusionment, and the dangers of the “American Dream,” students will investigate identity formation in American Literature through various thematic, historical, critical, cultural, and societal lenses. Creative and analytical writing assignments, personal narratives, projects, and class discussions will provide students with opportunities to demonstrate their growing mastery of written and oral communication in addition to their incisive literary analysis and critical thinking. Authors may include Alvarez, Fitzgerald, Ellison, Kincaid, Hurston, O’Brien, Orange, Sanchez-Scott, and Walker, among others.

## **AP English Language and Composition**

**One unit**

This college-level course explores modern and contemporary American Literature with an emphasis on rhetorical analysis and argument writing. Our approach to writing in this class is grounded in the firm belief that reading makes us better writers. Through rhetorical analysis – the study not just of *what* a text is about but of *how* it is written – students hone their craft as writers by borrowing strategies from their reading. Through argument writing, students learn how to synthesize ideas and information from multiple sources and how to enter into respectful dialogue with opposing viewpoints. Readings include a mix of fiction and nonfiction, including novels by F. Scott Fitzgerald, William Faulkner, and Toni Morrison; narrative nonfiction by James McBride and Robin Wall Kimmerer; historical fiction on immigrant experiences by Lynn Nottage and Julie Otsuka; and personal and persuasive essays by Zora Neale Hurston, Stephen King, Amy Tan, and Alice Walker, among others. Taught in seminar format, this course expects students to read critically and independently in order to take an active role in class discussion. A major independent reading project on an American author is required of each student.

Note: Place is based on department approval.

## **Fourth Academic Offerings**

Fourth Academics are required to take two one-semester electives or the full-year **AP English Literature and Composition: Imagination and Literature** course. When registering for electives, students must indicate and rank their top three choices.

## **AP English Literature and Composition**

**One unit**

The AP English Literature and Composition course is an intensive and rigorous study of the power of literature and the imagination. This college-level course analyzes fiction, drama, and poetry. Students should be prepared to critically analyze a text's structure, style, and theme, while evaluating the use of figurative language, imagery, symbolism and tone. Students will consider how literature reflects and comments on a variety of experiences, institutions, and social structures. By the conclusion of the course, students should be able to recognize the distinct techniques writers choose to garner these desired meanings. The written and verbal analyses in this class should display the depth and scope of college-level work. This work will prepare students to take the AP English Literature Examination. Authors studied may include Octavia Butler, Charles Dickens, Athol Fugard, Gail Honeyman, James Joyce, Cormac McCarthy, Dinaw Mengestu, and Virginia Woolf, among others.

Note: Placement is based on departmental approval.

## **Senior Literature Electives for the 2023-2024 School Year**

### **Creative Writing**

**One-half unit**

Students in Creative Writing will undertake a rigorous study of the craft and process of writing. By engaging in the regular practice of writing while studying the work of great authors, students will deepen their understanding of style and technique as they strive to develop their own sense of voice. Students will write every day, working on both in-class exercises and longer compositions. Daily writing exercises will build on a multicultural approach that integrates diverse genres, drawing inspiration from the incredible richness of world literature—from Japanese haiku to Brazilian literatura de cordel, from Russian short stories to thirteenth-century mystic Persian poetry and beyond. In addition to reading and analyzing works of fiction, to writing in numerous genres and styles (including memoir, short story, drama, and poetry), and to developing varied drafting and editing techniques, students read first-hand advice from experienced authors who attempt to illuminate the creative process. Both regular writing practice and exposure to a multiplicity of voices enable students to work towards mastery of various prose and poetry forms and

to develop a brave and empathetic critical sensibility. Texts may include *Writing Down the Bones*, *Bird by Bird*, *Writers on Writing*, and an array of poems, essays, and short stories.

### **Detective Elective**

**One-half unit**

What do Sherlock Holmes, Nancy Drew, and Bosch have in common? To solve the mystery, take the Detective Elective! This class focuses primarily on the development of British and American detective fiction, from its classic origins with Edgar Allan Poe and Arthur Conan Doyle, through the golden age of Agatha Christie and Dorothy Sayers, into the gritty realism of hard-boiled Dashiell Hammett and Raymond Chandler, all the way up to the more postmodern permutations of David Lynch. Along the way, we consider the many offshoots of the genre, such as African American, feminist, sci-fi, and young-adult detective fiction. Because we extensively supplement our readings of novels and of short stories with critical analysis of relevant movies and of television shows, the course also includes an introduction to the basic vocabulary of visual/film analysis. Short analytical writing assignments are varied with creative writing, as students have the opportunity to put theory into practice by writing their own detective stories. Authors may include: Poe, Conan Doyle, Chandler, Hammett, Christie, Sayers, Marsh, Asimov, King, James, McCall Smith, Cain, Keene, Mosely, and Miranda, among others.

### **Literature of the African Diaspora**

**One-half unit**

This class examines the rich literary traditions of the African diaspora--the dispersion of people of African descent away from their ancestral homeland and throughout the world. Our study explores the scattering of people from the continent and the consciousness of shared origin and struggle. As we delve into literature from Africa, Europe, the Caribbean, the Americas, and beyond, we will be guided by the following questions: What are the literary impulses of the African diaspora? How have global forces impacted people of African descent around the world? What are the ways Africans and their descendants resist, rebel, and revolt against forces of oppression, and how is this evident in the literature? What are the remaining linkages of the African continent seen in the New World and beyond? A major focus of this class is on analysis: we will read texts and come to wildly speculative and intensely specific conclusions about them. Core texts--*So Long a Letter* by Mariama Ba (Senegal, West Africa); *Krik? Krak!* By Edwidge Danticat (Haiti); *The Beautiful Things That Heaven Bears* by Dinaw Mengestu; and *Homegoing* by Yaa Gyasi (Ghana & America)--will be supplemented with shorter readings, including poetry, short stories and essays.

### **Short Stories: Voices and Visions from Around the World**

**One-half unit**

“The fact is that anybody who has survived his childhood has enough information about life to last him the rest of his days. If you can’t make something out of a little experience, you probably won’t be able to make it out of a lot.”  
--Flannery O’Connor

Writers of a well-crafted short story are experts at “making something out of a little experience.” When closely examined, the perfect short story delivers the same emotional catharsis as a well-written novel. Students will explore the short story form, traversing both the globe and societal customs in the process. Although the stories change each semester based on student/instructor selection, students will become familiar with the historical and cultural circumstances surrounding the production of each given text and will explore the development and expression of some fundamental ideas, assumptions, myths, and beliefs that still influence literature and society today.

## **Speculative Fiction**

**One-half unit**

This course examines works of speculative fiction in a global comparative context. An expansive genre that encompasses fantasy, science fiction, and dystopian literature, as well as subgenres such as climate fiction, Afrofuturism, and cyberpunk, speculative fiction envisions alternate, parallel, possible, or imagined worlds. These worlds typically exhibit characteristics such as: scientific and technological advancements; near or distant post-apocalyptic futures; societies controlled by oppressive totalitarian regimes; profound social, political, or environmental transformations; time or space travel; life on other planets; artificial intelligence; and evolved, hybrid, or new species. This course reflects on how these texts engage with real-world issues while simultaneously reimagining the past and the present in order to offer radical visions of desirable or undesirable futures. To that end, we will consider how speculative fiction interrogates essential questions about what it means to be human, about the nature of consciousness, the relationship between the self and other, and planetary concerns confronting our species. Authors may include: Kazuo Ishiguro, Margaret Atwood, Octavia Butler, N. K. Jemisin, Ursula K. Le Guin, Yoko Ogawa, Charles Yu, Ted Chiang, and Colson Whitehead.

## **Women's Literature from Around the World**

**One-half unit**

Women's Literature addresses several essential questions through study of essay, of fiction, and of nonfiction written by and about women, including: How does literature written by women shape and reveal aspects of the lived experience of women around the globe? How is women's relationship to power, in the family and in society, expressed through their writing? The purpose of the course is to examine the stories of women writers from across cultures, time, and space and discover how their stories help us better know our world and ourselves. Major themes we will explore: Girlhood, Community, Identity, and Place. Authors may include Virginia Woolf, Alice Walker, Ntozake Shange, Elizabeth Acevedo, Jhumpa Lahiri, and Marjane Satrapi, among others.

## History and Social Sciences

The History Department strives to instill enthusiasm for sophisticated consideration of the past and social sciences with a curriculum that proceeds in early years, grades 9 and 10, from broad world historical topics to narrower consideration of America’s story in grade 11. This trend towards the particular culminates with senior electives including Government, Psychology, Social Sciences for Social Problems and Art History. In addition to introducing students to narrative and information, the department promotes and sharpens analytical reading, writing, and seminar discussion through a variety of strategies and projects. Graduates of the history curriculum advance to college with sturdy foundations in analytical engagement with primary texts and research writing.

Three units in history are required. Students are required to take two consecutive years of World History and one year of United States History.

### Course Offerings by Grade Level

<u>First Academic</u>	<u>Second Academic</u>	<u>Third Academic</u>	<u>Third and Fourth Academic Electives</u>
World History I	World History II	U.S. History	Social Sciences for Social Problems
		AP U.S. History	Honors Economics
			AP African American Studies
			AP Art History
			AP Psychology
			AP U.S. Government

### First Academic

#### **World History I**

**One unit**

This course includes an introduction to global religions and explores the political, cultural, economic and geographical forces that impacted the development of Africa, Asia, Europe, the Middle East, and the Americas from c. 1000-1800 CE. The course introduces students to analytical thought and writing, basic research, and the complexities of analyzing and evaluating sources in order to form a narrative or draw broader conclusions.

### Second Academic

#### **World History II**

**One unit**

A chronological continuation of World History I, the course begins with the industrialization of the 1800s and concludes with detailed consideration of the historical context of contemporary geo-politics. Careful study of the impact of imperialism and the world wars establishes context for understanding of the ongoing relevance to contemporary events. Students build on analytical and writing foundations from World History I to continue to learn the complexities of advanced research writing and seminar discussion.

**Prerequisite: World History I**

### Third Academic

#### **United States History**

**One unit**

This course offers a basic and comprehensive study of American history, focusing on political, economic and social developments from the age of European discovery to the end of the Cold War. In addition to mastering narrative, concepts, and themes of United States History, students engage in reasoning, critical reading of historiography, analytical and research-based writing, and, schedule permitting, compile an advanced oral history project.

**Prerequisite: World History II**

#### **AP U.S. History**

**AP, One unit**

Structured to introduce students to expansive and detailed understanding of the sweep of United States History from pre-colonial North America to events in the 21st century, this course challenges participants to engage with a variety of advanced sources at a brisk pace necessary to progress through the College Board's recommended syllabus. In preparation for the AP exam, participants will encounter a variety of assessments, most writing based, calibrated to offer practice for timed writing. Comfort with complex reading, steady study habits, and enthusiasm for analytical writing are essential for success in the course.

