

CONNELLY SCHOOL OF THE  
**HOLY  
CHILD**

**2025-2026  
BOOK OF  
STUDIES**

## SCHOOL PHILOSOPHY

Connelly School of the Holy Child was opened in 1961 by the Society of the Holy Child Jesus as a college preparatory school for girls. The Middle School was opened in 1989. The School is part of a network of 33 Holy Child schools in the United States, Europe, and Africa, which are guided by the educational philosophy of Venerable Cornelia Connelly (1809 - 1879). When Cornelia Connelly founded the Society of the Holy Child Jesus and established the first Holy Child schools in England in 1846, her ideas about education were considered very advanced. She insisted that teachers should “lead their pupils by love rather than by fear” and “take the trouble to study the character of each child.” Within the context of the curriculum, the teacher should “let each child develop her own style.” While most 19th century school schedules were rigid and monotonous, Cornelia introduced a variety of subjects and time for recreation. She wanted her students to take pleasure in what they were doing. A caring environment and attention to each student as a whole human being have been hallmarks of Holy Child education for nearly 175 years.

## SCHOOL MISSION

Connelly School of the Holy Child is a Catholic, college preparatory school, committed to the intellectual, spiritual, artistic, physical, and social development of young women in grades 6 - 12. The school emphasizes academic challenge, joy of learning, and the education of well-rounded women of faith and action. The Holy Child community welcomes students and families of different faiths and diverse backgrounds. In keeping with the philosophy of our founder, Cornelia Connelly, Holy Child, values the uniqueness of each individual and fosters a life of service to others.

## GOALS OF SCHOOL OF THE HOLY CHILD JESUS

- To foster a faith commitment that leads to a joyous personal relationship with God in addressing the realities of the world.
- To live, learn and worship as a dynamic Catholic community.
- To offer an intellectually challenging, innovative, and creative program of study that develops academic excellence, encourages curiosity, and instills the joy of learning.
- To promote Catholic social teaching in every facet of life as we carry out our motto, “Actions Not Words”.
- To create a learning climate based on trust and reverence for the dignity and uniqueness of each person.
- To promote the personal growth and development of all who
- Participate in the life of the School.
- To ensure the continuation and growth of Holy Child mission and philosophy in the School.

*“The usual method of correction is to indicate if anything is written against a rule, and then to ask how it is to be corrected, and to bring forth the rule transgressed; this also includes the praise of what is well written. “*

*- C.C. Book of Studies*

## ACADEMIC GUIDELINES & EXPECTATIONS

Holy Child offers dynamic course offerings that engage and inspire all students. The pedagogy employed by all teachers enriches the learners’ experience and promotes skills to prepare each student to become globally minded women of conscience and action.

It is expected that all students “be their best selves” (as Cornelia Connelly stated), every day. Holy Child educators are trained to elicit the strengths of each of their students, and it is expected that both the educator and pupil form a collaborative relationship that maximizes the educational experience.

Course planning and recommendations are made thoughtfully and deliberately so they foster an appropriate balance between challenge and personal growth for each individual student. Placement in Honors, Dual Credit, Dual Enrollment or Advanced Placement level courses will be based on student’s course grades and department recommendation.

## ATTENDANCE

Attendance in each class daily is required. Absences due to illness or a death in the family may occur. In this instance, students are expected to visit their teachers’ websites for missing assignments and/or homework. Students are expected to meet with their teachers upon their return even if their class is not meeting on that rotation day.

## GRADING SCALE

A 100-93	C+ 79-77
A- 92-90	C 76-73
B+ 89-87	C- 72-70
B 86-83	D 69-60
B- 82-80	F 59 and below

## SEMESTER GRADE BREAKDOWN

Quarter 1 Grade & Quarter 2 Grade: 85%

Semester 1 Cumulative Assessment: 15%

Quarter 3 Grade & Quarter 4 Grade: 85%

Semester 2 Cumulative Assessment: 15% (required for certain courses)

Final grade: 50% semester 1 and 50% semester 2

The following weighted grading scale will be used for computing the grade point average:

*CP - College Preparatory*

*Ho - Honors*

*AP/DC - AP/Dual Credit Enrollment*

	<b>CP</b>	<b>Ho</b>	<b>AP/DC</b>
A	4.0	4.5	5.0
A-	3.7	4.2	4.7
B+	3.3	3.8	4.3
B	3.0	3.5	4.0
B-	2.7	3.2	3.7
C+	2.3	2.8	3.3
C	2.0	2.5	3.0
C-	1.7	2.2	2.7
D+	1.3	1.8	2.3
D	1.0	1.5	2.0
F	0.0	0.0	0.0

A cumulative grade point average (CGPA) is recorded on a student's official transcript and includes only grades earned in courses completed at Holy Child and OneSchool House. Year-end grades are used in the computation of the CGPA, unless a course is one semester in length. The CGPA does not include grades earned in physical education courses and courses graded on a pass/fail basis. If a student repeats a course, both earned grades will be used in computing the CGPA. The CGPA will be the basis for determining the academic qualifications for the National Honor Society, awards or other such programs or organizations. The CGPA will also be used when reporting the GPA distribution of a graduating class.

#### **HONORS, ADVANCED PLACEMENT AND DUAL**

#### **CREDIT COURSES**

All courses at Holy Child are college preparatory and designed to cultivate creativity, critical thinking, curiosity, and compassion to develop globally minded women of conscience and action.

The School also offers Honors, Advanced Placement, and Dual Credit courses that require work supplemental to the college preparatory courses. When building an academic plan, students must consider how academic demands will align with their extracurricular activities. Honors, AP, and DC teachers expect students to demonstrate mastery of foundational content knowledge and competencies so that more time can be spent on engagement in abstract and critical thinking and application of concepts and ideas.

Each Department reviews students' previous academic performance to recommend students for Honors, AP, and DC courses. These recommendations are based on the following criteria:

- mastery of principal standards/skills in previous course(s)
- grades on summative assignments and assessments including cumulative assessments
- College Preparatory to Honors: average grade in summative work and cumulative assessments: A-
- College Preparatory to AP/DC: average grade in original summative work and cumulative assessments: A-
- Honors to AP/DC: average grade in original summative work and cumulative assessments: B+
- Strong record of school attendance (90-100%)
- Timely submission of coursework
- Ability to complete work independently and seek out help when needed

#### **HONOR ROLL CRITERIA**

1st Honors: 3.7 and above

2nd Honors: 3.69-3.33

NHS Eligibility Requirement: 3.7 and above

Scholar Athletes: 3.5 and above

#### **COURSE GRADE WEIGHTING**

Grade-Level Courses: No Weight

Honors Level Courses: 0.5 Weight

Advanced Placement/Dual Credit Courses: 1.0 Weight

Students will receive a semester and cumulative GPA on report cards. A cumulative grade point average (CGPA) is recorded on a student's official transcript and includes only grades earned in courses completed at Holy Child and through OneSchool House. Courses completed at a college or university will not be reported on a student's transcript unless the course fulfills a Holy Child graduation requirement and was approved by the Head of Upper School and College Counselor. Year-end grades are used in the computation of the CGPA, unless a course is one semester in length. The CGPA does not include grades earned in Physical Education or Health & Wellness and courses graded on a pass/fail basis. GPAs and transcripts are not combined in the instance a student transfers into Holy Child beyond their freshmen year.

If a student repeats a course, both earned grades will be used in computing the CGPA. The CGPA will be the basis for determining the academic qualifications for the National Honor Society, awards, or other such programs or organizations. The CGPA will also be used when reporting the GPA distribution of a graduating class. If a student changes the level of a course during the year (e.g., from "Honors" level to a non-Honors level), the respective quarter grades will be recorded on the student's grade report and, if appropriate, weighted in the computation

of the GPA. The level of the course completed at the end of the respective semester will be the one reported on the transcript, and the earned grades will receive the appropriate weight in the computation of the GPA.

A student's numerical rank in class is not recorded on a student's transcript or reported to colleges and universities. With the approval of the student, the Director of College Counseling and the Head of Upper School, there may be an exception to this policy if the reporting of a rank in class is in the best interest of the student. In such cases, the CGPA will be the basis for determining the class rank.

Scores on the PSAT, SAT I, SAT II, ACT, and AP examinations are kept on record at Holy Child during a student's Upper School enrollment if the student had the scores reported to Holy Child. These scores are not reported on transcripts. Transcripts for transfer students will not be combined; all sets of transcripts for a student's academic career will be submitted for the purposes of college admissions.

### GRADUATION REQUIREMENTS

To be awarded a Holy Child diploma, a student must earn a minimum of 25 credits over four years and complete their Christian service requirements.

One credit is earned for each year-long course, and .5 credit is earned for each semester-long course. A student must meet these yearly requirements:

- Freshmen are required to be enrolled in eight classes at a time. Students enrolled in full-time academic support take 8 classes (7 credits) to include the academic support course.
- Sophomores, Juniors, and Seniors are required to be enrolled in seven classes at a time. Students enrolled in full-time academic support take 7 classes (at least 6 credits) to include the academic support course. Double block courses count for 2 classes.
- Freshmen, Sophomores and Juniors are required to complete their service requirements.
- Unless otherwise specified, all credit must be completed through Holy Child or an approved Holy Child educational partnership.
- These credits must be distributed so that the course of study meets the minimum requirements. To see a layout of requirements, refer to Diagram A in the reference section (see page 27). Students may elect to take a combination of two year-long courses OR two semester-long courses and one-year long course, OR four semester courses.
- Elective courses\* are available in English, social studies, science, mathematics, world languages, visual and performing arts, physical education and health and wellness.
- For more information about students' Christian service requirements, refer to the Student and Parent Handbook.

\*Any courses taken that exceed the minimum graduation requirement in a specific department count toward an elective credit.

*"Let all who belong to the Schools of the Society of the Holy Child Jesus, understand that it is of primary importance that they be imbued with piety and other virtues as much as with liberal knowledge."*

- CC Book of Studies

### COURSE OFFERINGS & DESCRIPTIONS

#### RELIGION CURRICULUM

Requirements: 4 credits (four-year course of study)

Students are expected to take one of the two progressions outlined in Diagram B (see page 28).

#### INTRODUCTION TO THEOLOGY

Required for all freshmen (full year) 1 Religion Credit

Introduction to Theology focuses on the human person's nature as open to God. The course centers on the person of Jesus Christ and how he is revealed within the Old and New Testaments. Consistent with the U.S. Catholic Bishops' Doctrinal Framework, students utilize Sacred Scripture (The New American Bible Revised Edition) to gain a deeper understanding of the essence of Christian faith. The course also encourages in each young woman a personal relationship with God, a knowledge of the teachings of the Catholic Church, and the tools to help her see her faith as a life-long pursuit. Introduction to Theology incorporates an in-depth study of Cornelia Connelly, foundress of the Society of the Holy Child Jesus, as well an introduction to prayer, personal reflection, and critical thinking to engage students' intellectual and spiritual formation.

#### SALVATION HISTORY & THE CHURCH

Required for all sophomores (full year) 1 Religion Credit

Built on the foundations of freshman year, Salvation History & The Church tells the greatest story ever told how God kept his original promise of love to men and women by sending his son Jesus Christ. Through reading, study, and reflection on Sacred Scripture, sophomores explore the promises of God to men and women from ancient times, the fulfillment of those promises in his Son, and their participation in them today as young believers. The second semester continues the story of salvation by dwelling on the nature and mysterious reality that is the Church. Called into being by Christ, empowered by the Holy Spirit, and established on the apostles, the Church is both an institution and a people that continue the ministry of Jesus. Students will come to learn those elements of the Church that are essential to its identity as the Body of Christ, and those that have changed in response to "the signs of the times."

*“They must regard them [the students] as the children of God... and they should cherish a truly maternal love for them.”*

*- C.C. Book of Studies*

### **CHRISTIAN MORALITY**

Required for all juniors (full year) 1 Religion Credit

In light of the U.S. Catholic Bishops’ Doctrinal Framework, Christian Morality seeks to provide a foundation for and application of morality in each student’s life. With a strong foundation in Catholic teaching and Scripture from previous years of religion, the students focus more thoroughly on the moral application of those teachings. The class is guided by both Sacred Scripture and the textbook *Your Life in Christ: Foundations of Catholic Morality* (Ave Maria Press). The course will also devote significant time to the Church’s teachings on human sexuality, utilizing materials from Ruah Woods Press. Finally, students will put their faith in action by giving thirty hours of direct service to people in need in the broader community. This requirement for graduation will afford students the opportunity to pray, reflect, and think critically about their faith as they embody the famous words of Cornelia Connelly, “Actions not words.”

### **FOUNDATIONS & SKILLS FOR MINISTRY**

(Full year) 1 Religion Credit

Prerequisite: application and department approval.

Students in this course explore, develop, and apply their understanding of Christian ministry. Through a program of prayerful reflection and cooperative, contemplative learning, each student becomes aware of her own God-given talents and utilizes her gifts to benefit the spiritual life of the Holy Child community. In this project and service-oriented course, students are responsible for planning as well as coordinating and leading school retreats, service projects, liturgies, and prayer services.

### **THEOLOGY SEMINAR**

(1 semester) .5 Religion Credit

Theology Seminar is designed to give seniors the tools to critically examine and apply philosophical and theological principles in the issues facing modern man. By focusing in on human experience, the course provides an in-depth study on the relationship of reason and faith, which “cannot be separated without diminishing the capacity of men and women to know themselves, the world and God in an appropriate way” (Fides et Ratio). With this principle as our guide, students will focus on basic human questions of truth, God, love, and suffering. Additionally, students will have the opportunity to shape some of the course content around questions and topics that most interest them, culminating with a capstone project.

### **WORLD RELIGIONS**

(1 semester) .5 Religion Credit / Dual Credit (3 college credits available) Equivalent to TRS 202 Religions of the World.