**Prerequisite: World History II and departmental approval**

## Electives

### **Social Sciences for Social Problems**

**One unit**

Social Sciences for Social Problems is a new social studies elective that introduces six major social sciences in the context of different contemporary social issues. By the end of the course, students will understand each social science, the disciplines' modes of inquiry and subjects of study. They will learn about contemporary social issues, such as the immigration debate, economic inequality, systemic racism, and climate change, in an academically grounded way. The course will also teach them how to thrive in a college seminar classroom, and show them how to connect the social sciences to possible careers. Assessments include essays, research papers, policy memos, and academic posters.

**Note: Open to qualified Third and Fourth Academics, with priority given to Fourth Academics.**

### **Honors Economics**

**Honors, one unit**

This year-long course follows the same progression as an introductory college economics survey course. We begin with an introduction to economic thought and method. The first semester is then devoted to macroeconomic topics such as economic growth, unemployment, inflation, and the government's involvement in the economy. The second semester covers microeconomic principles, which illustrate how people and businesses make their short-term and long-term decisions. Throughout the year, students also work on independent projects (the "stock market game" and current events analysis) which require an application of the theories learned in class to real world happenings. This class does not require advanced math, but it does require a commitment to critical thinking and high-level problem solving.

**Note: Open to qualified Third and Fourth Academics, with priority given to Fourth Academics.**

### **AP African American Studies**

**AP, one unit**

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

**Note: Open to qualified Third and Fourth Academics, with priority given to Fourth Academics.**

### **AP Art History**

**AP, one unit**

AP Art History is a college-level introductory global art history survey in which students learn to identify, critically analyze, and interpret major forms of art. The course covers the entirety of human history, from prehistoric works like African rock paintings to contemporary art by Ai Weiwei and Zaha Hadid, and is truly global in its scope. Students will cultivate an understanding of the historical context of particular art works and explore concepts like culture and cultural interactions, theories and interpretations of art, the impact of materials, processes, and techniques on art and art making, and understanding purpose and audience in art historical analysis. In addition to honing these skills in the classroom, students will have the opportunity to visit local museums and use our campus to engage in art-related projects and close-looking activities.

**Note: Open to qualified Third and Fourth Academics, with priority given to Fourth Academics.**

*\*This course is cross-listed with Visual and Performing Arts*



### **AP Psychology**

**AP, one unit**

The AP Psychology curriculum represents a unique opportunity for students to be challenged by the rigor of a college-level course while learning life-relevant, mind-expanding concepts from the humanly significant discipline of psychology. The purpose of this course is to introduce students to the scientific study of behavior and mental processes of human beings and other animals. Students will engage with facts, principles, terms, leading scientists, and phenomena associated with each of the major subfields within psychology. (Some of the subfields include Social Psychology; Developmental Psychology; Abnormal Psychology; Personality; Testing and Individual Differences; Sensation and Perception; States of Consciousness, How We Learn; Motivation, Emotion and Stress.) Participants will also learn about the different methods and approaches psychologists use in their science and practice. Engagement with Understanding the course material will rely on use of the textbook, lecture, powerpoint presentations, class discussions, audio and video clips, guest lecturers, demonstrations and student projects. The workload is substantial and the pace rapid as required for the AP designation.

**Note: Open to qualified Third and Fourth Academics, with priority given to Fourth Academics.**

### **AP U.S. Government**

**AP, one unit**

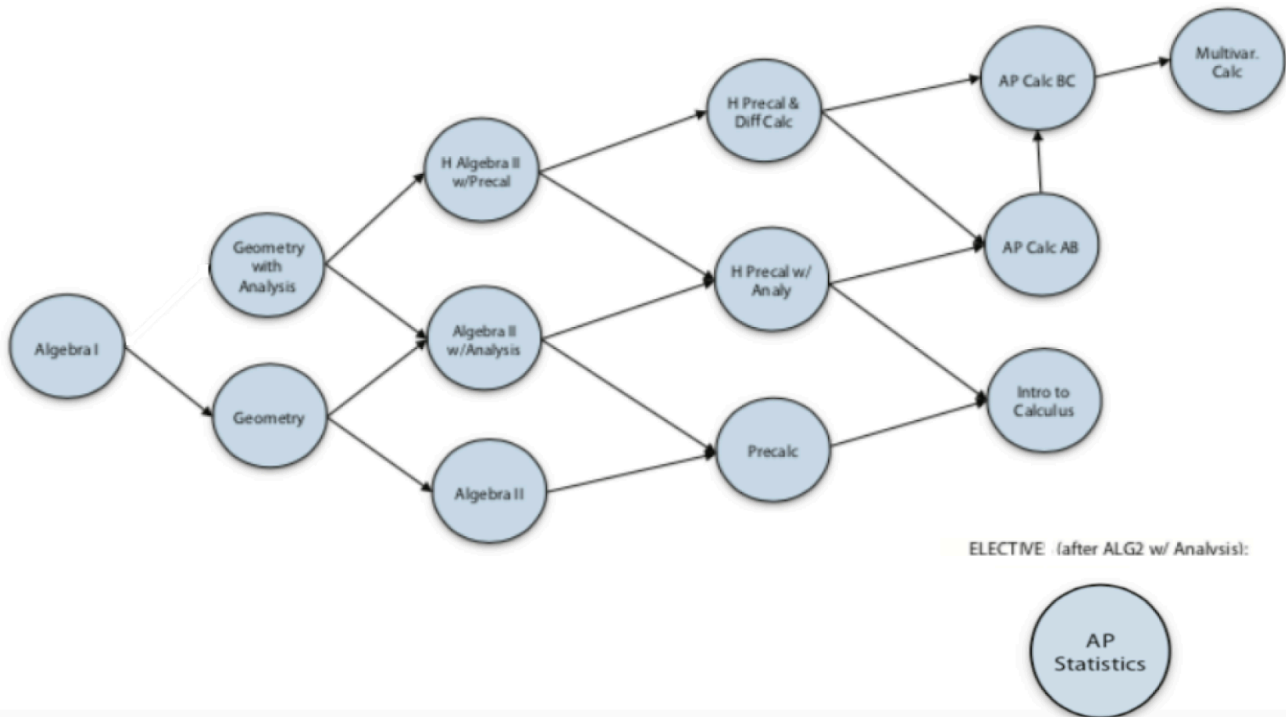
This year-long course will examine both the history and structure of American government and politics. From foundational documents like the Declaration of Independence and the Federalist Papers to influential Supreme Court cases like *Brown v Board of Education* (1954) and *Citizens United v FEC* (2010), students will look critically at why political decisions are made, how they change over time, and how laws are interpreted at the federal, state, and local levels. Attention will be given to current events as they relate to the course material, and students will have the opportunity to engage in discussions with their peers.

**Prerequisite: Three years of History/Social Science courses and departmental approval**

# Mathematics

The Mathematics program in the Upper School is designed to provide students the opportunity to develop skills in mathematical deduction, analytical thinking, and problem solving. In an effort to ensure students' success in the Mathematics Curriculum, the school offers a wide variety of courses ranging from Algebra 1 to Honors Multivariable Calculus. All students are required to take a course each of their four years.

## Stone Ridge Upper School Mathematics Courses



## Sequence of Math Courses

### Algebra I

**One unit**

This course provides the algebraic foundations necessary for the understanding of all higher math. Students are expected to enter the course with solid pre-algebra skills, thorough review will be provided as we work through each topic. Students will learn the fundamental principles behind algebraic expressions and equations and apply them to work with inequalities, systems of equations, linear graphing, operations on polynomials, and problem solving. Emphasis will be placed on justifying processes through mathematical rigor, a cornerstone of all mathematical endeavors. Students will gain confidence that using a methodical and clearly articulated approach will lead to consistently reliable results.

### Geometry

**One unit**

Topics in Geometry include angle relationships, perpendicular and parallel lines and planes, polygons, congruency, similarity, circles, special quadrilaterals, area of two-dimensional figures, coordinate geometry, the Pythagorean Theorem, special right triangles, and surface area and volume of three dimensional figures. Proofs and constructions related to the topics are included. Students work collaboratively as well as independently to master the material.

**Prerequisite: Algebra I and /or departmental approval/placement test**

### Geometry with Analysis

**One unit**

This course parallels the standard geometry course, but is more demanding and extends the study to include understanding relationships in space, coordinate proofs, and transformational geometry. More formal proofs are included. This course is for the serious mathematics student who wants a challenge or to step up to mathematics at the honors level. Algebra I topics are infused in the curriculum both as review and as an integrated part of the course.

**Prerequisite: This course is only open to Grade 9 students who have placed out of Algebra I by way of the Algebra Placement Test.**

### Algebra II

**One unit**

Algebra II gives students a solid foundation in the study of the real number system, linear, quadratic and polynomial relations and functions, exponential, logarithmic, radical and rational functions and complex numbers. It includes the study of transformations of function. Where possible, topics are explored graphically, algebraically, and numerically.

**Prerequisite: Geometry and departmental approval**

### Algebra II with Analysis

**One unit**

This course gives students a solid foundation of the real number system; linear and quadratic relations and functions; complex number systems; polynomial operations and functions; rational expressions and functions; exponential functions and logarithmic functions. It includes the study of transformations of functions. The emphasis in this course is on an increased depth in analyzing and describing relationships. Where possible, topics are explored graphically, algebraically, and numerically.

**Prerequisite: Geometry or Geometry with Analysis and departmental approval.**

### Honors Algebra II with Pre-calculus

**Honors, One unit**

This course is more demanding than Algebra II with Analysis. It is for the serious student who has a firm grasp of Algebra I and is ready for a challenging course. All standard Algebra II topics are covered, but approached from a higher order thinking level equivalent to that expected of the honors pre-calculus student. The intent is to prepare

the student with the analytical experience necessary for the study of BC Calculus. The course focuses on polynomial, exponential, logarithmic and trigonometric functions from algebraic and geometric perspectives.

**Prerequisite: Geometry with Analysis and departmental approval.**

### **Pre-calculus**

**One unit**

This course completes the formal study of functions begun in previous algebra courses and introduces the student to the mathematics necessary for the future study of calculus. It focuses on the study of exponential, logarithmic, polynomial and trigonometric functions from both algebraic and geometric perspectives. The use of technology is emphasized throughout the course.

**Prerequisite: Algebra II or Algebra II with Analysis and departmental approval.**

### **Honors Pre-calculus with Analysis**

**Honors, One unit**

This course, more demanding than Pre-calculus, is for math students who want a challenge. Its intent is to provide students with problem solving skills that are necessary for AP Calculus AB. Students explore the concepts in depth and use various perspectives including algebraic, numerical, graphical, and analytical thought processes. They apply their skills to the study of trigonometric and circular functions, identities and inverses, vectors, polar coordinates, and parametric equations.

**Prerequisite: Algebra II with Analysis or Honors Algebra II with Pre-calculus and departmental approval.**

### **Honors Pre-calculus and Differential Calculus**

**Honors, One unit**

This honors level course is the first year in a two-year calculus sequence. Students enrolling in this course must be able to work independently and have a strong foundation in algebra at a level that suggests exceptional mastery of content, originality of thought and individual initiative. The topics include trigonometry (circular functions, graphs, inverse trig functions, solving right triangles, proving identities, sum & difference identities, multiple angle identities, the Law of Sines, the Law of Cosines), analytical geometry, vectors, De Moivre's Theorem, polar coordinates and polar graphing, partial fractions, the binomial theorem, proof by induction, series and sequences, and parametric equations. The last quarter begins the study of calculus. Calculus topics covered include limits, continuity and differentiation.

**Prerequisite: Honors Algebra II with Pre-calculus and departmental approval**

### **Introduction to Calculus**

**One unit**

The topics presented include limits and continuity of functions, derivatives of functions, and their applications to problems. Students find derivatives numerically, represent derivatives graphically, and interpret the meaning of a derivative in real-world applications. Models of previously studied functions are analyzed using calculus concepts. Experiments using the graphing calculator and computer software enhance learning and give students a depth of understanding that serves them well in future courses. The course prepares the student to successfully complete a calculus course in their first semester of college.

**Prerequisite: Pre-calculus or Honors Pre-calculus with Analysis and departmental approval.**

### **AP Statistics**

**AP, One unit**

This college-level statistics course completes the curriculum of the AP Statistics Exam. The topics for the course are divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. Exploratory analysis of data makes use of graphical and numerical techniques to study patterns and departures from patterns. Students collect data according to a well-developed plan to obtain valid information about a conjecture. Probability is studied as a tool for anticipating what the distribution of data should look like under a given model. Statistical inference, which is the core of the course, employs methods for drawing conclusions about the population from a sample. Each student is expected to take the AP Statistics Exam. Expertise with the calculator is expected.

**Co- or Prerequisite: Honors Pre-calculus with Analysis and departmental approval\***

**\*Students must complete an appeal form to be considered for this course.**

**AP Calculus AB**

**AP, One unit**

This college-level calculus course covers the curriculum of the first semester of college calculus. Students take an in-depth look at the concepts and applications of differentiation and integration from a symbolic, graphical and numerical point of view. Students electing this course should have a strong interest and ability in mathematics. Each student is expected to take the Advanced Placement Calculus AB Exam. A lunchtime lab period each cycle is required.

**Prerequisite: Honors Pre-calculus with Analysis or Honors Pre-calculus with Differential Calculus and departmental approval**

**AP Calculus BC**

**AP, One unit**

This college-level calculus course covers the curriculum of the first two semesters of college calculus. Topics include differential calculus, integral calculus, sequences, series and applications of the definite integral. Students electing this course should have a strong interest and ability in mathematics. Each student is expected to take the Advanced Placement Calculus BC Exam. A lunchtime lab period each cycle is required.

**Prerequisite: Honors Pre-calculus with Differential Calculus and departmental approval**

**Honors Multivariable Calculus**

**Honors, One unit**

This college-level course introduces the concept of a function of several variables and extends the ideas of calculus of a single variable to calculus of several variables. The topics covered include double and triple integrals over regions in space, vector analysis and techniques for solving differential equations (as time permits).

**Prerequisite: AP Calculus BC and departmental approval.**

**Note: Stone Ridge offers this course on campus when there is sufficient interest, and it is also offered online through *One Schoolhouse*.**

## Computer Science & Engineering

### Explorations in Technology & Design

**Part of seminar program taken by all 9th graders**

This seminar offers an orientation to digital media and digital fabrication tools and techniques, as well as an introduction to the design process. Students will apply design and technological skills and strategies to develop collaborative works. Students will develop an understanding of the relationship between creative processes and technological problem-solving in addressing the challenges of their community and world.

### Explorations in Engineering

**One-half unit**

This hands-on class explores the intersection of scientific, mathematical and design thinking. In this class, students will be introduced to the skills and techniques of engineering. Students will plan, design and fabricate projects, individually and in small, collaborative groups. The goal of this course is to expand students' practice of innovation and craft by building cool things.

**Prerequisites:** Algebra, Geometry, Physics and Chemistry

**Co-requisite:** Algebra II

### Computer Science Course Offerings:

Second Academic Elective	Third Academic Elective	Fourth Academic Elective
<b>Computational Design</b>		
<b>AP Computer Science Principles AP Computer Science A</b>		

### Computational Design

**One unit**

Computational Design is a full-year introductory computer science elective course that teaches students to collaboratively deepen their understanding of computer science through design thinking and making. Students will dissect computers, write programs in Java Script, build physical computational devices with Arduinos and explore web design. This course is open to students in grades 10-12. Students in grade 10 are encouraged to enroll in AP Computer Science Principles in grade 11 and in doing so will meet their requirement for a second year of art. Students with interest in computer science and technology are encouraged to apply. No prior experience is required.

### AP Computer Science Principles

**AP, One unit**

AP Computer Science Principles (AP CSP) introduces students to the foundations of computer science with a focus on how computing powers the world. Along with the fundamentals of computing, students will creatively develop programs in Snap! and Python, and gain a broader understanding of how computer science impacts people and society. The AP CSP course is organized around five big ideas, which are essential to studying computer science, including Data and Information, Algorithms, the Internet, and Impacts of Computing. The course will culminate with activities in which students creatively develop and analyze programs; and lay the foundation for students to learn any programming language. The AP Computer Science Principles Assessment consists of two components: a student developed programming project and the end-of-course AP Exam.

**Pre- and co-requisite:** Algebra II and Departmental Approval

### AP Computer Science A

**AP, One Unit**

The AP Computer Science A course offers students a rigorous and comprehensive introduction to computer science through the study of Java programming. Through hands-on projects and coding exercises, students develop problem-solving skills and gain proficiency in Java, applying their programming knowledge to real-world challenges. The curriculum addresses key concepts such as algorithm development, data structures, and

object-oriented programming. With a minimum of 20 hours of lab experiences, students engage in program design, code logic, and ethical considerations, addressing big ideas like modularity, variables, control, and the impact of computing. The course not only prepares students for the AP Computer Science A exam, but also establishes a solid foundation for future studies and careers in the dynamic fields of computer science and technology.

**Prerequisite: AP Computer Science Principles or Computational Design with teacher approval**

## Physical Education

Students can fulfill this requirement with a combination of activities listed below. Physical Education courses do not compute into the GPA.

### **Interscholastic Sports - participant**

**One-half unit per season**

The athletic department plans to offer opportunities in 14 interscholastic programs - offering varsity and JV level teams or groups within each program. Interscholastic programs include the following: cross-country, field hockey, soccer, tennis, volleyball, basketball, swimming and diving, ice hockey, squash, indoor track, lacrosse, softball, outdoor track & field, and golf. Time commitments vary between sports, with varsity participation typically between 4-6 days per week and JV participation between 2-5 days per week. Students should be present at 90% of scheduled team activities to receive credit. Depending on student interest, the athletic department may also offer club or intramural opportunities.

### **Interscholastic Sports - student manager or coach**

**Up to one-quarter unit per season**

The athletic department is always looking for US students to fill student manager or coach positions. Opportunities and requirements vary significantly by sport, but students are encouraged to ask about these positions. Some examples of roles could be: Operating the scoreboard during games, keeping track of team statistics, helping execute practice sessions, upperclassmen helping coach a JV team, or US Students helping coach a MS team. Students may earn credit for this role by requesting approval from the Director of Athletics.

### **PE Fitness Classes or Intramurals**

**Up to one-quarter unit per season**

PE fitness classes are offered to students outside the academic class schedule. These elective offerings differ from season to season, but a typical year will include fitness walking, self-defense, strength training, spin class, or yoga offered at least once. These fitness classes meet 1-2x per week seasonally throughout the school year. Students may earn credit by participating in these offerings. Credit will vary depending on the activity and how often that activity is offered.

### **Independent Study in Physical Education**

**Up to One unit**

Designed for students who are involved in an organized activity outside of Stone Ridge, this course enables those who participate in an activity to qualify for up to one full unit of credit, which would be comparable to participation in multiple interscholastic sport seasons. The activity must be instructional in nature and one that is not offered by Stone Ridge on the level the student is performing. Practice sessions must be supervised and occur during the academic year. Students applying for this credit must submit practice schedules and competition information/results prior to receiving credit.

**Prerequisite:** Students MUST meet with the Director of Athletics prior to any activity that will be acceptable for credit. Activity prior to a meeting may not be eligible for credit.

## Publications

### Journalism

**One unit**

The primary goal of this course is to produce the SR student-run newspaper, *The Here and Now*. Students will have an opportunity to sharpen their journalistic skills as writers, interviewers, and editors. The focus will be on pitching news and feature stories, determining appropriate editorial topics, crafting concise interview questions, editing stories, and writing headlines, as well as designing newspaper and website pages. Students will also be encouraged to experiment with new media to journalistic ends. This course does not meet the English core requirement.

**Note: Open to Third and Fourth Academic students. Interested Second Academic students must apply to the instructor for admittance. Course may be repeated for credit.**

### Yearbook

**One unit**

This course is for students who are interested in working on the school's yearbook staff and who may be aspiring to careers in the field of Journalism and/or Communications. Yearbook staff works as a team in all endeavors to meet page requirements and deadlines set by the publishing company. Lead editor opportunities are available to qualified seniors. Students will enhance their technical skills using the publisher's eDesign program, writing engaging descriptions, and taking photographs. **Note: Priority is given to all Third and Fourth Academic students and enrollment may be limited. This course does not satisfy the Arts graduation requirement.**



## Science

Mission: To guide each Stone Ridge student as a global citizen on a journey of scientific inquiry and exploration that inspires a sense of natural curiosity, supports intellectual risk-taking and encourages the use of scientific knowledge to serve the greater good. The Science Department strives to produce graduates who are confident in their ability to actively engage in the sciences. Challenged to push their limits, our students develop critical thinking skills to analyze and act responsibly in the world around them. With a foundation built on the Goals of the Sacred Heart and exposure to a rich curriculum in the natural, life, and physical sciences that allows the freedom to innovate, explore, and inquire, a Stone Ridge graduate is empowered to boldly become a responsible, informed and curious member of society.

Students are required to take three years of science for graduation. These three courses must include Physics, Chemistry, and Biology. Though only three years of science are required, the science department strongly encourages students to take four years of science and offers a wide range of science course electives.