The human person is the only creature on earth endowed with the thirst for ultimate meaning or what is traditionally known as *capax infiniti* (a capacity for the infinite) or, as St. Augustine expressed it, *capax Dei* (a capacity for God). The World Religions course exposes students to the faith traditions dominant in the world today, including Hinduism, Buddhism, Judaism, Christianity, and Islam. Students will learn the basic principles of a theological anthropology and be able to apply them critically in exploring religions. Efforts are made to provide students with experiential learning encounters by visiting worship sites during the semester and/or interacting with representatives of the traditions being studied. This course will be offered with the option to earn college credits.

### **SACRAMENTS**

(1 semester) .5 Religion Credit.

The Sacraments course is designed to give students an overview of the sacramental nature of reality as a visible sign of God’s grace. From this foundation, the course proposes the Church’s understanding of Christ as Sacrament of God and the Church as the Sacrament of Christ and provides an overview of the history and theology of the Seven Sacraments of the Church as privileged signs of the encounter with Christ. Finally, the course highlights the Sacraments as participation in the life of the Church and the role of the Sacraments in one’s path to holiness.

### **THE GOSPELS & POPULAR CULTURE**

(1 semester) .5 Religion Credit

This course gives students the opportunity to put the Gospel in conversation with popular culture (particularly film and television), empowering them to understand their often- complex relationship. Students will study this relationship as they explore issues of self, morality, and the spiritual quest, asking questions such as, “How does the Gospel come to light in popular media?” and “In what ways are popular media living out the Gospel?”

*“[The pupils] must be led to feel strongly their relation to God— that of a child towards a parent.”*

*-CC Book of Studies*

### **ENGLISH CURRICULUM**

Requirements: 4 credits (four-year course of study)

Freshmen placement will be determined by a placement test and department approval. Course offerings are outlined in Diagram C (see page 28).

## ENGLISH 9

(Full year) 1 English Credit

English 9 is an introduction to the reading, writing, and thinking skills required to navigate a 21st century landscape. Students examine important contemporary issues – such as the place of humanity in the natural world and the tension between the concepts of “law” and “justice” –through various perspectives. These perspectives or lenses include literature, visual arts, music, and articles in scholarly journals and other publications. Students learn strategies and develop tools to read and interpret these texts and express their thinking orally and in writing. Students learn to write with purpose and with their audience in mind, building a strong foundation in analytical and creative writing by breaking writing tasks into smaller steps and building up to writing longer works. Practical grammar application and vocabulary building through classical roots strengthen writing and help students develop their unique voices. English 9 will create a safe environment, open to diverse perspectives and beliefs, so that students can take chances with their thinking and challenge themselves to grow intellectually, ethically, and spiritually.

Texts may include *Antigone* (Sophocles), *Jane Eyre* (Bronte), *Braiding Sweetgrass* (Kimmerer), *The Hate U Give* (Thomas), *A Separate Peace* (Knowles), poetry selections (Joy Harjo, Ada Limon, and William Wordsworth), editorials and articles on contemporary issues drawn from major periodicals such as *The New York Times*, *The Wall Street Journal*, and *The Atlantic Monthly*.

## HONORS ENGLISH 9

(full year) 1 English Credit

Prerequisite: English placement test and department approval.

Honors English 9 is an introduction to the advanced reading, writing, and thinking skills required to navigate a 21st century landscape. Students examine important contemporary issues – such as the place of humanity in the natural world and the tension between the concepts of “law” and “justice” -- through various perspectives. These perspectives or lenses include literature, visual arts, music, and articles in scholarly journals and other publications. Students read and think deeply about these texts, develop their own interpretations, and express their opinions orally and in writing. Students come to understand how best to structure their arguments, how to think critically about “evidence” in support of their arguments, and how to communicate their ideas effectively. Practical grammar application and vocabulary building through classical roots strengthen writing and help students develop their unique voices. As an Honors course, this class builds on students’ strong writing foundation and adds to their interpretative tools for analyzing complex texts. Thus, the course devotes limited time to establishing such a foundation, so students

selecting this course should be confident in their abilities to interpret texts and write about them effectively. Honors English 9 will create a safe environment, open to diverse perspectives and beliefs, so that students can take chances with their thinking and challenge themselves to grow intellectually, ethically, and spiritually.

Texts may include *Antigone* (Sophocles), *Jane Eyre* (Bronte), *Braiding Sweetgrass* (Kimmerer), *Remains of the Day* (Ishiguro), *A Separate Peace* (Knowles), *Bartleby* (Melville), poetry selections (Joy Harjo, Ada Limon, and William Wordsworth), editorials and articles on contemporary issues drawn from major periodicals such as *The New York Times*, *The Wall Street Journal*, and *The Atlantic Monthly*.

## ENGLISH 10

(Full year) 1 English Credit

English 10 builds on the interpretative tools for analyzing literature introduced in English 9. In English 10, students examine why different literary archetypes or patterns endure by exploring varying genres of written texts. Students explore texts by identifying literary archetypes that exist within them, such as the hero’s journey, tragedy, and the marriage plot, and examine why these patterns are universal- with what part of the human experience do they strike a chord? Students write for different purposes through a variety of forms, with special emphasis on the organization and structure of the essay. A poetry unit inspires student creativity and individual expression. Intellectual exchange is facilitated by frequent student-centered discussions, where students begin to emerge as confident and independent thinkers. Students build research skills as they both seek information and formulate arguments. Practical grammar application and vocabulary building through classical roots strengthen writing and help students develop their unique voice. English 10 will create a safe environment, open to diverse perspectives and beliefs, so that students can take chances with their thinking and challenge themselves to grow intellectually, ethically, and spiritually.

Texts may include *Macbeth* (Shakespeare), *Their Eyes Were Watching God* (Hurston), *Pride and Prejudice* (Austen), *The Kite Runner*, (Hosseini) and poetry selections by contemporary and classic poets.

## HONORS ENGLISH 10

(full year) 1 English Credit

Prerequisite: English 9 and department approval

English 10 Honors builds on the interpretative tools for analyzing literature honed in English 9H. In English 10 Honors, students examine why different literary archetypes or patterns endure by exploring varying genres of written texts. Students explore texts by identifying literary archetypes that exist within them, such as the hero’s journey, tragedy, and the marriage plot, and examine

why these patterns are universal- with what part of the human experience do they strike a chord? Additionally, students will examine the patterns of language through an in-depth poetry unit. The reading pace is increased for English Honors 10. At the Honors level, students are pushed to ask “how” and “why” questions that befit a critical thinker, and it is expected that they take the lead in class discussions and projects. Students write for different purposes through a variety of forms, with special emphasis on the organization and structure of the essay. Students build research skills as they both seek information and formulate arguments. Student creativity and individual expression are developed through writing poetry and dramatic presentations. Practical grammar application and vocabulary building through classical roots strengthen writing and help students develop their unique voice. English 10 Honors will create a safe environment, open to diverse perspectives and beliefs, so that students can take chances with their thinking and challenge themselves to grow intellectually, ethically, and spiritually.

Texts may include Macbeth (Shakespeare), Their Eyes Were Watching God (Hurston), The Catcher in the Rye (Salinger), Pride and Prejudice (Austen), The Kite Runner (Hosseini), and poetry selections by contemporary and classic poets.

*“The explanation should be given in a clear, concise manner, and it should be made as amusing and interesting as possible.”*

*- C.C. Book of Studies*

### **ADVANCED PLACEMENT SEMINAR**

(Full year) 1 English Credit

Prerequisite: English 9 and department approval. Open to grades 10, and 11 – 12

AP Seminar is an inquiry-based course that engages students in cross-curricular conversations that explore real world topics and issues from multiple perspectives. Students are empowered to collect and analyze information with accuracy and precision to craft and communicate evidence-based arguments. The course focuses on completing two research tasks over the year: one on a team and one individually. Students craft research questions, conduct their own research, write about their findings, and present them. Students learn how to evaluate source credibility, how to synthesize varying perspectives, how to deliver arguments effectively, and how to work on a team. Additionally, writing instruction includes practical grammar application and vocabulary building through classical roots to strengthen writing and help students develop their unique voices. Importantly, all students are required to take the AP Seminar exam in the spring as this course incorporates exam tasks throughout the year. AP Seminar will create a safe environment, open to diverse perspectives and beliefs, so that students can take chances

with their thinking and challenge themselves to grow intellectually, ethically, and spiritually.

Texts may include The Immortal Life of Henrietta Lacks (Skloot), 1984 (Orwell), They Say, I Say: The Moves that Matter in Academic Writing with Readings (Graff et al.), Everything’s an Argument with Readings (Lunsford)

### **ENGLISH 11**

(full year) 1 English Credit

English 11—poems, plays, short stories, novels, and essays – has never been more vibrant or more relevant to our nation and world. This course examines important issues through the distinctive lens of American literature: Students will refine their thinking and interpretive skills through close readings of challenging texts and dynamic classroom discussions. The texts that students will encounter include some well-established of American literature, some written by historically under-appreciated authors, and some written by contemporary authors, confirming that American literature is grounded in tradition but fully of the present moment. Students will see connections with their courses in Social Studies, Religion, and Science. They will write essays of various complexity and will give oral presentations in a variety of formats. The students will develop research skills including posing research questions, establishing credibility of sources, identifying and engaging with peer-reviewed secondary sources, and synthesizing those sources with primary sources in a longer format research paper. Practical grammar application and vocabulary building through classical roots strengthen writing and help students develop their unique voices. English 11 will create a safe environment, open to diverse perspectives and beliefs, so that students can take chances with their thinking and challenge themselves to grow intellectually, ethically, and spiritually.

Texts may include The Scarlet Letter (Hawthorne), The Great Gatsby (Fitzgerald), The Age of Innocence (Wharton), The Underground Railroad (Whitehead), poetry selections (Adrienne Rich, Emily Dickinson), and short story selections (Flannery O’Conner, James Baldwin, Lauren Groff).

### **AFRICAN AMERICAN LITERATURE**

(Full year) 1 English Credit

Prerequisite: Open to grades 11 – 12

This course is an introductory survey of African American literature from early literature to the present. Students will examine essays, poetry, short stories, plays, music, and novels. The structure of the course will be largely chronological and will incorporate a balanced selection of canonical texts and lesser read authors. The goal of this course is to facilitate a guided analysis of African American literary production and periodization as well as the cultural experiences that directly influence the

genre. This course will yield thoughtful consideration of African American literature as a distinct literary tradition rooted in its own rhetorical and sociopolitical framework. Practical grammar application and vocabulary building through classical roots strengthen writing and help students develop their unique voices. Questions guiding this course include: How do we contextualize the African American literary tradition within the larger American and global literary contexts? And, in what ways can/ should/ do we relate African American literature to the continuing situation of Black people in America? African American Literature will create a safe environment, open to diverse perspectives and beliefs, so that students can take chances with their thinking and challenge themselves to grow intellectually, ethically, and spiritually.

Texts may include *Narrative of the Life of Frederick Douglass* (Douglass), *Native Son* (Wright), *The Color Purple* (Walker), *Homegoing* (Gyasi), and poetry and short story selections (Langston Hughes, Rita Dove, Phyllis Wheatley, Gwendolyn Brooks, and Jean Toomer)

### **HUMANITIES**

(full year) 1 English Credit

In Humanities: Storytelling and the Human Experience, students will consider how humans have, and continue to, share their passions, philosophies, and ideas with the world around them. Students will engage with a wide range of media, including verse, scripts, novels, art, music, nonfiction and autobiographical texts, and performances to gain an understanding of and appreciation for the diverse ways in which humans use their imagination to influence reality. In drawing connections and conclusions between different story-and-information sharing methods, students will produce their own creative works ranging from visual art to oral storytelling, to investigate their own role in the legacy of the human experience. Practical grammar application and vocabulary building through classical roots strengthen writing and help students develop their unique voices. Artistic-minded students who embrace curiosity and find themselves drawn to philosophizing are encouraged to take this course. Humanities will create a safe environment, open to diverse perspectives and beliefs, so that students can take chances with their thinking and challenge themselves to grow intellectually, ethically, and spiritually.

Texts may include *The Canterbury Tales* (Chaucer), *A Midsummer Night's Dream* (Shakespeare), *Sir Gawain and the Green Knight* (unknown), *The Picture of Dorian Gray* (Wilde), *When Breath Becomes Air* (Kalanithi), *Brain on Fire: My Month of Madness* (Cahalan), and poetry and short story selections.

### **ADVANCED PLACEMENT LANGUAGE & COMPOSITION**

(full year) 1 English Credit

Prerequisite: Department approval

AP Language and Composition teaches students how to structure and present effective arguments and prepares students for the AP Language and Composition examination in May. The AP Language and Composition course focuses on deepening and expanding student's knowledge of how language functions rhetorically. Students will compose and study evidence-based, analytic writing in addition to argumentative writing. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze diverse and historically important contemporary essays, articles, speeches and other "rhetorical acts" from a range of disciplines and historical periods. Frequent writing practice is a hallmark of the course. Practical grammar application and vocabulary building through classical roots strengthen writing and help students develop their unique voices. AP Language and Composition will create a safe environment, open to diverse perspectives and beliefs, so that students can take chances with their thinking and challenge themselves to grow intellectually, ethically, and spiritually.

Texts may include *The Crucible* (A. Miller), *Know My Name* (C. Miller), *Educated* (Westover), *The Great Gatsby* (Fitzgerald), *Little Fires Everywhere* (Ng), *Between the World and Me* (Coates), *Wild* (Strayed).