First Academic	Second Academic	Third Academic
Physics	Chemistry Honors Chemistry	Biology Honors Biology & Biological Inquiry

Elective Science Courses**		
2nd*, 3rd & 4th Academics	3 <sup>rd</sup> & 4 <sup>th</sup> Academics	4 <sup>th</sup> Academics only
Computational Design*	AP Chemistry (w/ Honors Precalc. or higher)	Honors Molecular Biology & Biotechnology
* 2nd Acs may take this course to fulfill a second year of art.  **See summer electives in science for summer courses descriptions.	AP Computer Science Principles (w/ Algebra II or higher)	AP Environmental Science
	AP Computer Science A (prerequisite AP CSP or Computational Design)	
	AP Physics (w/ Calculus)	
	Anatomy & Physiology	
	Explorations in Engineering (semester)	
	Big Bang to Bioorganic Chemistry (semester)	

## First Academic Offering

### Physics I

**One unit**

Physics I exposes students to the basic principles and concepts which describe the physical world. This survey course covers mechanics, electricity, magnetism, waves and energy and features many hands-on lab and class activities. This course is designed to help students appreciate the workings of the physical world and will be of both a conceptual and mathematical nature. Students will be introduced to a basic scientific problem solving approach familiar to all sciences, and will prepare students for critical scientific and mathematical skills needed for chemistry the following year.

## Second Academic Offerings

### Computational Design

**One unit**

Computational Design is a full-year introductory computer science elective course that teaches students to collaboratively deepen their understanding of computer science through design thinking and making. Students will dissect computers, write programs in Java Script, build physical computational devices with Arduinos and explore web design. This course is open to students in grades 10-12. Students in grade 10 are encouraged to enroll in AP Computer Science Principles in grade 11 and in doing so will meet their requirement for a second year of art. Students with interest in computer science and technology are encouraged to apply. No prior experience is required.

### Chemistry

**One unit**

This course provides students with a solid introduction to chemistry, its vocabulary and its application to natural events. Major topics covered are atomic structure, chemical bonding, chemical nomenclature, molecular structures, stoichiometry, physical behavior of gasses, liquids and solids, gas laws, solutions, and acids and bases. Emphasis is on measurement, problem-solving and the practical application of chemical ideas to get students thinking like scientists. Laboratory investigations are integral and challenge students to follow procedure, to analyze and interpret laboratory results, to learn basic laboratory techniques and to learn how to use laboratory equipment.

**Prerequisite: Physics**

**Co-requisite: Geometry or higher**

### Honors Chemistry

**Honors, One unit**

The goal of Honors Chemistry is to inspire a curiosity about matter and its interactions while continuing the practice of using an organized, evidence based approach to solving problems. Mathematics is used to model the interactions of matter, as students explore atomic structure, periodic properties, chemical formulas and reactions, stoichiometry, bonding and intermolecular forces, thermodynamics, the gas laws, and acids and bases. Students participate in numerous laboratory investigations in order to hone their conceptual understanding of the material while also developing practical skills in data collection, analyzation, and interpretation. Honors Chemistry is designed for students with a strong interest in science and a strong foundation in math.

**Prerequisite: Physics and approval from the Science and Math Departments**

## Third Academic Course Offerings

### **Biology**

**One unit**

Biology is a survey course, which includes the study of all aspects of life. Students cover a wide variety of units including the cell, genetics, evolution, DNA, the human body systems, and ecology. The goal of the class is to get students excited about the science of life and give them an opportunity to learn about their bodies, the environment, and organisms big and small. Students will be introduced to the fields of both molecular and organismal biology, which gives students a background to move on to various fields of study. Students will carry out laboratory work and other activities to both excite and inform their learning.

**Prerequisites: Physics and Chemistry**

### **Honors Biology & Biological Inquiry**

**Honors, One unit**

Honors Biological Inquiry is an advanced course in biology for the dedicated science student. Students will study a variety of topics across the scales of biology, from the structure and function of biological molecules to ecosystem structure and processes. Units of study will include biochemistry, cell biology, respiration and photosynthesis, genetics, evolution and ecology. The course emphasizes inquiry-based learning, requiring students to apply biological concepts learned in class to practical investigation, and culminating in the planning, execution and reporting of a student-designed inquiry project.

**Prerequisites: Physics, Chemistry, and departmental approval is required.**

## Third and Fourth Academic Electives

**Note: Elective courses are open to Third and Fourth Academic students but priority will be given to Fourth Academics.**

### **Explorations in Engineering**

**One-half unit**

This hands-on class explores the intersection of scientific, mathematical and design thinking. In this class, students will be introduced to the skills and techniques of engineering. Students will plan, design and fabricate projects, individually and in small, collaborative groups. The goal of this course is to expand students' practice of innovation and craft by building cool things.

**Prerequisites: Algebra, Geometry and Physics and Chemistry**

**Co-requisite: Algebra II**

### **Big Bang to Bioorganic Chemistry**

**One-half unit**

This course describes the natural hierarchical progression from basic subatomic particles and forces, to chemical elements, to the complex field of bioorganic chemistry thus bridging the gap between fundamental physics, chemistry and biology. The journey starts with the Big Bang and the formation of the first subatomic particles, followed by the formation of the elements. Next, students delve into the formation of the Solar System and the ancient chemistry of Earth, including the conditions necessary for the formation of the first building blocks of life. This leads to the study of organic chemistry, which focuses on compounds containing the element carbon, as well as other elements, incorporated into complex and diverse molecular structures. Students will learn various laboratory and measurement techniques as they relate to real-world applications. The class offers a balanced curriculum including lecture, wet and dry laboratory activities, and a capstone group research project. Students with a broad range of interest in the natural sciences are encouraged to register.

**Pre- or Co-Requisites: Physics, Chemistry and Biology.**

### **Human Anatomy and Physiology**

**One unit**

This course covers the basics of human anatomy and physiology including anatomical terminology, basic biochemistry, cells and tissues, and the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary, and reproductive systems. Laboratory work is a significant component of the class and includes anatomical studies using microscopy, animal organ dissection and a cat dissection.

**Pre-requisites: Physics and Chemistry, Co-requisite: Biology**

### **Honors Molecular Biology and Biotechnology**

**Honors, One unit**

Honors Molecular Biology and Biotechnology is a hands-on, college-level course for serious science students who wish to delve deep into how genes function. The course will include examination of genetic disorders, infectious diseases, and genetic engineering and associated bioethical considerations. Lab work will focus on understanding the techniques used in modern molecular biology such as PCR, gel electrophoresis, molecular cloning, DNA synthesis, and genomic analysis. Current scientific articles will be evaluated as we explore this exciting field and examine its import in our world today.

**Prerequisites: Physics, Chemistry and Biology and departmental approval**

### **AP Chemistry**

**AP, One unit**

AP Chemistry is a college level class providing the basic body of chemical information and laboratory experience typically covered in a two-semester introductory sequence in chemistry. AP Chemistry follows the curriculum set forth by the College Board for Advanced Placement Chemistry and prepares students to take the AP Chemistry exam. Students will build on the knowledge and skills they acquired in Honors Chemistry while exploring topics such as intermolecular forces, kinetics, thermodynamics, and equilibrium. A student who works to complete this course will acquire a deeper understanding of how chemists utilize models, graphs, and mathematical relationships to represent chemical processes while gaining exposure to a variety of laboratory techniques. An additional lab period each cycle is required.

**Prerequisites: Physics, Honors Chemistry, Algebra II and departmental approval**

**Co-requisites: Biology or Honors Biology and Honors Precalculus or higher math level**

### **AP Physics C Mechanics**

**AP, One unit**

AP Physics C Mechanics is equivalent to a one-semester, calculus-based, college-level physics course. The course delves into the main principles of classical mechanics introduced previously in Physics I and covers new topics including rotational motion, astrophysics and selected topics in modern physics or thermodynamics based on class interest. It is taught in an interactive student-centered format, which emphasizes collaborative problem solving, hands-on experimentation, data analysis and design optimization. An additional lab period each cycle is required.

**Prerequisites: Physics, Chemistry, Precalculus and departmental approval**

**Co-requisites: Biology and Calculus or higher math level**

### **AP Environmental Science**

**AP, One unit**

Advanced Placement Environmental Science is a college-level course in environmental science, which prepares students to take the AP Environmental Science Exam. Topics covered include ecology, earth's systems, energy, biodiversity, population biology, natural resource use, pollution, climate change, and human impacts on the environment. It will include discussions about the politics and economics of environmental issues and will emphasize potential solutions to environmental problems. In addition, the course requires extensive fieldwork and laboratory investigations so students should be prepared to go outside in various weather conditions and should not be afraid to get dirty! An additional lab period each cycle is required.

**Prerequisites: Physics, Chemistry, Biology, and departmental approval**

### **Computational Design**

**One unit**

Computational Design is a full-year introductory computer science elective course that teaches students to collaboratively deepen their understanding of computer science through design thinking and making. Students will dissect computers, write programs in Java Script, build physical computational devices with Arduinos and explore web design. This course is open to students in grades 10-12. Students in grade 10 are encouraged to enroll in AP Computer Science Principles in grade 11 and in doing so will meet their requirement for a second year of art. Students with interest in computer science and technology are encouraged to apply. No prior experience is required.

### **AP Computer Science Principles**

**AP, One unit**

AP Computer Science Principles (AP CSP) introduces students to the foundations of computer science with a focus on how computing powers the world. Along with the fundamentals of computing, students will creatively develop programs in Snap! and Python, and gain a broader understanding of how computer science impacts people and society. The AP CSP course is organized around five big ideas, which are essential to studying computer science, including Data and Information, Algorithms, the Internet, and Impacts of Computing. The course will culminate with activities in which students creatively develop and analyze programs; and lay the foundation for students to learn any programming language. The AP Computer Science Principles Assessment consists of two components: a student developed programming project and the end-of-course AP Exam.

**Pre- and co-requisite: Algebra II and departmental approval**

### **AP Computer Science A**

**AP, One Unit**

The AP Computer Science A course offers students a rigorous and comprehensive introduction to computer science through the study of Java programming. Through hands-on projects and coding exercises, students develop problem-solving skills and gain proficiency in Java, applying their programming knowledge to real-world challenges. The curriculum addresses key concepts such as algorithm development, data structures, and object-oriented programming. With a minimum of 20 hours of lab experiences, students engage in program design, code logic, and ethical considerations, addressing big ideas like modularity, variables, control, and the impact of computing. The course not only prepares students for the AP Computer Science A exam, but also establishes a solid foundation for future studies and careers in the dynamic fields of computer science and technology.