### **ENGLISH 12**

(full year) 1 English Credit

English 12 aims to equip students with the comprehension and critical engagement skills that are fundamental for collegiate study and navigating the world as conscious global citizens. Students will often find themselves reading nonfiction and contemporary texts to engage meaningfully with the conversations and questions most pressing in the world around them and will examine the power of influence: that of a story, authority, media, and self. Students will explore mainly nonfiction mentor texts and produce an extensive range of work for a variety of purposes, noting the relationship between author, audience, and subject. Their writing will be comprised of writing tasks that are authentic to the writing they might find themselves doing in their professional lives, including TedTalks, social media campaigns, reviews, and cultural criticism. Often, students will be given the opportunity to pursue research questions and writing topics that interest and engage them while reading shared texts that build community. Students will examine the influence of language and employ rhetorical techniques and strategies in their own creations. While exploring their own influence, students will develop digital literacy and see connections between traditional and non-traditional texts.

Texts may include *The Things They Carried* (O'Brien), *The Tipping Point* (Gladwell), *Know My Name* (Miller), *Educated* (Westover), *Little Fires Everywhere* (Ng), *The Last Lecture* (Pausch), and a variety of other shorter



historical and contemporary texts.

## **ADVANCED PLACEMENT LITERATURE & COMPOSITION**

(full year) 1 English Credit

Prerequisite: Department approval

AP Literature and Composition examines the writing of classic and contemporary authors and prepares students to take the English Literature and Composition Advanced Placement Exam. The course helps students become skilled readers of complex imaginative writing from a variety of time periods, styles, and genres including fiction, drama, and poetry. Students write interpretations of literature based on careful observation of textual details, knowledge of structure, use of figurative language, and consideration of the historical values the text reflects. Through consistent practice, students become skilled writers who can compose for multiple purposes, and who can give valuable peer feedback to other writers during the revision process. Research skills, including developing research questions, using Boolean operators to conduct database searches, establishing credibility of sources, and putting sources in conversation with one another, are taught and practiced as students produce a research essay. Throughout the course, students participate in vibrant discussions about how writers shape meaning by identifying elements of style, and describing how these rhetorical and linguistic choices communicate the author's message. Practical grammar application and vocabulary building through classical roots strengthen writing and help students develop their unique voices. AP Literature and Composition will create a safe environment, open to diverse perspectives and beliefs, so that students can take chances with their thinking and challenge themselves to grow intellectually, ethically, and spiritually.

Texts may include *How to Read Literature Like a Professor* (Foster), *Purple Hibiscus* (Adiche), *A Doll's House* (Ibsen), *Hamnet* (O'Farrell), *Hamlet* (Shakespeare), *Frankenstein* (Shelley), *Where the Crawdads Sing* (Owens), and a variety of contemporary and classic short stories and poems.

*"It is well not to be too severe in the criticism and correction of the compositions. We are not to expect a perfect composition from a child. It is easy to correct redundancy, but a barren genius has no remedy."*

- C.C. Book of Studies

## **CREATIVE WRITING**

(1 semester, Fall) .5 Elective Credit

Prerequisite: open to grades 10 -12.

Creative Writing considers the general principles behind all writing and how they apply to creative non-fiction, fiction, dramatic writing, and any other forms students

wish to explore. Frequently consulting models of different genres of creative writing will inspire students' own creativity. Students will compose in multiple modes and genres, using different organizational styles and types of details appropriate to the genre, topic, and audience. They will use the writing process to plan, draft, revise, and polish pieces of writing and use in class workshops and conferencing to revise and hone their craft. Publishing writing as a class, in small groups, and as individuals is an important goal of Creative Writing. Collaboration in groups on research projects and on preparing the student creative writing and arts magazine, *The Leaves*, is central to the class. Creative Writing will create a safe environment, open to diverse perspectives and beliefs, so that students can take chances with their thinking and challenge themselves to grow intellectually, ethically, and spiritually.

## **JOURNALISM**

(1 semester, Spring) .5 Elective Credit

Prerequisite: open to grades 10 -12.

Students learn the various forms of journalism and practice the application and analysis of media, all while sharpening their writing skills. Students are introduced to fundamental elements of news writing, page layout, and photography. Journalistic ethics will be taken up, as will the challenges of bias, social media, and profitability. Reading, analyzing, and discussing recently published articles that have appeared in print or online will offer students the opportunity to improve their own writing tools and techniques. Collaboration in groups on research projects and on preparing the student newspaper, *The Willow*, is central to the class. Journalism will create a safe environment, open to diverse perspectives and beliefs, so that students can take chances with their thinking and challenge themselves to grow intellectually, ethically, and spiritually.

## **MATHEMATICS CURRICULUM**

Requirements: 4 credits (four-year course of study)

Freshmen placement will be determined by a math placement test and department recommendation. Diagram D (see page 29) illustrates paths followed by Holy Child students. Exceptions can be made at the discretion and approval of the department chair.

## **ALGEBRA I**

(full year) 1 Mathematics Credit

Prerequisite: Math placement test and department approval

This course reviews those topics of Algebra commonly covered in Pre-Algebra and middle school Algebra 1 courses and extends into other fundamental areas of algebra that are required as a basis for further study. The program begins with a review of content areas from

preceding courses. New subject matter includes operations on polynomials, factoring, quadratic equations, exponents and exponential functions, radicals, systems of equations, linear inequalities, and calculator skills.

### **HONORS ALGEBRA I**

(full year) 1 Mathematics Credit

Prerequisite: Math placement test and department approval

This course reviews those topics of Algebra commonly covered in Pre-Algebra and middle school Algebra 1 courses and extends into other fundamental areas of algebra that are required as a basis for further study. Students are encouraged to represent problems algebraically, graphically, and in tabular form, thus promoting the creation of connections between different mathematical concepts. Topics covered in this course include arithmetic operations on integers and on rational numbers, the properties of the real number system, linear equations and inequalities, systems of linear equations, absolute value equations and inequalities, graphing in the coordinate plane, mathematical functions, operations on polynomials, factoring, quadratic equations, exponents and exponential functions, radicals and calculator skills. This course is designed to provide students with a greater depth of understanding of algebraic concepts and proceeds at an accelerated pace with a primary goal of helping students develop their critical thinking and problem-solving ability.

### **GEOMETRY**

(full year) 1 Mathematics Credit

Prerequisite: Algebra I and department approval

This is a course on Euclidian Geometry. Topics include applications of theorems and proofs on congruency and similarity of polygons, parallelism, circles, areas and volumes, and coordinate geometry and trigonometry. Various software programs, including GeoGebra are integrated throughout the course to create dynamic constructions.

### **HONORS GEOMETRY**

(full year) 1 Mathematics Credit

Prerequisite: Algebra I and department approval

This is a rigorous real-life based study of Euclidian and Coordinate Geometry, integrating the skills learned in Honors Algebra 1. Topics include logical reasoning through deductive and inductive proofs, parallelism, similarity, congruence, circle theorems, area, volume, transformations in both two and three dimensions, constructions, and trigonometry. GeoGebra and other internet resources are integrated throughout the course to create dynamic constructions and extend learning. A greater knowledge of the proofs of classical theorems is the primary (but not the only) differentiation between this

course and Geometry.

### **ALGEBRA II / TRIGONOMETRY**

(full year) 1 Mathematics Credit

Prerequisite: Geometry

This course builds upon the content of Algebra I and Geometry. Topics include the study of linear, quadratic, rational, polynomial, logarithmic and exponential functions, and their graphs. Properties of complex numbers, circular trigonometry, and an introduction to sequences and series are also studied in this course.

### **HONORS ALGEBRA II / TRIGONOMETRY**

(full year) 1 Mathematics Credit

Prerequisite: Department approval

As an extension of Honors Algebra, I and Honors Geometry, this course includes an in-depth study of polynomial theory, including both real and complex solutions, and rational, logarithmic, exponential and trigonometric functions and their graphs, as well as an introduction to sequences and series. The study of systems of equations and inequalities with two or three variables, matrices and determinants is included.

### **PRECALCULUS**

(full year) 1 Mathematics Credit

Prerequisite: Algebra II/Trigonometry

Course topics include linear, polynomial, exponential, logarithmic, and trigonometric functions. Within each function family, students will graph functions, analyze functions, and solve equations. Other topics of study include transformations, compound interest, evaluating trigonometric expressions and verifying identities.

### **HONORS PRECALCULUS**

(full year) 1 Mathematics Credit

Prerequisite: Algebra II/Trigonometry and Department approval

This course is designed to provide students with the necessary skills and concepts to study Calculus the following year. Course topics include polynomial, linear, exponential, logarithmic, and trigonometric functions. Other areas of study include transformations, compound interest, evaluating trigonometric expressions, and verifying identities. Introduction to Calculus is included in this course. To advance to AP Calculus, students completing this course must successfully complete additional summer work.

### **ADVANCED PLACEMENT PRECALCULUS**

(full year) 1 Mathematics Credit

Prerequisite: Algebra II/Trigonometry and Department approval and completion of summer assignment required

In AP Precalculus, students explore everyday situations

and phenomena using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. Units of study include polynomial and rational functions, exponential and logarithmic functions, trigonometric and polar functions, and functions involving parameters, vectors and matrices.

### **CALCULUS**

(full year) 1 Mathematics Credit

Prerequisite: Precalculus (Regular or Honors) and department approval

This course is an introduction to the applications of Calculus in business and in the social sciences. The course presents the main ideas of Calculus in a simple manner accompanied by several concrete applications to improve students' understanding. It covers topics such as continuity, limits, differentiation, and integration. Proficiency in algebraic manipulations and solid understanding of Precalculus concepts are essential.

### **ADVANCED PLACEMENT CALCULUS AB**

(full year) 1 Mathematics Credit

Prerequisite: Precalculus (Honors or AP) and department approval. Completion of summer assignment required.

This course is designed to prepare students for the AB Advanced Placement Calculus exam, which is taken in May. Topics contained in the College Board's Advanced Placement syllabus are studied in this course. These topics include differential and integral calculus, and their applications.

### **ADVANCED PLACEMENT CALCULUS BC**

(full year) 1 Mathematics Credit

Prerequisite: AP Calculus AB and Department approval.

This course explores limits, derivatives, and integrals as well as the Fundamental Theorem of Calculus, and adds the big idea of series. The concept of limits is foundational, and the understanding of this fundamental tool leads to the development of more advanced tools and concepts that prepare students to grasp the Fundamental Theorem of Calculus, a central idea of AP Calculus.

### **STATISTICS**

Offered in 2025/26, 2027/28, 2029/30

Prerequisite: Algebra 2 / Trigonometry and department approval.

This course is designed to provide students with an understanding of the correct use and interpretation of statistics in a variety of social, commercial, and industrial contexts. Topics include categorical and quantitative data,

measures of central tendency, modeling data, the normal distribution, scatterplots, linear regression, sampling design, observational studies, basic and conditional probability, inference and hypothesis testing.

### **ADVANCED PLACEMENT STATISTICS**

Offered in 2026/27, 2028/29, 2030-31

(full year) 1 Mathematics Credit

Prerequisite: current study (either Algebra II/Trigonometry or Precalculus) at the Honors level, and department approval.

This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics contained in the College Board's Advanced Placement syllabus are studied in this course. Topics include exploratory data analysis and descriptive statistics, probability for anticipating patterns in the distribution of data, designing experiments, and confirming models through statistical inferences. In addition, the course makes extensive use of real-world data. This course is designed to prepare students for the AP Statistics examination in May.

*"...we sometimes forget that in training and teaching children it is absolutely necessary to walk step by step, to teach line by line, to practice virtue little by little, in act after act, and only by such acts of virtue as are suited to the age and stage of moral and intellectual development of those we are guiding."*

- C.C. Book of Studies

### **QUANTITATIVE LITERACY & INTRODUCTION TO COLLEGE STATISTICS**

(full year) 1 Mathematics Credit

Prerequisite: Algebra II / Trigonometry, and departmental approval. Open to 12 grade only.

Quantitative Literacy focuses on the fields of financial planning and management. Major topics include savings, investments and personal insurance, budgeting, decision making, and starting a business. The Statistics element of the course involves the study of chance and probability, inferences, hypothesis testing, and statistical modeling. The course is largely taught through a project-based learning approach, and student assessment is designed to reflect this.

### **PERSONAL FINANCE**

(1 semester) .5 Elective Credit

This one semester course provides students with an overview of all of the aspects of "managing" one's personal financial affairs. Topics covered include banking, investing, debt management, taxes, and budgeting. This class follows a case-driven approach by incorporating

a “real-life” practical application of these topics. Class projects will require students to expand their knowledge of Microsoft Office tools, most notably Excel.

### **TEACHING ASSISTANT PROGRAM – MATHEMATICS**

(1 semester or full year) Non-credit

Pre-selected students who have demonstrated mastery of the subject are invited to apply to be teaching assistants in the mathematics department. Teacher Assistants in the math department work under the supervision of a math teacher to give students additional attention and instruction in the classroom. Teaching assistants are required to be in the classroom for at least three classes in each seven-class cycle. They work with small groups of students in class to enhance the learning process and reinforce lessons that teachers introduce by reviewing material with students one-on-one or in small groups in class. Teaching assistants commit to the program for one semester, but this may be extended to a second semester if schedules permit.

## **SCIENCE CURRICULUM**

Requirements: 3 credits (three-year course of study)

The science program provides students with an introduction to the earth and environmental sciences, physics, chemistry, and biology. The comprehensive view gives students an understanding of scientific principles and provides opportunities to develop problem solving and technological skills necessary for success in the 21st century. The curriculum follows a spiral approach, connected by common concepts that complement the Next Generation Science Standards. All courses include lectures and discussions, problem solving, projects and laboratory experiments. After completing two years of integrated science, students will have the appropriate foundation to continue their science studies with a variety of science electives and AP and dual credit courses. Refer to Diagram E (see page 30) for an overview of the curriculum.

### **CHEMISTRY IN THE EARTH SYSTEM**

(full year) 1 Science Credit

In this comprehensive, investigation-oriented science course, students will learn principles and practice procedures essential to many branches of science. Students will make connections between concepts and apply the information presented during class as they explore the interrelationships between chemistry and the earth. Major units of study include atoms, elements, molecules, chemical reactions, the chemistry of climate change, and the dynamics of chemical reactions and ocean acidification. Course objectives emphasize problem-solving strategies, methods for gathering and interpreting data, the development of laboratory skills while discovering the connection between structures, functions, systems, and sustainability.

### **HONORS CHEMISTRY IN THE EARTH SYSTEM**

(full year) 1 Science Credit

Prerequisite: Science placement test and department approval

In addition to the curriculum described above, this course emphasizes the development of theories, critical thinking, and will cover chemical topics in more detail. Students will use mathematical modeling and quantitative reasoning to make predictions and draw appropriate conclusions. Students will be encouraged to provide scientific evidence to support their claims and work independently as topics are introduced in an advanced method.

### **THE LIVING EARTH**

(full year) 1 Science Credit

Prerequisite: Chemistry in the Earth System

The Living Earth continues the comprehensive, investigation-oriented approach to understanding scientific principles. Students will strengthen and enhance their critical thinking and analytical skills while building upon foundational concepts and evaluating the interaction of the biological sphere with the chemical components of Earth systems. Course objectives focus on analyzing and evaluating data, applying technical laboratory skills, and using models to understand the relationships between chemical and biological systems. Major units of study include interdependence of ecosystems and biodiversity, energy flow and nutrient cycling, history of the Earth and Earth systems, structure and function in biological systems, and natural selection as the mechanism of evolution.

### **HONORS THE LIVING EARTH**

(full year) 1 Science Credit

Prerequisite: Honors Chemistry in the Earth System; Geometry; department approval

In addition to the curriculum described above, this course emphasizes data analysis, graphical interpretation, and application of concepts using scientific reasoning in real world case studies. Students need to work at an elevated level of achievement and independence as topics are approached in a sophisticated and rigorous manner. The honors course is designed to prepare students to continue their science studies in AP science classes.

### **ANATOMY & PHYSIOLOGY**

(full year) 1 Science Credit

Prerequisite: Chemistry in the Earth System and The Living Earth

Anatomy is the study of the structures and shape of the body and its parts, while Physiology examines how the body and its parts function. As complementary disciplines, Anatomy and Physiology explore the integration and homeostatic balance of structures and systems to form a

fully sustained human body. This course provides students with an introductory and comprehensive study of the human body, including its organization, biochemistry, cellular function, and the operation and relationship between the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Students will analyze and evaluate data from graphs and articles as well as perform labs and dissections. They will also learn methods for scientific drawing and apply this to illustrate the systems covered.

### **ANATOMY & PHYSIOLOGY DUAL CREDIT**

(full year) 1 Science Credit / Dual Credit (8 college credits available) Equivalent to BIOL 161 & BIOL 162

Prerequisite: Chemistry in the Earth System and The Living Earth and Department approval

Anatomy is the study of the structures and shape of the body and its parts, while Physiology examines how the body and its parts function. As complementary disciplines, Anatomy and Physiology explore the integration and homeostatic balance of structures and systems to form a fully sustained human body. This Dual Credit course is equivalent to BIOL 161 and BIOL 162 plus the lab component at Marymount University. It provides students with an introductory and comprehensive study of the human body, including its organization, biochemistry, cellular function, and the operation and relationship between the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Students will analyze and evaluate data from graphs and articles as well as perform labs and dissections. They will also learn methods for scientific drawing and apply this to illustrate the systems covered.

### **ENVIRONMENTAL ETHICS**

(full year) .5 Science Credit, .5 Social Studies Credit

Prerequisite: Chemistry in the Earth System and The Living Earth

The pervasive effects of climate change are felt in every corner of our planet. As global citizens of the world, do we have duties of justice to the earth itself? In this course, students will explore the scientific causes and effects of global climate change in our atmosphere, water, and soil. Students will investigate environmental issues and explore actions that can be developed and implemented to protect, sustain, or restore the natural environment. Students will construct and apply understanding of individual, collective, and societal responses to human-induced environmental change. To demonstrate their understanding, students will engage in class debates, research assignments, and presentations.

### **CHEMISTRY DUAL CREDIT**

Offered in 2025/26, 2027/28, 2029/30

(full year) 1 Science Credit / Dual Credit (4 college credits available) Equivalent to CHEM 151 & 151L

Prerequisite: Chemistry in the Earth System and The Living Earth and Department approval

This course provides an introduction to the fundamental principles and theories of chemistry. It includes the study of atomic structure and bonding, kinetic molecular theory, nomenclature, periodic classification of elements, chemical equilibrium, and oxidation-reduction reactions. The course stresses the structure of organic molecules and functional groups and their characteristic reactions. Basic metabolic reactions of the cell are studied including enzyme inhibition, kinetics, and feedback mechanisms. Laboratory work includes quantitative and qualitative analysis and reactions of functional groups and enzymes. The year-long course is equivalent to CHEM 151 and 151L, which is the first semester of Chemistry at Marymount University.

### **ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES**

(full year) 1 Science Credit

Prerequisite: recommended Chemistry in the Earth System.

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

### **ADVANCED PLACEMENT COMPUTER SCIENCE**

(full year) 1 Science Credit

Prerequisite: Recommended Chemistry in the Earth System.

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

### **ADVANCED PLACEMENT BIOLOGY/ BIOLOGY DUAL CREDIT**

(full year) 1 Science Credit / Dual Credit (8 college credits available) – Equivalent to BIOL 151 & BIOL 151L. Offered in

2026/27, 2028/29, 2030/31

Prerequisite: Department approval and completion of summer assignment required.

AP Biology/Biology Dual Credit are introductory college-level biology courses. The emphasis is on developing and understanding concepts rather than the memorization of terms. The body of knowledge associated with the science of biology is rapidly changing and the aim of these courses is to provide the students not only with scientific facts but also with the analytical and reasoning skills that will allow them to critically assess information as it becomes available. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. Both courses are based on four Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems. The following are Big Ideas:

1. The process of evolution explains the diversity and unity of life.
2. Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.
3. Living systems store, retrieve, transmit, and respond to information essential to life processes. Biological systems interact, and these systems and their interactions possess complex properties.
4. Students establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena.

Concepts will be presented through lectures, discussions, labs, and scientific inquiry activities. Students enrolled in Biology Dual Credit are not eligible to take the AP examination in May.

### **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

(full year) 1 Science Credit

Prerequisite: recommended a B average in previous Honors science courses and department approval. Completion of summer assignment required.

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major

unifying constructs, or themes, that cut across the many topics included in the study of environmental science. The following themes provide a foundation for the structure of the AP Environmental Science course:

1. Science is a process.
2. Energy conversions underlie all ecological processes.
3. The Earth itself is one interconnected system.
4. Humans alter natural systems.
5. Environmental problems have a cultural and social context.
6. Human survival depends on developing practices that will achieve sustainable systems.

Concepts will be presented through lectures, discussions, labs, and scientific inquiry activities.

### **PHYSICS 1**

(full year) 1 Science Credit

Prerequisite: Geometry with understanding of trigonometric functions.

Physics studies the forces and laws that govern the physical world. This course focuses on the history of the physicists who contributed to our modern understanding of physics, the concepts established by these physicists, and the mathematical application of these concepts. The course studies forces and motion, work and energy, momentum and collisions, and fluid mechanics. In-class labs and demonstrations are done frequently to encourage content application, problem solving, and critical thinking skills. Students look at physics as it applies to daily life and are expected to participate in discussions on the physics of routine activities or technology.

### **HONORS PHYSICS 1**

(full year) 1 Science Credit

Prerequisite: Concurrent enrollment in AP Calculus or AP Precalculus and math and science department approval.

This course surveys standard divisions of science as described above in regular Physics with emphasis on laboratory experimentation in the development and application of theory and problem-solving techniques. This course includes lectures, discussions, projects, problem solving, and experimentation. Honors Physics is designed for students who are typically taking an AP Calculus class and have demonstrated solid mathematical ability combined with logic and reasoning skills. Honors Physics is presented at a level commensurate with a solid background in Algebra and Trigonometry. The course is designed to complement advanced math ability and encourage creative math reasoning.

### **HONORS PHYSICS 2**

(full year) 1 Science Credit

Prerequisite: Physics 1 or Honors Physics 1.

This course continues the study of the laws that govern the physical world and the mathematical explanations of those laws. It is designed as a second-year physics course as more advanced scientific topics are explored. The focus shifts from motion to energy and studies fluids; thermodynamics; waves and sound; geometric and physical optics; electrostatics and electrodynamics. Labs continue to be integral to the class, as is applying concepts to develop a real-world understanding of physics.

### **SCIENCE LAB TECHNICIAN**

(full year) Non-credit

Pre-requisite: Chemistry in the Earth System and The Living Earth

Lab Technicians will work under the supervision and guidance of teachers in the science department. The goal is for students to further their lab skills by assisting in labs 2-3 days per cycle during PGT time. Students will assist in setting up necessary equipment or material needed for the labs in accordance with the lab write up. Then support cleanup by breaking down the lab set up, washing glassware, wiping down the lab stations, and returning the equipment back to their designated spot. This opportunity is open to all students who have met the pre-requisite and completed an interest form.

## **SOCIAL STUDIES CURRICULUM**

Requirements: 3 credits (3-year course of study)

The Social Studies department offers the opportunity to learn much of human history, spanning from prehistory to the 21st century. Students will be exposed to key concepts and historical questions and encouraged to develop the skills of a historian. Core courses will include numerous research and writing opportunities. A variety of electives allows students to follow their interests, whether that be Art History, Economics, Psychology, or Government. Diagram F (see page 31) shows an overview of the Social Studies path.

### **WORLD HISTORY I**

(full year) 1 Social Studies Credit

World History I will introduce students to global history in a course that covers everything from prehistory to the flourishing of civilizations in the second millennium. Through this study, students will learn how human societies developed, how they interacted with each other, and how the past has shaped our present. Students will engage in this study while learning proper research techniques, digital literacy, primary source analysis, critical thinking skills, and historical writing. Additionally, students will learn how to collaborate with peers, engage in multi modal projects, and find their voice in the classroom.

### **HONORS WORLD HISTORY I**

(full year) 1 Social Studies Credit

Prerequisite: Social Studies placement test and department approval.

Honors World History I will follow the same sequence as World History I, though the Honors offering will present additional reading and writing requirements. This course is offered to students with a particular interest in history and/or a desire to challenge themselves. Students electing for Honors World History I will find themselves well prepared for future Honors or Advanced Placement Social Studies offerings as they continue their Holy Child career.

### **WORLD HISTORY II**

(full year) 1 Social Studies Credit

From the Industrial Revolution through the Twentieth Century, World History II traces the path of various themes in World History through each of its eras, asking students to consider how this history impacts our modern world. Students continue developing historical thinking skills, making use of a variety of sources, including primary-source documents, to think critically about not only what happened, but also why it happened. Throughout the school year, students conduct a variety of research-based projects building essential research, writing, and analytical skills. In addition to that, the course continues developing reading, writing, and critical thinking skills to further develop meaningful analysis of history and its impact on today's world.

### **HONORS WORLD HISTORY II**

(full year) 1 Social Studies Credit

Prerequisite: World History I and department approval

Honors World History II dives deep into the evolving various themes in global history, requiring students to apply historical thinking skills and practices in considering how this history impacts our modern world. Students continue developing these historical thinking skills through a variety of sources but make extensive use of primary-source documents to think critically about not only what happened, but also why it happened. Throughout the school year, students conduct a variety of research-based projects building essential research, writing, and analytical skills culminating in a large research project by the end of the course. In addition to historical thinking and research skills, students also continue developing reading and writing skills to hone their ability to communicate this history they are studying. The development of these skills and content knowledge will help lay the foundation for other Honors and Advanced Placement coursework in social studies if a student chooses.

## **ADVANCED PLACEMENT WORLD HISTORY**

(full year) 1 Social Studies Credit

Prerequisite: World History I and department approval

AP World History covers the history of the World from 1200 CE to the present day. Students in this course will learn how to analyze primary sources, draw comparisons between different eras of history, create arguments based on historical questions, and to effectively communicate their ideas. At the end of the course, students may take the AP World History exam with the possibility of earning college credit.

## **UNITED STATES HISTORY**

(full year) 1 Social Studies Credit

United States History focuses on enduring questions addressing various events and eras from the founding of the nation to the present. Emphasis is placed on the political, economic, and social development of the United States. Connections are drawn between America and regions studied in earlier courses, as the world becomes increasingly interdependent. Students engage in the content of U.S. history through a variety of sources, especially primary sources, and engage with one another in frequent class discussions, activities, and projects. Students continue to develop reading, writing, and critical thinking skills, building their ability to learn independently and analyze, research, inquire, and develop arguments based on historical evidence leading up to a formal research paper towards the end of the year.

## **HONORS UNITED STATES HISTORY**

(full year) 1 Social Studies Credit

Prerequisite: World History I & II and Department approval

Honors United States History will cover American history from Native Cultures through the early 20th Century. Students will engage in the study through reading primary and secondary sources, participating in class debates, and conducting personalized research projects with an emphasis on written expression. The course will cover a great deal of information and move at a rapid pace.

## **ADVANCED PLACEMENT UNITED STATES HISTORY**

(full year) 1 Social Studies Credit

Prerequisite: World History I and II and department approval

The AP United States History course prepares students for the AP examination in May and aims to foster a growing interest in learning history. Students complete a variety of research, writing, and independent study assignments to prepare for all sections of the national exam. AP students explore the political, economic, and social perspectives of American History through debate, analysis, and inquiry. Content ranges from Indigenous cultures to

the present. The course is writing and reading intensive with an emphasis on analysis and argumentation and is designed to give students an experience comparable to an introductory college-level survey course.