**Prerequisite: AP Computer Science Principles or Computational Design with teacher approval.**

## **Summer Electives in Science**

### **Topics in Astronomy and Atmospheric Science**

**One-half unit**

In this 3-week summer science elective course, students will be introduced to the most relevant topics in modern astronomy and meteorology. Students will learn essential skills in these fields, such as how to use a telescope, make astronomical and weather observations, as well as utilize and analyze real-time NASA and NOAA satellite data to make atmospheric and space weather forecasts. Students will learn about introductory concepts in astronomy, such as celestial navigation, solar system astronomy, stellar nuclear processes and evolution, cosmology, and general relativity's most extreme prediction - black holes! Students will also learn about introductory concepts in atmospheric science, such as the Earth's atmospheric composition, weather forecasting, hazardous weather formation and development, and climate change. Approximately 50% of the course will be devoted to topics in astronomy, and 50% to topics in atmospheric science. This course requires two nights (four hours) of telescope observation time (all materials, including telescopes, will be provided). This course is ideal for students interested in space and weather-related topics.

Requirements: One completed year of 9th grade Physics.

### **Environmental & Wildlife Conservation Field Studies**

**One-half unit**

In this 3-week summer science elective course, students will be introduced to the most relevant topics in environmental and wildlife conservation. In this lab and field studies based course, students will participate and conduct hands-on activities to explore native wildlife species populations, water quality, and more! Some of the activities completed in the previous years include banding baby ospreys and wild birds, observing the diet of Chesapeake Bay sea otters, wetland restoration, learning animal tracks and calls, using binoculars for birding, setting wildlife cameras, and tracking down box turtles with radio signals. Students should be prepared to spend a majority of their class time outside. In addition, many activities necessitate some schedule flexibility for meeting with wildlife experts, including some early morning and late evening activities.

Requirements: No previous experience required, and it is open to all rising 9th grade through rising 12th grade students! All you need is enthusiasm for life sciences, a flexible start time, and an appreciation of the natural world.

## Theology

As an independent Catholic school within the Archdiocese of Washington, we adhere to the educational goals and criteria established by the Religious of the Sacred Heart, informed by the Archdiocese. We commit ourselves to educate to: a personal and active faith in God; a deep respect for intellectual values; a social awareness which impels to action; the building of community as a Christian value; and personal growth in an atmosphere of wise freedom. Our study of texts, traditions, ethics, and the development of critical thinking skills enables students to realize their personal call to holiness and become agents of justice, leading the world with courage and compassion.

Students are required to take four consecutive years of theology. Each course is a half credit course. The curriculum for the first three years forms the basis for a Catholic study of theology. In their fourth year, students choose from three options.

<b>First Academic</b>	<b>Second Academic</b>	<b>Third Academic</b>	<b>Fourth Academic Electives</b>
Scripture: Introduction to the Bible	Catholic Traditions and History	Christian Morality	Bioethics
			Major World Religions
			Catholic Social Teaching & Social Justice

## First Academic Course

### **Scripture: Introduction to the Holy Bible**

**One-half unit**

The texts of the Bible emerged through divine inspiration in diverse social and complex political and theological contexts. We examine biblical texts with the tools of scholarship, employing methods of literary, historical, and theological investigation. We engage the primary texts in critical and constructive assignments. We highlight the vibrant contexts in which we interpret the Bible today by examining contemporary challenges faced in interpreting biblical literature in our society. A textbook, lecture outlines, and focused assignments help guide our understanding. We emphasize our Catholic heritage in studying revelation, divine inspiration, and liturgical contexts for sacred scripture.

## Second Academic Course

### **Catholic Traditions and History**

**One-half unit**

In this course, students engage with expressions of Catholicism throughout the ages and around the world. For the early era, the class attends to house churches, martyrdom, theological controversies and the rise of Catholic institutions such as pilgrimages, shrines, and monasteries (for men and women). Sources for the study of history and tradition include primary documents produced by a variety of witnesses and archaeological finds. As the course progresses, students analyze examples of worship, theological conflict, and reform that emerged through the centuries. The majority of the course is devoted to the modern era and the immense variety in forms of faith visible in Catholic lives today as a result of missionizing activities and the spread of Catholicism around the globe. We emphasize the diversity of voices and sources, and the cultural contexts of Christianity.

## Third Academic Course

### **Christian Morality**

**One-half unit**

This course invites the students to reflect upon the moral implications of Christian discipleship in our rapidly changing world. Beginning with the understanding of the human person as created in the image of God and made for relationship, the course will explore foundational themes within the Roman Catholic moral tradition such as character, sin and conscience, and conversion. Additionally, units on human sexuality and the environment serve to underscore this same theme of relatedness and enable students to make wise, informed choices in light of the Gospel message.



## Fourth Academic Offerings

### **Catholic Social Teaching and Social Justice**

**One-half unit**

Students in this course explore the biblical, theological and textual origins of the seven themes of Catholic Social Teaching. Students analyze social justice issues in ways that help us realize our own roles and responsibilities as local and global citizens through the lenses of the seven themes and the five Sacred Heart Goals and Criteria. Throughout the course, students address how visions of social justice can inform our contemporary communities.

### **Major World Religions**

**One-half unit**

Inspired by the spirit of The Second Vatican Council's *Declaration on the Church's Relationship to Non-Christian Religions*, this course serves as an introduction to the academic study of religion in general and to the major traditions of Hinduism, Buddhism, Judaism, and Islam. Through activities such as case studies, projects, and critical reflection and analysis of texts, students use a cultural studies method to understand how adherents of each tradition address questions of meaning, belief, and practice.

### **Bioethics**

**One-half unit**

This survey course builds upon certain foundational principles from the Third Academic Christian Morality class and examines their application to some of the most challenging issues in the field of contemporary bioethics. Situating itself firmly within the Catholic Church's teaching on the consistent ethic of life, the course will explore topics ranging from reproductive technology and cloning to organ transplants and end-of-life issues.

## Visual and Performing Arts

Grounded in the school’s mission, the arts are an essential component for the development of the whole person: intellectually, spiritually and emotionally. A truly educated person is one who has knowledge of and experience in the arts. Both the visual and performing arts reflect culture and transport us toward the “fullness of our humanity.” Artistic experiences enable one to transcend the boundaries of time, place and language. Ultimately, they empower.

Students are required to take two units in the Visual and Performing Arts to graduate. The first course must be at the introductory level in the arts, as indicated by asterisks.

**Students currently enrolled in a non-visual art course, wishing to take Ceramics 1, Photo 1, Drawing & Painting 1, or Media Arts 1, must submit a portfolio of 5 works that represent the student’s skills in that area. Portfolios must be sent to the Director of Arts for review by the visual arts faculty. Portfolios must be submitted no later than May 1.**

**Students currently enrolled in Ceramics 1, Photo 1, Drawing & Painting 1, or Media Arts 1, wishing to take a visual arts AP course of a different discipline, must submit a portfolio of 5 works that represent the student’s skills in that area. Portfolios must be sent to the Director of Arts for review of the visual arts faculty. Portfolios must be submitted no later than May 1.**

<b>Visual Arts</b>
<ul style="list-style-type: none"> <li>● *Foundations of Visual Arts</li> <li>● *Foundations of Digital Arts &amp; Visual Communications</li> <li>● Drawing and Painting I</li> <li>● Ceramics I</li> <li>● Media Arts I</li> <li>● Photography I</li> <li>● AP Drawing, Year I &amp; Year II</li> <li>● AP 2D Art &amp; Design: Photography/Media Arts, Year I &amp; Year II</li> <li>● AP 3D Art and Design Year I &amp; Year II</li> </ul>
<b>Dramatic Arts</b>
<ul style="list-style-type: none"> <li>● *Drama I-III</li> <li>● *Introduction to Technical Theater</li> </ul>
<b>Musical Arts</b>
<ul style="list-style-type: none"> <li>● *Chorus</li> <li>● *Band</li> <li>● *String Ensemble</li> </ul>

## **The Visual Arts**

### **Foundations of Visual Arts**

**One unit**

This course is designed to introduce various art mediums, techniques and styles. Students will learn the basic elements and principles of art and design, and use the combination of these building blocks to guide their work. Units of study may include drawing, painting, printmaking, ceramics, photography, digital media, collage, and textiles. Students will also develop their critical thinking skills through the creative problem-solving process, as they learn to assess the quality of their own artwork as well as those of other artists.

### **Foundations of Digital Arts & Visual Communications**

**One unit**

This course is an introductory course to digital principles of art and design concepts as a visual communications tool, which is approached in the context of the constantly changing digital world. Students will learn: traditional photography, digital photography, graphic design, typography, video, including interview and motion graphics. Students will also develop their critical thinking skills through the creative problem-solving and decision-making process, as they learn new digital concepts.

### **Drawing and Painting I**

**One unit**

This course is designed for students who enjoy drawing and painting. Students will explore a wider range of expressive & appropriate methods and media. Both process and product are emphasized. Students are encouraged to develop the technical and conceptual skills necessary for aesthetically satisfying art production. Multiple dry and wet media will be used in more inventive ways on a variety of complementary surfaces. The basic elements of art and principles of design are emphasized in every unit. Further development of critical thinking skills is enhanced through class critiques and project assessments. Students are expected to maintain comprehensive Art Journals and Presentation Portfolios throughout the year. This course is required for students who eventually want to pursue AP Drawing.

**Prerequisite: Foundations of Visual Arts**

### **Ceramics I**

**One unit**

Ceramics I students explore hand building, wheel throwing, glazes and firings, while developing familiarity and confidence with tools and materials. Health and safety practices including proper clay recycling are emphasized, as is the necessity to work cooperatively in a studio environment. Students learn to support and encourage each other in their artistic progress during class critiques, held several times each year. Sketchbooks record ideas and plans for forms and surfaces.

**Prerequisite: Foundations of Visual Arts**

### **Media Arts I**

**One unit**

This course is designed to introduce various digital art mediums, techniques and styles. Students will learn basic graphic design, motion graphics, video, sound, and photography techniques, in support of the broader Fine Arts objective of developing fundamental visual skills. Projects include: poster art, animated graphics, music video and short film.

**Prerequisite: Foundations of Digital Arts & Visual Communications**

**Note: Priority will be given to Fourth Academic students**

### **Photography I**

**One unit**

This course introduces students to basic photographic techniques, in support of the broader Fine Arts objective of developing fundamental visual skills. These techniques will include making exposures with a 35mm DSLR film camera, processing black and white film, and making prints in the darkroom. Assignments will expand students' understanding of the possibilities of photography, both technical and aesthetic. The class will consider and discuss the work of historical and contemporary photographers. The objective is that by the end of the course, each student

will have developed a portfolio of darkroom prints, and an artist's statement. Students supply their own film and printing paper. (Approximate cost: \$200.00)

**Prerequisite: Foundations of Visual Arts**

### **AP Drawing Year 1 and Year 2**

**AP, One unit**

The AP Drawing course framework presents an inquiry-based approach to learning about and making forms and structures in art and design. Students are expected to conduct an in-depth, sustained investigation of materials, processes, concepts, and ideas through drawing. The framework focuses on concepts and skills emphasized within college art and drawing foundation courses with the same intent: to help students become inquisitive, thoughtful artists and designers able to create, explore, and develop works as well as to articulate information about their work. AP Drawing students develop and apply skills of inquiry and investigation, practice, experimentation, exploration, revision, communication, and reflection.