## **ENVIRONMENTAL ETHICS**

(full year) 5 Social Studies Credit, .5 Science Credit.

Prerequisite: World History II

The pervasive effects of climate change are felt in every corner of our planet. As global citizens of the world, do we have duties of justice to the earth itself? In this course, students will explore the scientific causes and effects of global climate change in our atmosphere, water, and soil. Students will investigate environmental issues and explore actions that can be developed and implemented to protect, sustain, or restore the natural environment. Students will construct and apply understanding of individual, collective, and societal responses to human-induced environmental change. To demonstrate their understanding, students will engage in class debates, research assignments, and presentations.

## **GOVERNMENT AND LAW**

(full year) 1 Social Studies Credit

The aim of the Government and Law class is to inspire students to become active and informed participants in America's democracy. Students will learn the essentials of the American political and legal system from the three branches of government and federalism to different policy issues, with special focus on the Constitution and how it affects their lives. Additional emphasis will be placed on current events and current issues in American society leading students towards developing their own informed opinions on changes they would like to enact, and how they might work towards achieving these changes as citizens. Students engage in a variety of activities, projects, and discussions that reflect the workings of our government and develop their ability to consider varying perspectives and cultivate their own opinions.

## **HONORS GOVERNMENT AND LAW**

(full year) 1 Social Studies Credit

Prerequisite: Department approval

The Honors Government and Law class helps students understand America's Constitution, legal system, and political system, and helps students develop their own informed political opinions through a deep exploration of the three branches of government, different policy issues, and federalism. The class focuses on current events as students move beyond learning the way America is and focus on creating their own visions of how America should be. Students engage in a variety of activities and projects to foster this learning; however, the course has a heavy emphasis on discussion as students learn not only to understand and respect others' points of view, but also to



better define their own opinions.

### **ADVANCED PLACEMENT UNITED STATES GOVERNMENT**

(full year) 1 Social Studies Credit

Prerequisite: Department approval

AP United States Government explores the foundation of America's Government, Modern Application of the Law, and the Machinations of America's Political System. Students in A.P. U.S. Government will read extensively, engage in frequent classroom discussions, and apply their learning to projects, presentations, and various styles of writing.

### **PSYCHOLOGY**

(full year) 1 Social Studies Credit

This introduction to the study of psychology will give students insight into the study of the mind and human behavior. The course will explore aspects of psychology such as neuroscience, genetics, behaviorism, perception, learning, emotions, language, and motivation. Students in this course will take a hands-on approach to learning as much of it will be through projects designed to give students a chance to demonstrate their knowledge through creation.

### **ADVANCED PLACEMENT PSYCHOLOGY**

(full year) 1 Social Studies Credit

Prerequisite: The Living Earth System and department approval

The AP Psychology course is a college-level course designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. The course is reading intensive with a heavy emphasis on connecting personal experiences with the psychological content and analysis presented in class and is designed to give students an experience comparable to an introductory college-level survey course.

### **ADVANCED PLACEMENT MACROECONOMICS**

(full year) 1 Social Studies Credit

Prerequisite: Department approval

Macroeconomics will get a big picture view of how economic systems function. From the laws of supply and demand to government actions to remedy economic fluctuations, students will be familiarized with the machinations of modern economies. At the end of the course, students will have the opportunity to take the AP examination with the possibility of earning college credit.

### **ADVANCED PLACEMENT ART HISTORY**

(full year) 1 Social Studies Credit

Prerequisite: Department approval

Art History will introduce students to the materials, processes, patrons, and cultural meanings of works of art from early humanity through the present. Taking a global approach, this course will ask students to compare and draw connections between artworks from different cultures and geographic areas, thinking critically about the political, economic, religious, and social influences on artworks. The course is designed as an entry-level college course and will prepare students to take the AP examination in May. Substantial readings, independent practice, debates, presentations, and longer research and writing projects will be required. Students in AP Art History will benefit from our proximity to many world-class museums in the D.C. area and will become comfortable looking closely and talking about important works of art in the original.

### **WORLD LANGUAGES**

Requirements: 3 years (3-year course of study)

Each student is expected to complete three years of study in French or Spanish. Students should take the course at the level where they can be successful and build competence. Freshmen will begin in level one, two, or three, pending the results of their placement test.

### **FRENCH CURRICULUM**

Refer to Diagram H (see page 32) to see an overview of the French path.

#### **FRENCH IAB**

(full year) 1 World Language Credit

This course uses an integrated multimedia approach that includes audio and video materials, computer presentations, and paired/cooperative communication activities to encourage communication with accuracy in an authentic cultural context. Using correct French syntax in speaking and writing, students understand and interpret written and spoken language on a variety of thematic topics. Through the study of France and the French-speaking world, students learn to appreciate a new culture. ACTFL proficiency level achieved: Novice – mid.

#### **FRENCH II**

(full year) 1 World Language Credit

Prerequisite: French IAB, or a placement test, and department approval.

In this course, reading comprehension skills are expanded through the multimedia approach on a variety of cultural topics. At this level, students communicate in more complex sentences, write paragraphs and letters,

and comprehend a wider variety of topics. Verb tenses, pronouns, and idiomatic usage are the emphases of the grammar sequence. ACTFL proficiency level achieved: Novice – high.

### **FRENCH III**

(full year) 1 World Language Credit

Prerequisite: French II, or a placement test, and department approval.

This course is designed to strengthen the students' grammatical foundation. In addition, students begin to develop insights into the nature and culture of the language and to demonstrate an understanding of the grammatical and idiomatic comparisons of French and English. The multimedia approach reinforces oral proficiency and listening comprehension; it also expands vocabulary in an authentic cultural setting. ACTFL proficiency level achieved: Intermediate – low.

### **HONORS FRENCH III**

(full year) 1 World Language Credit

Prerequisite: Placement test, and department approval

The goal of this course is to develop intermediate-level interpretive, presentational, and interpersonal communication skills in French, while building knowledge and understanding of the French-speaking world.

Emphasis is placed on complex sentence structures, advanced grammar, and extended thematic vocabulary and idioms. Through reading, students gain a cultural background in the following areas: art, literature, history, the performing arts, and the cultural diversity of the French-speaking world. The multimedia approach reinforces grammatical structures and oral as well as aural proficiency; it also expands vocabulary in an authentic cultural setting. ACTFL proficiency level achieved: Intermediate – mid.

### **FRENCH IV**

(full year) 1 World Language Credit

Prerequisite: French III and department approval.

In this course, students continue the multimedia approach with emphasis on advanced grammar, idioms, and extended vocabulary. In addition, one quarter is devoted to the study of *Papillon dans la cité* and *Le Petit Prince*, with a focus on vocabulary building, conversation, and reading comprehension. ACTFL proficiency level achieved: Intermediate – mid.

### **HONORS FRENCH IV**

(full year) 1 World Language Credit

Prerequisite: French III and department approval

This course includes a thorough review of grammatical principles and advanced communication skills. Students study at least three genres of French literature, including

*Papillon dans la cité* and *Le Petit Prince*, and write compositions with complex structures. The continuation of a multimedia approach reinforces grammatical structures and expands vocabulary mastery in an authentic cultural setting. This series provides the basis for written compositions and oral exposés. This level includes an introduction to the study of French art. ACTFL proficiency level achieved: Intermediate - high.

### **ADVANCED PLACEMENT FRENCH LANGUAGE & CULTURE**

(full year) 1 World Language Credit

Prerequisite: Department approval.

This course is designed for those students who wish to demonstrate advanced oral and written proficiency in French. The thematic approach is designed to align with the themes of the AP program. The multimedia approach includes a thorough review of grammar, as well as an extensive study of vocabulary and idiomatic usage. Students read and analyze French literature and current publications with an emphasis on culture, civilization, art, film, and music. ACTFL Proficiency level achieved: Advanced – low and above.

### **HONORS FRENCH CINEMA & CULTURE**

(full year) 1 World Language Credit

Prerequisite: Department approval.

In this course, students study the major differences between American and French movies and how films reflect American and French culture. Films are used to stimulate authentic language use. They are also the basis for collaborative work, discussion, and analysis. ACTFL Proficiency level achieved: Advanced – low and above.

## **SPANISH CURRICULUM**

Refer to Diagram G (see page 32) to see an overview of the Spanish path.

### **SPANISH IA**

(full year) 1 World Language Credit

Prerequisite: Academic Support recommendation.

This course is the beginning of a wonderful and fun journey through the Spanish language and culture. Through everyday practice with basic conversational vocabulary, short stories, videos, audio recordings, role-plays, and dramatizations, this course seeks to engage students and develop their oral, written, reading, and listening skills. Special attention will be given to students discovering the strategies that work best for them as individuals. Some class time will be used to collaborate about different approaches and to reflect on what works and what doesn't for each student. While learning skills to speak, listen, read, and write in Spanish, students also focus on the process of acquiring another language, remembering that it can and will be different for different

people. Students are also exposed to the cultures of Spanish-speaking countries as they study the language. ACTFL proficiency level achieved: Novice – low.

### **SPANISH IB**

(full year) 1 World Language Credit

Prerequisite: Spanish IA.

This course is a continuation of Spanish IA. In this course, students continue to develop their communication skills in listening, speaking, reading, and writing through readings, writing tasks, videos, projects, conversations, and other communicative activities. They review, strengthen, and expand their previous knowledge, not just in content and skills, but also in terms of their individual process for learning a language. Students also increase their knowledge and understanding of Spanish-speaking cultures as they study the language. ACTFL proficiency level achieved: Novice – mid.

### **SPANISH IAB**

(full year) 1 World Language Credit

This course is designed for the beginning Spanish student. Listening, speaking, reading, and writing skills are developed simultaneously through an integrated, multimedia approach. Upon completion of the course, students have the skills to communicate with accuracy and comprehend a variety of social exchanges. Emphasis is also placed on understanding and appreciating the diverse Hispanic cultures through basic readings, videos, magazines, newspapers, and class presentations. ACTFL proficiency level achieved: Novice – mid.

### **SPANISH II**

(full year) 1 World Language Credit

Prerequisite: Spanish 1B, IAB, or a placement test, and department approval.

This course is designed for students who have demonstrated novice-level skills in Spanish. The goal of level two is to improve the students' ability to comprehend, speak, read, and write in Spanish. Students review, strengthen, and expand basic structures previously studied and develop proficiency in self-expression and social exchanges. The emphasis on improvement of oral skills is considerable, and students are encouraged to speak in Spanish on a variety of topics and in a number of everyday situations. Students also continue to enhance their knowledge and appreciation for the cultural diversity of the Spanish-speaking world. ACTFL proficiency level achieved: Novice – high.

### **SPANISH III**

(full year) 1 World Language Credit

Prerequisite: Spanish II, or a placement test, and department approval.

This course continues to develop proficiency in areas

previously studied, while expanding the students' facility and accuracy in receptive and expressive language. The course is designed to strengthen the students' vocabulary and grammatical foundation and present more advanced vocabulary and grammar concepts. Cultural appreciation and communication skills are further developed by means of selected readings and other authentic materials from the Spanish-speaking world. ACTFL proficiency level achieved: Intermediate – low.

### **HONORS SPANISH III**

(full year) 1 World Language Credit

Prerequisite: Spanish II, or a placement test, and department approval

The goal of this course is to develop intermediate-level interpretive, presentational, and interpersonal communication skills in Spanish, while building knowledge and understanding of Hispanic culture. Students review and deepen their knowledge of grammatical structures and increase their vocabulary to be able to communicate orally and in writing at a more sophisticated level. Students also increase their ability to understand and read critically by summarizing and analyzing both literary and non-literary prose. This class is conducted in Spanish except when complex grammatical concepts require an additional explanation in English. ACTFL Proficiency level achieved: Intermediate – mid.

### **SPANISH IV**

(full year) 1 World Language Credit

Prerequisite: Spanish III and department approval

In this course, students strengthen the skills necessary for intermediate-level communication through reading, writing, listening, and speaking tasks. Advanced grammar and vocabulary are introduced in addition to a review of skills acquired in previous levels of Spanish. Supplemental materials, including film, newspapers, magazines, and student presentations, are used to study culture and to promote conversation and composition. ACTFL proficiency level achieved: Intermediate – mid.

### **HONORS SPANISH IV**

(full year) 1 World Language Credit

Prerequisite: Spanish III and department approval

Conducted in Spanish, this intermediate-level course is designed for students who wish to improve and build upon their Spanish skills and delve deeper into the cultures and literature of the Spanish-speaking world. The course is comprised of an on-going review of all major grammar structures, as well as a thorough study of more complex grammar concepts. Considerable emphasis is placed on broadening students' cultural awareness of the Spanish-speaking world and increasing their ability to comprehend and express themselves in both spoken and written Spanish. ACTFL proficiency level achieved: Intermediate – high.

## **INTERMEDIATE SPANISH LANGUAGE & CULTURE**

(full year) 1 World Language Credit / Dual Credit (6 college credits available) Equivalent to SP 201 Intermediate Spanish I & SP 202 Intermediate Spanish II

Prerequisite: Spanish III and department approval.

This college-level intermediate-level course is conducted entirely in Spanish and designed for students who wish to improve and build upon their Spanish skills and delve deeper into the cultures and literature of the Spanish-speaking world. The course is comprised of an on-going review of all major grammar structures, as well as, a thorough study of more complex grammar structures. Considerable emphasis is placed on broadening students' intercultural competences and understanding of the Hispanic idiosyncrasies. ACTFL proficiency level achieved: Intermediate – high.

## **HONORS SPANISH V**

(full year) 1 World Language Credit

Prerequisite: Spanish IV and department approval.

This course aims to develop and improve oral and written communication for intermediate-level students through the study of the language, literature, and culture of Spain, Latin America, and Hispanic communities in the United States. The course is organized by themes based on contemporary, social, and cultural themes, such as science and technology, migration, contemporary life, and popular culture. Students interpret information from authentic materials (e.g., short stories, news articles, poetry, etc.) and other resources in the target language through both reading and listening, communicate interpersonally about more complex situations through in-class discussions, and work cooperatively to present ideas about culturally rich themes both in writing and speaking, focusing on strengthening communication in the present, past, future, conditional, and subjunctive tenses. ACTFL proficiency level achieved: Intermediate – high

## **HONORS SPANISH FOR BILINGUAL & HERITAGE SPEAKERS I/II**

(full year) 1 World Language Credit

Prerequisite: Department approval

Students may register for one-or two years pending enrollment.

This course is intended for students who were immersed in or exposed to the language while growing up, but who have received little or no formal instruction in Spanish. Students strengthen their competence in the oral and written standards of Spanish by building on their previous knowledge to expand their vocabulary, strengthen their command of grammar, and achieve more confidence and fluency in speaking and writing while learning about the diversity of the Hispanic communities and cultures. The skills acquired in this course will develop an advanced

proficiency and competency in the language and reinforce their cultural competence. ACTFL proficiency level achieved: Advanced – low.

## **ADVANCED PLACEMENT SPANISH LANGUAGE & CULTURE**

(full year) 1 World Language Credit

Prerequisite: Bilingual and Heritage Speakers II, Honors Spanish IV or Intermediate Spanish Language and Culture (Dual Credit) and department approval

This course is designed for those students who wish to demonstrate advanced oral and written proficiency in Spanish. The thematic approach is designed to align with the themes of the AP program. The class is conducted in Spanish with the aim of providing high-level conversational and writing practice. Students study a broad spectrum of Spanish and Hispanic literature, art, history, current events, and culture. A thorough review of grammar is completed along with an extensive program of idiomatic usage. Materials used include magazines, periodicals, videos, and Spanish television broadcasts. ACTFL proficiency level achieved: Advanced – low and above.

## **INDEPENDENT STUDY IN SPANISH LITERATURE AND CULTURE**

(full year) 1 World Language Credit

Prerequisite: Department approval

This course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and/or U.S. Hispanic literature, including short stories, novels, poetry, drama, and essays. The goal is for students to read critically, think deeply, and write analytically to demonstrate their understanding of the representative texts and to apply what they have learned to others. The study of the texts is enhanced by the inclusion of other thematically related literary texts, works of art, music, and films to encourage exploration from multiple perspectives, as well as to encourage students to make connections and comparisons. ACTFL proficiency level achieved: Advanced – mid.

## **VISUAL & PERFORMING ARTS CURRICULUM**

Requirements: 2 credits

Our arts education program is designed to foster creativity, critical thinking, and personal growth. Unless students declare an intention to pursue a dedicated four-year track within a specific discipline, they are encouraged to explore both performing and visual arts foundational courses. This approach allows students to gain a well-rounded understanding of the arts while discovering new interests and refining their artistic skills as part of their 2-credit requirement. For students aiming to pursue an accelerated track or advanced coursework, portfolios or auditions are

required to demonstrate their readiness and commitment. All students are encouraged to take art courses beyond the two-year requirement. By engaging in the arts, students not only develop technical and creative expertise but also build essential skills that will serve them in all areas of life.

### **MERIT SCHOLARSHIPS IN THE ARTS**

All scholarship recipients are required to enroll in their discipline areas for all four years of Upper School.

### **VISUAL ARTS**

Refer to Diagram I to see the Visual Arts overview (see page 33).

#### **ART I**

(full year) 1 Arts Credit

Open to grades 9-12

Art I provides a comprehensive introduction to the fundamental principles and practices of visual art. Students explore a variety of media, including drawing, painting, printmaking, and mixed media, while developing technical skills and an understanding of the elements of art and principles of design. Through guided exercises and projects, students build confidence in their artistic abilities and learn to critically analyze their work and the work of others. Historical and contemporary art examples enrich their learning, encouraging connections between their own creations and the broader art world.

#### **ART II**

(full year) 1 Arts Credit

Prerequisite: Art I or portfolio submission

Building on the skills developed in Art I, Art II focuses on advancing technique, concept development, and personal expression. Students delve deeper into painting, advanced drawing techniques, and experimental mixed media, emphasizing both skill refinement and innovative approaches. Projects are designed to encourage creative problem-solving and thematic exploration, preparing students to express complex ideas visually. Students will also study influential art movements and artists to inspire their work and provide context for their creative choices. Critiques and reflective practices are integral, fostering growth in artistic communication and self-assessment.

#### **ART III**

(full year) 1 Arts Credit

Prerequisite: Art II or portfolio submission

Art III is an advanced course designed for students committed to developing a strong personal artistic voice. Emphasis is placed on independent work, portfolio development, and the refinement of technical skills across a range of media. Students undertake self-directed projects, exploring themes and ideas that resonate with them while pushing boundaries in both concept and

execution. The course includes in-depth discussions of art history, contemporary practices, and professional techniques to prepare students for further study or a career in the arts. Regular critiques and portfolio reviews help students refine their work, culminating in a showcase of their artistic journey.

### **PORTFOLIO**

(full year) 1 Arts Credit (This can be taken for more than one year)

Prerequisite: Art III or portfolio submission

The Portfolio course builds upon students' existing artistic skills, knowledge, and understanding, fostering a deeper conceptual approach to their artwork. Students are encouraged to express individual thoughts, ideas, and emotions, emphasizing the development of their unique artistic voice. Through this course, students will expand their creative thinking abilities, aesthetic understanding, and appreciation of the world while exploring how artists and designers engage with society and culture.

With individualized guidance, students will prepare artwork tailored to college portfolio requirements and submission standards. The course includes opportunities for students to visit galleries, attend artist talks, and connect their work to broader artistic practices. A strong focus on community is cultivated as students present and discuss their work with peers, offering and receiving constructive feedback to grow as artists. This course not only prepares students for portfolio submission but also deepens their engagement with the creative process, empowering them to pursue their artistic goals with confidence and purpose.

### **CERAMICS I**

(full year) 1 Arts Credit

Open to grades 10-12

Students will be introduced to foundational techniques, including hand-building, and glazing, while learning about the history and cultural significance of ceramics. They will develop an understanding of the elements of art and principles of design as they apply to three-dimensional forms, creating functional and sculptural pieces.

### **CERAMICS II**

(full year) 1 Arts Credit

Open to grades 10-12

Students will build on their foundational knowledge, advancing their technical skills and exploring more complex forms and surface treatments while adding wheel-throwing. The course encourages personal artistic voice through independent projects, experimentation with glazes, and an introduction to firing techniques. Students will also engage in critiques, learning to analyze and articulate the artistic process and intention.

## DIGITAL ART & DESIGN I

(full year) 1 Arts credit

Open to grades 9-12

This course introduces students to the fundamentals of digital media and design. Through hands-on projects, students will learn to use industry-standard software such as Adobe Photoshop and Illustrator to create original artwork and designs. The course covers essential concepts in graphic design, digital illustration, photo manipulation, typography, and digital painting. Students will also explore the principles of design, color theory, and composition, developing technical proficiency and creative problem-solving skills. By the end of the course, students will have a digital portfolio showcasing their work.

## DIGITAL ART & DESIGN II

(full year) 1 Arts credit

Open to grades 9-12

This advanced-level course builds on the skills learned in Digital Art and Design I, offering students the opportunity to deepen their technical expertise and artistic expression. Students will tackle more complex projects, including branding, digital illustrations, and web graphics, applying advanced concepts in design, composition, and visual storytelling. The course encourages creativity and innovation while refining students' use of digital tools such as Photoshop, Illustrator, and other industry-standard software. Students will explore the role of digital art in various industries, including advertising, and social media, and create a professional-quality portfolio that reflects their artistic growth and proficiency.

## ART APPRECIATION THROUGH FILM

(semester) .5 Arts Credit

Art Appreciation Through Film is a dynamic course designed to explore the intersection of visual art and cinema. Students will gain an understanding of how filmmakers use artistic techniques, such as composition, lighting, color, and symbolism, to create powerful narratives and visual expressions. By examining a diverse selection of films from various genres, time periods, and cultures, students will learn to appreciate the artistry behind film as a medium for storytelling, cultural reflection, and social commentary.

The course will focus on analyzing the artistic elements of film and how they contribute to the emotional and intellectual impact of a story. Students will study the works of renowned directors, cinematographers, and production designers, exploring the aesthetic choices that shape the visual language of film. In addition to film analysis, students will engage in discussions about the cultural, historical, and societal contexts of the films viewed, encouraging critical thinking about how art and film intersect with broader cultural movements and themes.

## PERFORMING ARTS

Refer to Diagram J (see page 33) to see the Performing Arts overview.

## MUSIC APPRECIATION

(semester) .5 Arts Credit

Open to grades 9-12.

This course provides students with a comprehensive exploration of music through the study of both classical and popular genres. Students will develop a deeper understanding and appreciation for music by discovering the fundamental elements of rhythm, melody, harmony, form, expression, and musical styles. A variety of instruments, including keyboard and guitar, will be explored, along with the use of technology to enhance the study of music theory. The course emphasizes listening skills and the role of music within the broader contexts of history, culture, and society.

In addition to classical music, students will dive into the evolution of popular music styles from the early 20th century to the present. Through in-class demonstrations, readings, videos, and extensive listening, students will learn about the relationship between music and social movements, how global accessibility and the internet have shaped contemporary music, and how these genres continue to influence society today. This course provides students with the tools to analyze and interpret music critically, while enhancing their listening abilities and connecting them to both historical and modern music cultures.

## DANCE FOUNDATIONS I/II

(semester) 1 Credit or .5 Arts Credit Each, offered two semesters in a row for students to take both

Dance Foundations is an inclusive and dynamic course designed for students of all dance abilities and backgrounds. This course provides an opportunity to explore diverse dance genres, develop foundational technical skills, and deepen an understanding of the cultural, historical, and anatomical aspects of dance. No prior dance experience is required—just a willingness to engage in the joy and creativity that dance offers.

The curriculum emphasizes exploration, self-expression, and creativity through consistent physical practice and technical application. Students will discover how movement enriches personal growth, artistic appreciation, and learning across disciplines. They will also study dance's cultural significance and its role in shaping communities and traditions worldwide.

By the end of the course, students will gain not only technical skills and cultural awareness but also a lifelong appreciation for the transformative power of dance.

## **INTERMEDIATE DANCE I/II**

(full year) 1 Arts Credit

Prerequisite: Dance Foundations or department approval/audition. May repeat the course and will show as Intermediate I or II. Previous dance course, experience, or department recommendation is required to register for this class.

Intermediate Dance is designed for students with prior dance experience who are ready to deepen their technical abilities, artistic expression, and understanding of dance as a performing art. This course builds on foundational skills while introducing more complex movement vocabulary, choreographic techniques, and performance elements.

Students will refine their technique through consistent physical practice and technical exercises, exploring diverse dance styles such as contemporary, jazz, ballet, and cultural dance forms. Emphasis is placed on precision, musicality, and developing individual artistry. The curriculum also includes a deeper study of anatomy, kinesiology, and the historical and cultural contexts of dance, fostering an understanding of how movement connects to broader artistic and cultural traditions.

Creativity and collaboration are central to this course, as students engage in small group and individual choreography projects. They will also have opportunities to lead warm-ups, mentor peers, and contribute to performance concepts, further developing their confidence and leadership skills. These performances allow students to connect with the audience and showcase their technical mastery and artistic voice. Intermediate Dance instills a deeper appreciation for the discipline, creativity, and joy of dance for these students.

## **ADVANCED DANCE ENSEMBLE**

(full year) 1 Arts Credit

Prerequisite: Department approval/audition for students in grades 10-12. May take the course for 3 years.

Advanced Dance Ensemble engages students who have a higher interest in dance with an in-depth, advanced study. Emphasis is placed on integrating and refining advanced movement vocabulary, technique, and performance skills. Styles include (but are not limited to) contemporary dance, classical modern, jazz, ballet, composition, hip-hop and an assortment of social dance forms. They will present self-choreographed work and learn to analyze and critique choreography and dance performances. Advanced students are required to participate in 4 school/community performances (4 test grades): Dance Community Time Performance, Upper School Musical, Evening of the Arts, and the Spring Dance Concert.

## **INSTRUMENTAL ENSEMBLE**

(full year) 1 Arts Credit

Prerequisite: Department approval/audition. May take the

course for 4 years.

The Instrumental Ensemble is an auditioned course designed for students who demonstrate proficiency in music theory, sight-reading, and overall musicianship. Students in this ensemble will have the opportunity to perform a diverse range of music from various genres, including classical, jazz, and popular music. The course emphasizes both individual technical growth and the collaborative nature of ensemble performance. Instrumental Ensemble includes performances throughout the year providing students with opportunities to share their growth and artistry with the school and community. This course offers a dynamic environment for musicians to refine their skills, collaborate with others, and showcase their talents in a variety of performance settings. Additionally, the ensemble often participates in an end-of-year adjudication event such as Music in the Parks, where students are able to receive feedback and further develop their musicianship.

## **VOCAL ENSEMBLE**

(full year) 1 Arts Credit

Prerequisite: Department approval/audition. May take the course for 4 years.