**Prerequisite: Drawing and Painting I**

- PORTFOLIO SECTION 1. Sustained Investigation 60% of total score. This section of the portfolio includes 15 digital images and responses to prompts. Works demonstrate sustained investigation through practice, experimentation, and revision. Brainstorming ideas begins over the summer.
- PORTFOLIO SECTION 2. Selected Works 40% of total score. These 5 works will also be submitted digitally. Works each demonstrate synthesis of materials, processes, and ideas using drawing skills. Work may come from the Sustained Investigation section, but it does not have to.

### **AP 2D Art and Design/Photography Year I and Year II**

**AP, One unit**

This course is a AP 2-D Art and Design Portfolio class in which the students create a portfolio of college-level work which is by the end of the school year suitable for submission for evaluation to the College Board. A qualifying portfolio score earns for the student college credit and/or advanced placement. AP 2D Photography students submit a 2-D Art and Design portfolio. The AP Portfolio includes two sections as described below.

**Prerequisite: Photography I/Media Arts I**

- PORTFOLIO SECTION 1. Sustained Investigation 60% of total score. This section of the portfolio includes 15 digital images and “responses to prompts: some may be detail and process images.” Works demonstrate sustained investigation through practice, experimentation, and revision. The final idea of concentration must be declared no later than January 17, 2022 (after MLK weekend) so that you have time to explore your subject in-depth, producing many more photographs than you will use for your final portfolio. Brainstorming ideas begins over the summer.
- PORTFOLIO SECTION 2. Selected Works 40% of total score. 5 physical works and responses to prompts (These 5 works will also be submitted digitally as a backup.) Works each demonstrate synthesis of materials, processes, and ideas using 2-D art and design skills. Work may come from the Sustained Investigation section, but it does not have to.

### **AP 3D Art and Design Year I and Year II**

**AP, One unit**

The AP 3-D Art and Design course framework presents an inquiry-based approach to learning about and making forms and structures in art and design. Students are expected to conduct an in-depth, sustained investigation of materials, processes, concepts, and ideas in three dimensions. The framework focuses on concepts and skills emphasized within college art and design 3-D foundation courses with the same intent: to help students become inquisitive, thoughtful artists and designers able to create, explore, and develop works as well as to articulate

information about their work. AP 3-D Art and Design students develop and apply skills of inquiry and investigation, practice, experimentation, exploration, revision, communication, and reflection.

**Prerequisite: Ceramics 1**

- PORTFOLIO SECTION 1. Sustained Investigation 60% of total score. This section of the portfolio includes 15 digital images and responses to prompts. Works demonstrate sustained investigation through practice, experimentation, and revision. Brainstorming ideas begins over the summer.
- PORTFOLIO SECTION 2. Selected Works 40% of total score. These 5 works will also be submitted digitally. Works each demonstrate synthesis of materials, processes, and ideas using 3-D art and design skills. Work may come from the Sustained Investigation section, but it does not have to.

**AP Art History**

**AP, One unit**

AP Art History is a college-level introductory art history survey in which students learn to identify, examine, and critically analyze major forms of art from prehistory to the present, including both European and non-European cultures. While the curriculum, requirements, and standards are extremely demanding and rigorous, the rewards are extraordinary. Students will significantly improve critical thinking and writing skills and expand visual literacy, and they will develop an understanding of the diverse cultural and historical contexts of painting, sculpture, architecture, and other media. Perhaps most importantly, students will confront the whole range of human experience, stretch their minds and imaginations to embrace new ideas and places, and develop a deeper understanding of what drives us as a species—our fears, our loves, and our beliefs.

**Note: Placement will be made in consultation with the English, History and Art departments.**

***\*This course is cross-listed with History and Social Studies***

## The Performing Arts

### Drama I

**One unit**

Drama I is designed to allow students to explore the world of the theater and all its components. The preparation and performance of dramatic scenes and monologues, playwriting exercises and theater attendance help students to identify and develop internal and external personal resources, to participate in artistic collaboration, to relate theater to its social context and to form aesthetic judgments.

### Drama II

**One unit**

Drama II is designed to provide an opportunity for participants to sharpen their acting skills, with a focus on classical acting. They develop a deeper understanding of preparing, creating, and performing theatrical pieces. Students explore selected occupations in the theater in depth and are given the opportunity to choose to work in a collaborative effort as playwright, director or performer. In addition, each student reads and critically analyzes modern texts and sees at least one play during the year.

**Prerequisite: Drama I or by audition**

### Drama III

**One unit**

Drama III allows students to apply two years of acquired skills by producing a play for public performance. All aspects of production are managed by members of the class, including dramaturgy, directing, acting, design, technical theater, publicity. Each student will also write a critical analysis of an assigned text and see at least one professionally produced play during the year.

**Prerequisite: Drama II or by audition**

### Introduction to Technical Theater

**One unit**

This course is open to all US students with little or no previous experience in technical theater. Learning objectives will focus on the basics of the theatrical production process, including: roles of the production process; tool use and scene shop safety; introduction to carpentry and stagecraft; basics of electrics, sound and costume/wardrobe; and fundamentals of working on stage crew. The course workload will include class meetings, assigned readings, and active participation in technical preparation for department productions. Permission from parents to use power tools will be required. This class can be taken for repeat credit.

### Chorus

**One unit**

This course is open to all Upper School students who are interested in developing their vocal skills, abilities and musicianship through the study of choral literature from all major periods in music history. Concepts of proper vocal care and technique, sight reading, vocal development, music history and the building of confidence in the voice will be a focus of the course. An emphasis on developing both the student's individual sound and the group's ensemble sound will be emphasized throughout the year as we prepare for concerts, festivals and liturgies. Pianists may audition for this class as an accompanist.

**Note: Students are required to participate in mandatory performances to earn credit for this course. This course may be repeated for credit up to four years.**

### **Honors Ensemble: Chorus**

**Honors, One unit**

The honors ensemble courses provide students with a challenging and innovative curriculum, tailored to the interests of the individual student. The requirements for these courses provide a template for being a successful musician and allow the students to explore, experience, study, and recognize quality musical works and performances. This course is open to second through fourth academics with previous band/chorus/orchestra experience and by teacher recommendation/audition. In addition to meeting the expectations for Chorus, students will have additional performance, adjudication, research and/or evaluation requirements. Students will select and complete two projects each semester from the curriculum options. The teacher will guide and support students as needed throughout the year.

**Prerequisite:** Previous participation in an Upper School Ensemble.

### **Concert Band**

**One unit**

This course is open to all Upper School students who play a band instrument. Students will develop musicianship and ensemble skills through the study of concert band repertoire from various styles and genres. In addition, music appreciation, history and theory are integrated into the curriculum to provide well rounded knowledge and musicianship. Special attention will be paid to developing artistry and creative expression and all elements necessary for successful ensemble experiences. Students will participate in performances throughout the year and have adjudication and master class/workshop opportunities.

**Note:** Students are required to participate in concerts to earn credit for this course. This course may be repeated for credit up to four years.

### **Honors Ensemble: Band**

**Honors, One unit**

The honors ensemble courses provide the students with a challenging and innovative curriculum. The requirements for these courses provide a template for being a successful musician and allow the students to explore, experience, study, and recognize quality musical works and performances. This course is open to second through fourth academics with previous band/chorus/orchestra experience and by teacher recommendation/audition. In addition to meeting the expectations for the Concert Band, students will have additional performance, adjudication, research and/or evaluation requirements. Students will select and complete two projects each semester. The teacher will guide and support students as needed throughout the year.

**Prerequisite:** Previous participation in an Upper School Band ensemble.

### **String Ensemble**

**One unit**

This course is open to all Upper School students who play an orchestral string instrument (violin, viola, cello, bass). US String Ensemble is designed to engage students in a variety of musical styles and genres for rehearsals, formal and informal performances. In addition, music appreciation, history and theory are studied in association with repertoire and units of study. Special attention will be paid to developing artistry and creative expression. Students will participate in performances throughout the year and receive adjudication and master class/workshop opportunities on occasion.

**Note:** Students are required to participate in mandatory performances to earn credit for this course. This course may be repeated for credit up to four years.

### **Honors Ensemble Strings**

**Honors, One unit**

The honors ensemble courses provide students with a challenging and innovative curriculum tailored to the interests of the student musician. The requirements for these courses provide a template for being a successful musician and allow the students to explore, experience, study, and recognize quality musical works and performances. This course is open to second through fourth academics with previous band/chorus/orchestra experience and by teacher recommendation/audition. In addition to meeting the expectations for String Ensemble, students will have additional performance, adjudication, research and/or evaluation requirements. Students will select and complete

two projects each semester from honors curriculum options. The teacher will guide and support students as needed throughout the year.

**Prerequisite: Previous participation in an US ensemble.**

**Note: Students are required to participate in mandatory performances to earn credit for this course. This course may be repeated for credit up to four years.**

**Music Theory, History and Appreciation**

**One Unit**

This course is intended for students in grade 11 and 12 who are musically inclined, but not necessarily performers and/or for students who are interested in pursuing a college career in music or who would like to explore taking the AP Music Theory test. The first semester focuses primarily on music theory and general music knowledge: the study and review of music fundamentals, notation, rhythm, scales, key signatures, circle-of-fifths, intervals, ear training, dictation, sight-singing and composition skills through current music technology software like Noteflight, Flat and Soundtrap. The second semester is primarily centered around music history. From Western music history to the history of Rock ‘n Roll to political movements in history and the role of women in music history, this semester will also rely on student choice in terms of units of study.



## World Languages

Language study at Stone Ridge ignites commitment in each student to bring change to the world with confidence, respect, and cultural understanding.

In the classroom, we immerse the students in another culture and language every day. Beginning with the basic vocabulary and grammar and proceeding to more sophisticated structures, we base our instruction on the five goals of language acquisition: communication, culture, connection, comparison, and community. The department incorporates technology through the extensive use of the internet as well as online texts and activities.

The minimum requirement for graduation is **three consecutive years** of one foreign language. Students who have successfully completed the first year level in middle school and who continue and successfully complete the next two levels of the same language finish their foreign language requirement at the end of their Second Academic year. However, because many colleges expect four consecutive years of foreign language study at the Upper School level, students are strongly encouraged to continue their foreign language for four years.