The Vocal Ensemble is an auditioned course for students who demonstrate proficiency in music theory, sight-reading, and vocal musicianship. In this course, students develop their vocal abilities and ensemble performance skills, exploring a range of musical styles from classical to contemporary with performance opportunities in both solo and group settings. This course fosters collaboration, discipline, and musical excellence, while allowing students to grow as individual performers and ensemble members. Basic music theory, note reading, improvisation, and sight singing skills are developed while exploring new artists and techniques. Students study and perform music of varying styles from all genres including classical, jazz, musical theatre, and American popular music. Vocal Ensemble include performances throughout the year providing students with opportunities to share their growth and artistry with the school and community. members of this ensemble attend all Upper School Chorus rehearsals. Additionally, the ensemble often participates in end-of-year adjudication event such as Music in the Parks, where students are able to receive feedback and further develop their musicianship.

## **SUPPLEMENTARY ARTS PROGRAMS**

Supplementary arts programs are essential for students' growth, offering opportunities to explore creativity, build confidence, and develop teamwork and discipline. These programs foster self-expression, community, and a sense of belonging, while also enhancing academic and personal development. Through music, dance, theater, and visual arts, students gain valuable skills that will support their future endeavors.

## CHORUS

(full year) Non-credit. PGT co-curricular program

Prerequisite: audition. May take the course for 4 years.

The Chorus offers students an opportunity to develop their vocal skills while performing a diverse repertoire of choral music. Students will learn proper vocal techniques, music theory, ensemble blend, and teamwork as they prepare for school performances. The chorus fosters creativity, discipline, and a love of music in a supportive and collaborative environment.

## DRAMA CLUB

The Drama Club provides students with a creative space to explore acting, storytelling, and stage production. Through rehearsals, performances, and collaboration, members build confidence, teamwork, and communication skills while bringing characters and stories to life. The Drama Club fosters a supportive environment for students to express themselves and develop their passion for the performing arts.

## DANCE TEAM

(trimester) Non-credit. PGT extra-curricular program

Prerequisite: audition. May take the course for 4 years.

The Dance Team provides students with the chance to showcase their dance skills in a variety of styles, including contemporary, jazz, and hip-hop. The team performs at school events on campus emphasizing teamwork, creativity, and performance excellence. It's a dynamic space for students to grow as dancers and leaders while fostering school spirit.

## UPPER SCHOOL MUSICAL

The Upper School Musical is a vibrant and inclusive program where students take part in all aspects of a musical production, from acting and singing to set design and choreography. Students will collaborate to bring a show to life, honing their performance and technical skills in a creative and supportive environment. The program culminates in a full-scale performance that showcases the talent and dedication of the cast and crew.

## PHYSICAL EDUCATION CURRICULUM

Requirements: 1 Credit (2 semester courses of study)

Refer to Diagram K to see the Physical Education overview (see page 34).

### PHYSICAL EDUCATION

(semester) .5 Physical Education Credit

The freshman Physical Education course is designed with an emphasis on personal improvement in integrating movement skills through a variety of traditional team sports and recreational activities. Units are designed to

help students understand teamwork, develop social skills, strengthen their athletic abilities, and understand the rules governing sports. Units are selected from net games (volleyball, pickleball, badminton, and basketball), Target/Striking games (softball/ kickball, soccer, Floor Hockey and flag football), Outdoor pursuits (walking and backyard games).

### HEALTH & WELLNESS

(semester) .5 Health and Wellness Credit

This course is designed to be a rich, engaging, and thought-provoking experience to help students build toolboxes for healthier living. The course covers concepts of nutrition, fitness, growth, development, the teenage brain, drugs and alcohol, and mental/emotional/social health. The curriculum is designed so that students will walk away from this course with the ability to think critically and creatively, advocate for their needs, communicate effectively with others, understand different perspectives, and take care of themselves in the areas of mind, body, and spirit. Throughout the semester students will get a chance to hear from experts in the field across different topics.

### STRENGTH & CONDITIONING

(semester) .5 Physical Education Credit

The Strength & Conditioning course will give students the tools and resources needed to be physically fit and healthy for a lifetime. The variety of exercises, techniques and equipment used will allow students to experience many ways to exercise and achieve their personal fitness goals. Students will also learn how to create a Strength and Conditioning plan that works towards specific health, fitness and athletic goals. The Strength & Conditioning curriculum focuses on developing & improving Health Related Fitness which includes Muscular Strength, Muscular Endurance, Cardiovascular Endurance, Flexibility, Agility, Balance, Coordination, Speed, Reaction Time and Explosive Power.

### NUTRITION

(semester) .5 Physical Education Credit

Nutrition is a comprehensive course for students interested in the fundamentals of nutrition and basic cooking skills. The course is developed to enable students to understand the relationship between nutrition and the human body. Topics will include but not limited to the six essential nutrients (water, fiber, fat, protein, carbohydrates, vitamins, minerals), energy value and foods, the digestive system, absorption and enzymes, hormones, general nutrition guidelines, balanced plate, mindful eating, food safety and sanitation, basic knife and cooking skills, and preparing/serving nutritious foods.

### YOGA

(semester) .5 Physical Education Credit

Yoga is an introductory course for students interested in



the history, philosophy, and practice of yoga. The course is designed to give students an opportunity to explore different aspects of yoga practice in order to establish a lifelong love of movement and taking care of the body. Topics will include but not be limited to history of yoga, styles of yoga, yoga poses, anatomy and physiology related to functional movement in poses, common musculoskeletal conditions and associated anatomy, how to adapt poses for your body/injuries, mindfulness and meditation techniques, and basic yoga philosophy concepts as they relate to bringing more equanimity into our daily lives.

### RECREATIONAL SPORTS

(semester) .5 Physical Education Credit

Recreational Sports is an introductory course for students looking for a movement class that offers the chance to find an activity in which they pursue for a lifetime of health and wellness benefits. Students wishing to take this course must complete freshman Physical Education. The course is designed for participants to engage in physical activity and demonstrate competency in two or more lifetime activities. Lifetime activities include units of work in Disc Golf, Regular Golf, Pickleball, Bowling, Badminton, Fitness, and Backyard games. During these unit students will be able to describe key concepts associated with successful participation in physical activity and model responsible behavior while engaged in physical activity. Students will engage in these units to meet their needs for self-expression, social interaction, and enjoyment of movement to last a lifetime.

### SPORTS MEDICINE & NUTRITION

(full year) 1 Elective Credit / Dual Credit (3 college credits available) Equivalent to HPR 260 Introduction to Sports Medicine

An introductory course for students who are considering a career in the sports medicine field or another allied health care profession. Topics will include but not be limited to athletic training as a career, other career fields associated with the health field, basic first aid and safety, CPR certification, anatomy and physiology, common musculoskeletal conditions and associated anatomy, medical terminology, concussions, weight training for the athlete, basic evaluation and treatment of athletic injuries, injury prevention, and sports nutrition. Students in the dual credit program will be required to cover additional material and complete extra assignments.

### OTHER COURSES

#### FRESHMAN SEMINAR

(Full year) Pass / Fail

This year-long Freshman Seminar provides a well-rounded orientation for all 9th grade students to prepare them for the challenges of high school and to ease the transition to

high school both academically and socially. This weekly class features sessions designed to give students the opportunity to develop their organizational, technology, communication, and goal setting skills. Students will also have the opportunity to learn study strategies, tools and skills that will help them reach their fullest potential at Holy Child. Freshman Seminar is a graduation requirement and will appear on students' transcripts as Pass/Fail.

#### ACADEMIC SUPPORT

The Academic Support Program serves all students, parents, and teachers within the Holy Child community. Our Learning, Math, and Writing Specialists keep abreast of current research-based strategies and techniques that prepare students for a rigorous program with confidence and success.

#### LEARNING SPECIALISTS

The learning specialists are committed to helping students realize their potential through identifying their interests, learning style, and strengths so that they may improve areas of needs. They guide students on their journey to becoming independent learners through support with organization, time management, and study strategies, while also encouraging the development of self-advocacy skills. The learning specialists conduct study skills classes, coaching classes, as well as one-on-one support.

#### WRITING CENTER & MATH LAB

The writing and math specialists work with students in both one-on-one and small group settings. They coordinate with classroom teachers to provide students with additional support on class assignments and targeted skills. The

Writing Center is available Monday through Friday 9:00am - 3:30pm, Tuesdays and Wednesdays from 7:45pm - 9:45pm, and Sundays from 2:00-4:00pm. The Math Lab is available Monday through Thursday 7:30am - 5:30pm and on Friday 7:30am - 3:45pm. Students can make appointments or just drop in to request support.

#### LEARNING LAB

Students may receive homework support after school Monday through Thursday from 3:30-4:30pm. The lab is staffed by a learning specialist each afternoon to support students with their homework completion. They also help students get organized and create nightly to-do lists.

#### COAKLEY CENTER FOR INNOVATIVE LEARNING

The Coakley Center for Innovative Learning is a resource for the Holy Child community providing services and support for teachers, parents, and students. Our learning specialists keep abreast of current research-based strategies and techniques that prepare our students for a challenging

program with confidence and success. The Center provides support for all students who need help with their academics when experiencing extraordinary circumstances (absence due to illness, concussion diagnosis, etc.). The Coakley Center offers academic coaching, which is a two day per week course that focuses on executive functioning skills. Students learn to monitor their own progress and learn to make adjustments to learning strategies and current academic plans. The Center also provides course offerings for students with a diagnosed disability. These classes meet four days a week.

### **FOUNDATIONS FOR ACADEMIC SUCCESS**

(full year) Non-Credit

This is an introductory study skills course focusing on teaching students about their learning style, time management, note taking, memory strategies, digital tools and self-advocacy. Students meet 4 days a week with a learning specialist who teaches them how to use strategies and resources to make their learning experience positive and effective.

### **HOLISTIC APPROACH TO LEARNING & MEMORY**

(full year) Non-Credit

This is the second year of study skills for students. In this course students revisit the foundational strategies with more emphasis on how they learn, what impacts their learning, and which strategies work best for their learning style. They review aspects that can impact learning and memory, such as exercise, sleep habits, diet, and stress. Students learn how to employ stress reduction techniques. In addition, they are introduced to advanced reading strategies, and memorization techniques. Continued support in utilizing research-based digital tools to help students organize their life and make learning more efficient and effective.

### **MOTIVATION & GOAL SETTING**

(full year) Non-Credit

By junior year, students are focusing on the SAT, ACT and maintaining a grade point average to build a resume for their college application. This is notoriously the most challenging year for most high school students that often leaves a student feeling overwhelmed. This course is designed to continue the instruction in study skills with emphasis on independence, persistence, and self-advocacy. By building their awareness of their strengths, learning style, interests, and goals we help the students recognize they can do more on their own.

### **APPLICATIONS OF LEARNING THEORY & COLLEGE TRANSITION**

(full year) Non-credit

The final year of high school is filled with anticipation and excitement about the future. In this course we explore learning theory and how understanding one's individual

learning style will empower her to become her own best advocate. Through collaborative discussion and individual meetings with the learning specialists, students learn how to access support and utilize strategies and resources to make their college experience successful. In addition, our learning specialists train teachers on a variety of ways so that they can support students in the classroom. The specialists educate classroom teachers on new research informing teaching and learning in and outside the classroom. They partner with teachers on developing action plans and implementing accommodation plans when needed.

### **COACHING**

(full year) Non-Credit

These courses are offered in grades 9-12. This is a two-day a week course that focuses on executive functioning skills. Students learn to monitor their own progress and make adjustments to strategies and plans when necessary.

### **SOCIAL EMOTIONAL CURRICULUM**

Holy Child school counselors are vital members of the education team. They help all students in the areas of academic achievement, career, and social/emotional development, ensuring that each student develops confidence, resilience, and determination to become their best selves. Our school counselors follow the Comprehensive School Counseling Program based on the American School Counselor Association model, (ASCA). This model helps to promote academic, personal/social and college/career development for every student. Some of the ways our counselors work with students are:

- Responsive/Individual Counseling (Direct and Indirect)
- Classroom Guidance Lessons
- Group Counseling
- Student Success Meetings
- Teacher Consultation
- Parent Consultation, Workshops/speakers
- Course Registration
- Orientation (School-wide activities)
- College Counseling (Individual, Group and Parent Meetings)
- Data Collection to review student social/emotional and academic progress

### **ADVANCED PLACEMENT EXAMINATIONS**

AP examinations are a key part of our AP courses. AP exams measure how well students have mastered the content and skills of our AP courses and when students submit qualifying scores on an AP Exam, they may earn college credit. Students who are registered in AP courses have the option to either take the College Board AP examination or a final exam at Holy Child at the end of the school year. This final exam will be part of their course grade. Students that fail to notify the AP Coordinator by the due date will

be required to pay for the exam and take the Holy Child final exam. For more information about AP examinations, consult the Student and Parent Handbook.

### DUAL CREDIT

Holy Child has partnered with Marymount University to offer opportunities for our students in their pursuit of academic challenges and personal growth through the Dual Credit Program. Students that enroll in the dual credit courses that Holy Child currently offers will fulfill a high school academic requirement while also earning college credits. These credits may be transferable to other colleges and universities, depending on the school and its policies. Upon successful completion of the course, students receive 1 additional grade point towards their GPA. The Southern Association of Colleges and School Commission on Colleges (SACSCOC) regulations do not allow students enrolled in Dual Credit courses to take the AP exam at the end of the school year. For more information about Dual Credit courses, consult the Student and Parent Handbook.

### ONLINE OPTIONS

There are those years when Holy Child may not have a course that aligns with a student's track or interests. In this instance, we have partnered with institutions such as One Schoolhouse to serve these alternate needs for either add-on or required courses. For more information about online class options, consult the Student and Parent Handbook. Students may take one class per year through One Schoolhouse with a maximum of two online classes during their time at Holy Child. Special permission to exceed this policy must be approved by the Head of Upper School. The offerings vary from year to year, but if a student is interested in a course that is not currently offered on campus, students may pursue this opportunity. Due to the nature of online learning, students interested in taking a course through One Schoolhouse must exhibit the following characteristics:

- Motivation to learn independently
- Time management and long-term planning skills
- The ability to operate various cloud-based educational systems
- Excellent written communication skills

For more information about online courses, consult the Student and Parent Handbook.