### Course Offerings by Language

French		Spanish			Latin	
French I		Spanish I			Latin I	
↓		↓			↓	
French II		Spanish II			Latin II	
↓		↓			↓	
French III		Spanish III			Latin III	
↙ ↘		↙ ↘			↓	
French IV	AP French Language and Culture	Spanish IV		AP Spanish Language	Latin IV	AP Latin
↓	↓	↙ ↘		↓	↓	↓
AP French Language and Culture or	Honors French Seminar	Honors Spanish V	AP Spanish Language	AP Spanish Literature	AP Latin	Latin IV
			↓	↓	↓	↓
Honors French V			AP Spanish Literature	Honors Spanish Seminar	Honors Latin V	Honors Latin V

**\*NOTE: Spanish for Heritage Speakers is a one year course which prepares students for Spanish IV. After level IV, students may be recommended for AP Spanish Language, followed by AP Spanish Literature. Upon entering Upper School, Heritage speakers of Spanish will take a placement test to determine appropriate course level.**

## French

### **French I**

**One unit**

This course develops the use of fundamental language skills used in listening, speaking, reading and writing. Students learn to express ideas in the present, the past and the near future using basic structures and vocabulary related to daily-life topics. Extensive communicative practice is provided through varied oral and written exercises in meaningful situations and personalized contexts. Students develop awareness and sensitivity to the French-speaking world through videos, music, presentations, readings and discussions. The class is conducted in French.

### **French II**

**One unit**

This course completes the study of fundamental grammar structures and vocabulary begun in French I. Students learn to express ideas, actions and thoughts in the present, past, and future. Students also learn to express opinions, recommendations, doubts and preferences in the subjunctive mood. Students continue to learn about Francophone culture, civilization, geography and traditions with respect and empathy. Communication, both written and spoken, is practiced using authentic materials that provide cultural information and insights. The class is conducted in French.

**Prerequisite: French I or by department approval**

### **French III**

**One unit**

In this course, students reinforce and solidify basic structures and vocabulary seen in levels 1 and 2, as well as explore more complex and sophisticated forms of expression in French. Students are introduced to the Francophone world through short films and short pieces of literature as well as the reading of a novel.

This course develops an appreciation for the different perspectives foreign cultures can bring that enhance communities and promote personal growth. The course is conducted in French.

**Prerequisite: French II and departmental approval**

### **French IV**

**One unit**

In this upper level course students polish their speaking, listening, reading and writing skills and continue to grow their awareness of Francophone cultures through the viewing and analysis of films, interviews and articles related to current events to better understand our interconnectedness, as well as the reading of a novel. Students generate a portfolio of creative formative and summative assessments throughout the academic year. The course is conducted in French.

**Prerequisite: French III and departmental approval**

### **Honors French V**

**✓One unit**

This upper level course inspires students to continue to explore the thoughts, writings and artistic productions of the great minds and associated cultures of the Francophone world. The goal of this course is to increase linguistic proficiency and to deepen appreciation for cultural nuances inherent in the works examined. Students generate a portfolio of creative formative and summative assessments throughout the academic year. The course is conducted in French. This course may not be offered every year.

**Prerequisite: French IV and departmental approval**

### **AP French Language and Culture**

**AP, One unit**

The Advanced Placement French Language and Culture course prepares students for the AP French Language and Culture Exam. This course promotes proficiency in French and enables students to explore culture in contemporary and historical contexts. Some topics included are family and modern life, current global themes, and cultural practices and perspectives.

**Prerequisite: French III or French IV and departmental approval**

**Honors French Seminar**

**Honors, One unit**

This course will allow the student to delve deeply into French and Francophone cultures through many lenses: literature, art and architecture, classical and modern music, etc. Teacher will take into account the interests of the students in creating the list of works under consideration while reinforcing cultural empathy and including voices of the marginalized.

**Prerequisite: AP French Language and a score of 3 or higher on the AP French Language Exam.**

## **Spanish**

**Spanish I**

**One unit**

This course develops the use of fundamental language skills used in listening, speaking, reading and writing. Students learn to express ideas in the present, the past and the near future using basic structures and vocabulary related to daily-life topics. Extensive communicative practice is provided through varied oral and written exercises in meaningful situations and personalized contexts. Students build cultural awareness and sensitivity to the Spanish-speaking world through videos, presentations, readings and discussions. The class is conducted in Spanish.

**Spanish II**

**One unit**

This course completes the study of fundamental grammar structures and vocabulary begun in Spanish I. Students learn to express ideas, actions and thoughts in the present, past, and future. Students also learn to express opinions, recommendations, doubts and preferences in the subjunctive mood. Students continue to learn about Spanish-speaking culture, civilization, geography and traditions with respect and empathy. Communication, both written and spoken, is practiced using authentic materials that provide cultural information and insights. The class is conducted in Spanish.

**Prerequisite: Spanish I or by departmental approval**

**Spanish for Heritage Speakers**

**One unit**

This class is designed for students who have experience with the Spanish language in an informal setting. The purpose of this course is to provide students with formal study of the syntax, spelling, accentuation and written conventions of the Spanish language. In addition to developing a solid grammatical foundation, students will learn the essential concepts of critical reading and effective writing by examining essays, poems, stories, and short films from a variety of Hispanic authors and thinkers. The level of the course will be tailored to meet the needs of the students. This course is taught in Spanish. **Prerequisite: Placement test and departmental approval**

**Spanish III**

**One unit**

In this course, students reinforce and solidify basic structures and vocabulary seen in levels 1 and 2, as well as explore more complex and sophisticated forms of expression in order to increase their level of linguistic proficiency in Spanish. Students are introduced to works by authors and filmmakers throughout the Spanish-speaking world, to help them appreciate and understand the world's cultural richness while making global connections and understanding our interconnectedness. The course is conducted in Spanish.

**Prerequisite: Spanish II and departmental approval**

**Spanish IV****One unit**

This upper level course allows students to solidify syntactic structures and broaden vocabulary through the reading, analysis and interpretation of short stories, poetry, music, films, interviews and articles. Students polish their speaking, listening, reading and writing skills to promote effective communication, respect and empathy and to continue to grow their awareness and appreciation of Spanish-speaking cultures. Students generate a portfolio of creative formative and summative assessments throughout the academic year. The course is conducted in Spanish.

**Prerequisite: Spanish III and departmental approval**

**Honors Spanish V****Honors, One unit**

This upper level course inspires students to continue to explore the thoughts, writings and artistic productions of the great minds and associated cultures of the Spanish speaking world by exploring literary masterpieces. The goal of this course is to increase linguistic proficiency and to deepen appreciation for cultural nuances inherent in the works examined. Students generate a portfolio of creative formative and summative assessments throughout the academic year. The course is conducted in Spanish. This course may not be offered every year.

**Prerequisite: Spanish IV, Spanish for Heritage Speakers and departmental approval**

**AP Spanish Language and Culture****AP, One unit**

The Advanced Placement Spanish Language and Culture course prepares students for the AP Spanish Language and Culture Exam. This course promotes proficiency in Spanish and enables students to explore culture in contemporary and historical contexts. Some topics included are family and modern life, current global themes, and cultural practices and perspectives.

**Prerequisite: Spanish for Heritage Speakers, Spanish III or IV and departmental approval**

**AP Spanish Literature and Culture****AP, One unit**

This course prepares students to complete the AP Spanish Literature and Culture Examination. Students explore masterpieces of all literary genres by Spanish and Latin American authors from the Middle Ages to the present day. Students encounter diverse ways of experiencing life through the lens of writers from around the Spanish-speaking world. Students generate a portfolio of creative formative and summative assessments throughout the academic year. The course is conducted in Spanish.

**Prerequisite: AP Spanish Language and a score of 3 or higher on the AP Spanish Language Exam**

**Honors Spanish Seminar****Honors, One unit**

This course is offered to students who have completed the AP Spanish Literature course. The main prerequisites are a love of language, an ability to think analytically and a desire to study works of the most engaging writers, artists and thinkers of Spain and Latin America. This course may not be offered every year.

**Prerequisite: AP Spanish Literature and a score of 3 or higher on the AP Spanish Literature Exam**

## Latin

### **Latin I**

**One unit**

This course is an introduction to Latin culture, history, syntax, and vocabulary. In addition to their language study, students investigate Roman culture, mythology, and literature. Particular emphasis is given to the daily lived experience of Romans from diverse social classes and backgrounds, as well as Latin's role as a root language for English and other Romance languages. During this course students will read Book I of the Suburani series as well as several supplementary primary and secondary sources. The goal of Latin I is to provide a solid foundation for further study and to foster an appreciation of Latin's influence on the English language and the modern world.

### **Latin II**

**One unit**

This course is the second year of the Latin curriculum. In the first year students developed a foundation of Latin culture, history, syntax, and vocabulary. In addition to their language study, students investigate various aspects of Roman culture, mythology, and literature. Particular emphasis is given to the daily lived experience of Romans throughout the Empire; from Carthage to Ephesus and everything in between. During this course students will read Book II of the Suburani series as well as several supplementary primary and secondary sources. The goal of Latin II is to provide a solid foundation for further study in Latin III and to foster an appreciation of Latin's influence on the English language and the modern world.

**Prerequisite: Latin I or by departmental approval**

### **Latin III**

**One unit**

The third year of Latin is an introduction to Latin Prose and Poetry. Here, students delve into the literary world of Suburani Book II and Book III, focusing on themes such as mythology, history, and philosophy. Through the works of Cicero, Virgil, Ovid, Catullus, and many other primary sources, students enhance their translation skills while analyzing stylistic techniques and cultural context. This course not only aims to foster a greater appreciation for Latin literature but also encourages students to connect the classical texts to contemporary themes and ideas. Students will leave the class with a deep understanding of Roman literature, history, and society, as well as its enduring connection and influence on the modern world.

**Prerequisite: Latin II and departmental approval.**

### **Latin IV**

**One Unit**

This course is an advanced exploration of Latin prose and poetry. Students read several Latin authors, including but not limited to Horace, Ovid, and Cicero. Through project based inquiry students investigate these seminal authors. Particular emphasis is placed on the analysis of secondary sources and developing a comprehensive appreciation of the scope and impact of Latin literature on subsequent generations. Students are expected to read our primary sources at a pace similar to the AP curriculum, but without the pressure of the test prep unique to the AP course.

**Prerequisite: Latin III and departmental approval or AP Latin.**

### **AP Latin**

**AP, One unit**

The AP Latin course is a deep dive into two of the seminal works of World Literature: Vergil's Aeneid and the letters of Pliny the Younger. In this course students read the AP syllabus selections from both authors in Latin and in English. In addition to these core authors, students read a wide range of Latin primary sources. The goal of our course is to achieve fluency in the language and style of authors covering the entire breadth of Latin literature, and then use that ability to analyze and discuss the texts and their enduring cultural and literary impact.

**Prerequisite: Latin III or Latin IV and departmental approval**

## Special Programs

### Social Action Program

Rooted in Goal Three of Sacred Heart Education, the Social Action program is a comprehensive service learning program that is central to the Upper School experience. Through preparation, action, and reflection, Social Action cultivates critical consciousness of issues of justice, inculcates a life-long commitment to service, and develops students' potential for leadership in building and maintaining just partnerships.

The program takes place every other Wednesday for the full day as delineated on the school calendar. Each student must participate in all three components of Social Action—namely learning, experience and reflection. The learning and reflection periods provide opportunities to prepare for and evaluate the Social Action experience in light of the Christian faith.

#### First Academic: Orientation to Social Action

- Students learn about the seven tenets of Catholic Social Teaching - Solidarity, Care and Concern for the Environment, Rights and Responsibilities, Life and Dignity of the Human Person, Call to Family, Community, and Participation, Option for the Poor and Vulnerable, and The Dignity of Work and the Rights of Workers. Guided by 4<sup>th</sup> Ac Social Action Leaders, students get a mix of on-campus learning and off-campus experience.

#### Second Academic: Introduction to Partnerships

- Students visit a different site each Social Action Day to develop an understanding of the variety of direct service and advocacy opportunities.

#### Third Academic: Partnerships I

- Students express a preference for working in a particular Area of Social Action and return to a single site throughout the year. Traveling by car, Metro, or bus in groups of 2 to 12, students are not only able to develop the habit of direct service but also to build relationships with the staff and clients at each organization.

#### Fourth Academic: Partnerships II

- Students express a preference for working at a particular site and return to it throughout the year. In addition to this, 4<sup>th</sup> Ac students may apply to serve as a Social Action Leader.

Transportation is provided by teachers, charter buses, and public transportation. Two graduation credits are earned through satisfactorily participating in Social Action according to the criteria of this program.

## Exchange Program

Students have the opportunity to participate in an exchange program with other Sacred Heart schools in the United States and abroad. Exchange is facilitated by the common goals shared by Network schools and by personal bonds among the faculty members and students.

The exchange program offers students an opportunity to broaden their horizons by sharing in the life of another Sacred Heart school and experiencing the cultures of other parts of their own country and of the wider world. The program aspires to prepare students for living in the “global village” which is already their de facto milieu. Exchange students follow courses chosen to approximate what they would be taking at home, but they frequently find a course or program of interest which is not available here. They may live as resident students when attending boarding schools or with host families in order to attend day schools.

A student wishing to go on exchange will learn about the program in the second semester of the First Academic Year and will be invited to complete the required application process. The student must be in good academic standing with an average of B+ or higher in all of her courses, and be known to be cooperative and able to be a good representative of Stone Ridge.

## Fourth Academic Job Shadow Experience

In the spring semester, Fourth Academic students participate in the Alumnae-Fourth Academic Job Shadow Program. The alumnae of the Washington, DC, metropolitan area offer the opportunity for the Fourth Academic students to experience a job setting and meet professionals in a particular field. The Job Shadow is a graduation requirement.

The Alumnae Office is responsible for planning and implementing this program. The office assists each Fourth Academic student with an assessment of her interests and abilities, contacts the supervisors from the designated list, and places the student appropriately. The Job Shadow is a full-time commitment for a minimum of two weeks, or a normal 40-hour workweek. The student is responsible for transportation to her site and appropriate dress for a work situation. Upon completion of her Job Shadow, each student will give a presentation on campus highlighting her experience.

## Special Services

### Campus Ministry

The Upper School includes an extensive and popular Campus Ministry program. Students assist in planning, writing and sharing in faith-filled activities. The entire program includes four programs: worship, social action, reflection, speakers on peace and justice issues and retreats.

The **worship** life of the school is reflected in school and class liturgies, opportunities for the Sacrament of Reconciliation and Morning Prayer in assembly. Students and the Campus Minister plan the theme, content and music of the liturgies. Priests from nearby parishes and schools are invited to preside at the liturgies.

The **Social Action Program** (described under Special Programs) enables students and faculty members to become involved in service to those in need in the community beyond Stone Ridge. In addition to the weekly program, the Campus Ministry provides additional regular and seasonal opportunities for service. “Fruit and juice” for breakfasts and “snack packs” for dinners, are collected and served once a month at So Others Might Eat soup kitchen (SOME) and projects to serve the hungry, homeless and needy in the area and the world are sponsored, particularly during Lent and Advent.

The **reflection periods** complement the theology program by giving students and faculty a variety of opportunities to experience and express their faith. In addition to liturgies, this time includes prayer, social action reflection, films and speakers relating to peace and justice issues of local, national, or global concern to Christians as well as exploration of other religious traditions.

An annual day of **retreat** for all classes and faculty members, a three day Kairos retreat for Third Academics, and a two-day Sacred Heart mission themed retreat at an area retreat house for Fourth Academic students, provide time for each student to deepen her knowledge and love of God. The retreats are directed by the campus ministry team who collaborate in planning with faculty members and student leaders. Typical activities include talks, small group discussions, films and an opportunity for the Sacrament of Reconciliation.

### Student Support

While supporting all Sacred Heart Goals, the Student Support Department, comprised of two Upper School Counselors and two Learning Specialists focuses on personal growth in an atmosphere of wise freedom (Goal V). The Upper School Counselors’ main objective is to provide social, emotional and academic support and assistance to all students in order to foster personal growth and development and to help each student reach her highest potential in and out of the classroom.. Counselors support individual students through direct short-term solution focused counseling to students experiencing academic or emotional challenges. Counselors also facilitate seminar classes, which are offered to all students. In addition, counselors consult with teachers and parents, provide referrals, and consult with the Upper School Support team in creating strategies for any student in need.



## **SEMINAR CLASSES:**

The seminar program concentrates on the development of the whole self and its topics focus on relationship building, communication, and wellness skills. The standards and expectations for the seminar curriculum reflect the ASCA (The American School Counseling Association) Mindsets and Behaviors for Student Success. Seminar classes are provided to all students during their four years in high school. The first five semesters of the seminar classes are facilitated by the Personal Counselors. The study skills class during the first academic year is facilitated by the Learning Specialists. The last three semesters of the seminar classes are facilitated by the College Counselors.

The primary goal of the seminar classes is to provide the opportunity for the counselors and students to become acquainted with each other while also providing the opportunity for students to continue to form relationships with self and peers. The other main goal is to provide information and facilitate discussion of developmentally appropriate and relevant topics, increase ability to apply this knowledge in future personal and social situations, and strengthen the ability to make informed decisions.

### **First Academic Seminar**

Seminar classes in the First Academic year focuses on the transition to high school. The classes create a safe environment to discuss topics, thoughts, ideas and concerns around the challenges of navigating the world of high school. Topics covered include personal and digital identity, healthy habits, emotional health (emotional expression, affirmations, gratitude, etc.), general mental health, stress and anxiety, friendship and suicide prevention. Time is devoted during the seminar for 1-1 transition meetings with the counselor.

### **Second Academic Seminar**

Seminar classes in the Second Academic year continue to focus on personal and social development during the high school years. The year starts with a focus on values and moves into classes where students are continuing to learn how their values shape their behaviors and the decisions they make. The two main focus areas are relationship and mental health and specific topics include values, healthy, unhealthy and abusive relationships, consent, communication, sexual health, anxiety, depression, disordered eating, substance use and abuse and suicide prevention.

**These seminars are required for all First and Second Academic students. The seminars meet once every cycle. Attendance is required. No grade and credit is given.**

### **Third Academic Seminar**

Seminar classes in the third academic year continue with a focus of identity and the greater complexities of life that older adolescents face. It is less “topic” focused and more focused on managing real life situations as well as managing the academic and social stress that comes with junior year. A refresher on suicide prevention is also included.

**This seminar is required for all Third Academic students. Classes meet every other cycle (once a month) during the first semester only.**

### **Study Skills**

The First Academic Study Skills program focuses on familiarizing students with efficient and effective study skills and time management to help students stay organized. Topics include: note-taking, listening skills, time management, reading for comprehension, test-taking, goal-setting, sleep and memory and concentration. Skills will focus on both computer and non-computer based tools that students can use to become effective life-long learners.

**Note: This seminar is required for all First Academic students. This seminar meets once every cycle. Attendance is required. No grade and credit is given.**

### **Explorations in Technology & Design**

This seminar offers an orientation to digital media and digital fabrication tools and techniques, as well as an introduction to the design process. Students will apply design and technological skills and strategies to develop collaborative works. Students will develop an understanding of the relationship between creative processes and technological problem-solving in addressing the challenges of their community and world.

**Note: This seminar is required for all First Academic students. This seminar meets once every cycle. Attendance is required. No grade and credit is given.**

## **College Counseling**

The College Counseling program provides individual and group counseling to both students and their parents. The goal of the program is to help each student identify their personal gifts and strengths in order to select a college that serves their needs, enhances their growth and prepares them for the future.

College seminars are offered in the spring of the Third Academic year and the fall of the Fourth Academic year to facilitate the college process. The college counselors will assist and help prepare students in organizing the college search and learning about admissions procedures, college visits and interview techniques. Students will also write the college essay and resume, research colleges online, and analyze data to create an informed and appropriate college list. The College Office also helps identify scholarship opportunities, summer programs, and career goals for interested students.

The College Counseling Office houses resources for students to gather information independently about colleges. Students also have the opportunity to meet with over 120 college representatives who visit Stone Ridge each year. Students are encouraged to gain greater access to college information through the Internet.

### **College Seminar I**

The spring College Seminar for Third Academic students is an introduction to the college process. Topics include discussions and information on standardized testing, essay writing, the resume, research and selection of colleges, college visits, and managing the deadlines and the paperwork of college applications.

**Note: Attendance is required; no grade or credit is given. This course meets once every cycle.**

### **College Seminar II**

This fall follow-up College Seminar is designed for Fourth Academic students to refine and finalize college choices and to prepare applications for college admissions. This seminar runs one period every other week, and it focuses on topics including the college essay, resume, standardized testing, interviewing, managing deadlines and following application procedures.

**Note: Attendance is required, no grade or credit is given. This course meets once every cycle.**

### **College Transition Seminar**

Seminar classes during the second semester of the fourth academic year focuses on reflecting on the high school experiences and transitioning towards the next phase in life--college. Topics covered include health and wellness in college (including the physical, emotional and academic support resources available to the students) , navigating life with a roommate, conflict management, financial management, personal safety, and dating violence.

## Four Year Academic Planner

Department	First Academic	Second Academic	Third Academic	Fourth Academic
English (4)				
Visual/ Performing Arts (2)				
World Language (3)				
History (3)				
Math (4)				
Science (3)				
Theology (2)	Scripture	History of Theology and Sacraments	Christian Morality	
Electives (2)				
PE (1)				

Total: 22 credits in academic courses, 1 in PE and 2 in Social Action.