### REFUND POLICY FOR ONLINE CLASSES

Holy Child will pay the tuition for an online course if it is due to a schedule conflict, or a student has exceeded curriculum offered at Holy Child. If a student chooses to take an online course as an elective, the family is responsible for payment of the class. Should the student decide to drop the course after the fully refundable period, the student's family will be responsible for incurring

any non-refundable cost. Student course tuition is fully refundable for any reason prior to the start date of the course. Partial refunds are possible per the policy prescribed by One Schoolhouse or the approved online educational program. No refunds will be granted after the deadline established by the online school program. Students unable to complete a course due to illness, family trauma, or other highly disruptive events (as determined by the school's administration), will be permitted to complete the course the next year that course is offered at no additional cost to the student, the school, or the family.

### SUMMER COURSES

Students in Upper School interested in taking a for-credit summer course at Holy Child should review our summer offering and register to attend in person. Students may take summer courses for advancement outside Holy Child with the approval of the Dean of Academic and the Department Chair. To ensure the appropriate placement and program for each student, we require they meet with the Dean of Academics before the end of May. The Department Chair and the Dean of Academics will respond to each request for approval. To be approved the program must be a certified school in Maryland, Virginia and DC and provide a course syllabus including the topics covered and the instructional delivery model. Once approved the family is responsible for requesting transcripts from the attending summer program to Holy Child. This summer course final grade will not be included in the Holy Child transcript or report card. However, the transcript will be kept with the students' records and accompany any transcript request. If a student takes a for-credit summer course at Holy Child or through OneSchool House, the grade will be reflected on the transcript and included in the student's GPA. Department Chairs and the Dean of Academic will advise each student that received a passing grade in a summer course on the most appropriate course selection for the academic year. Placement tests or other assessments will be required for students that intend to pursue honors, advanced placement, and dual credit courses.

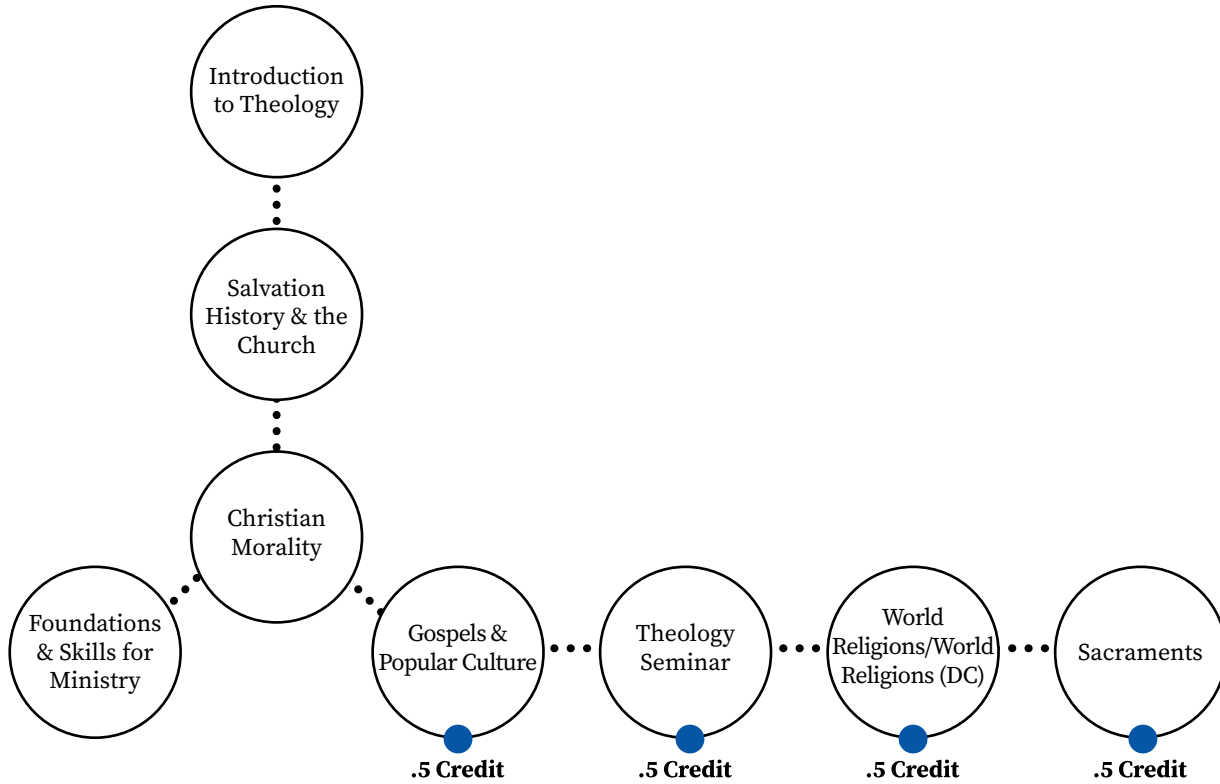
### DISCLAIMER

If at any time adjustments to the programming or anything else described in the Book of Studies changes, Holy Child will update, revise, and redistribute.

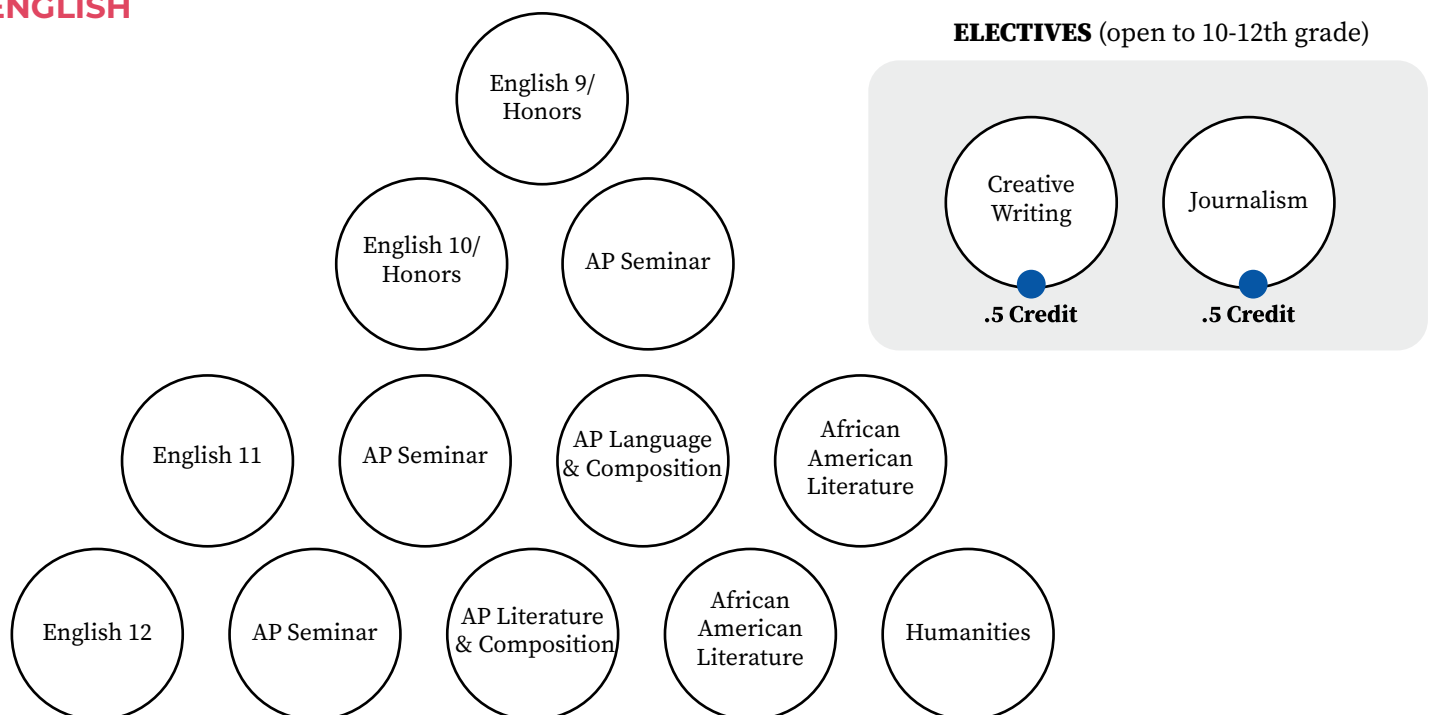
## DIAGRAM A OVERVIEW

<b>SUBJECT</b>	<b>CREDITS REQUIRED</b>	<b>REQUIRED COURSES</b>
RELIGION	4 credits Four-year course of study	Refer to religion course of study options.
ENGLISH	4 credits Four-year course of study	Refer to English course of study options.
MATHEMATICS	4 credits Four-year course of study	Algebra I (pre-requisite may be fulfilled by a benchmark assessment) Geometry Algebra II Refer to mathematics course of study for upper-level electives.
SOCIAL STUDIES	3 credits Three-year course of study	World History I World History II United States History Refer to the social sciences course of study for upper-level electives.
SCIENCE	3 credits Three-year course of study	Chemistry in The Earth System The Living Earth Refer to the science course of study for upper-level electives.
WORLD LANGUAGES	3 credits Three-year course of study	Students are required to complete a three-year course of study in the same language. *Exceptions are made only with documented language waivers.*
VISUAL & PERFORMING ARTS	2 credits	Refer to the visual and performing arts course of study for course options.
PHYSICAL EDUCATION	1 credit Two semester courses of study	Refer to the physical education course of study.
HEALTH & WELLNESS	.5 credit One semester course of study	Refer to the health and wellness course of study.
ELECTIVE COURSES Any courses taken that exceed the minimum graduation requirement in a specific department count toward an elective credit.	2 credits Students may elect to take a combination of two year-long courses OR two semester-long courses and one year long course, OR four semester courses	Elective courses are available in social studies, science, mathematics, world languages, visual and performing arts, physical education and health and wellness.
CHRISTIAN SERVICE	Complete/Incomplete	Refer to the Student and Parent Handbook for a detailed description of grade requirements.
ADDITIONAL REQUIREMENTS	Pass/Fail	Freshman Seminar

## DIAGRAM B RELIGION

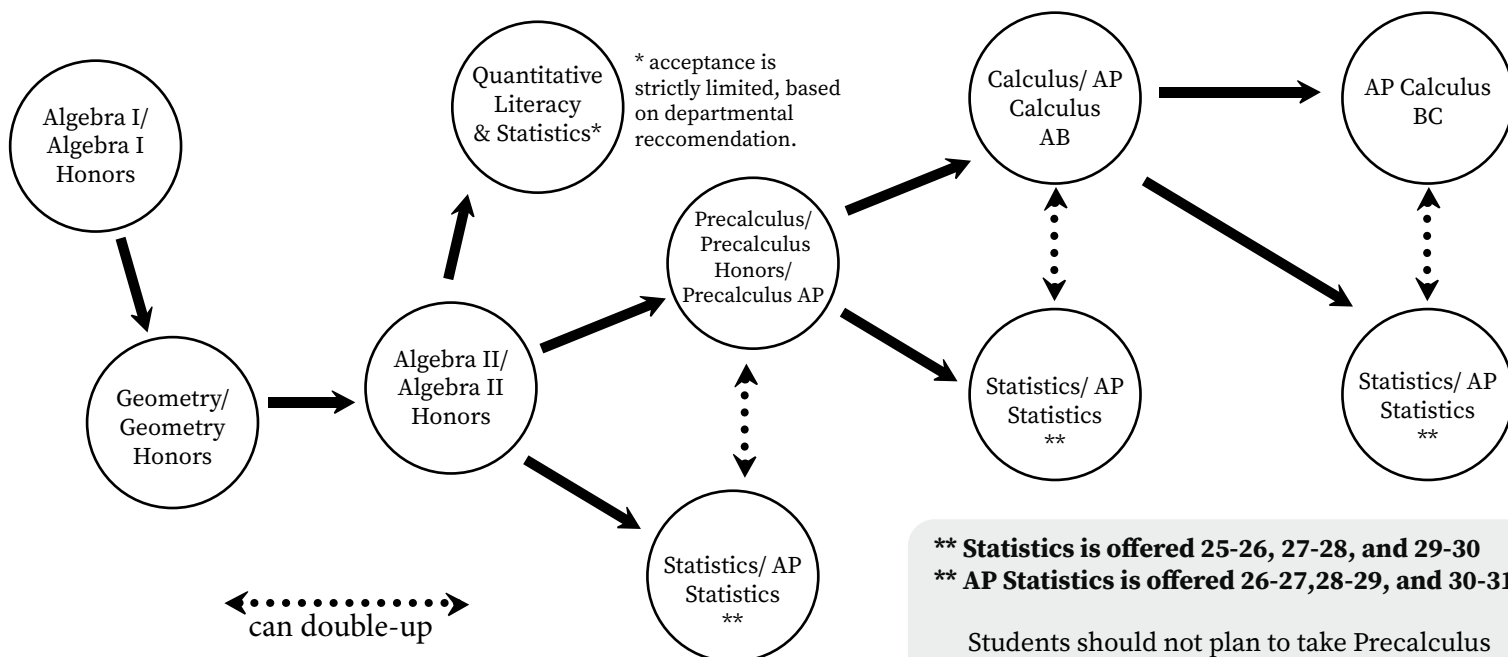
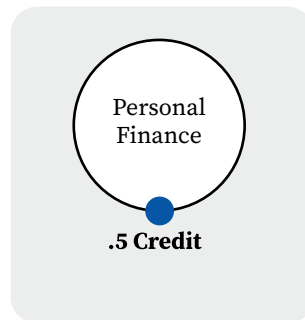


## DIAGRAM C ENGLISH



# DIAGRAM D MATHEMATICS

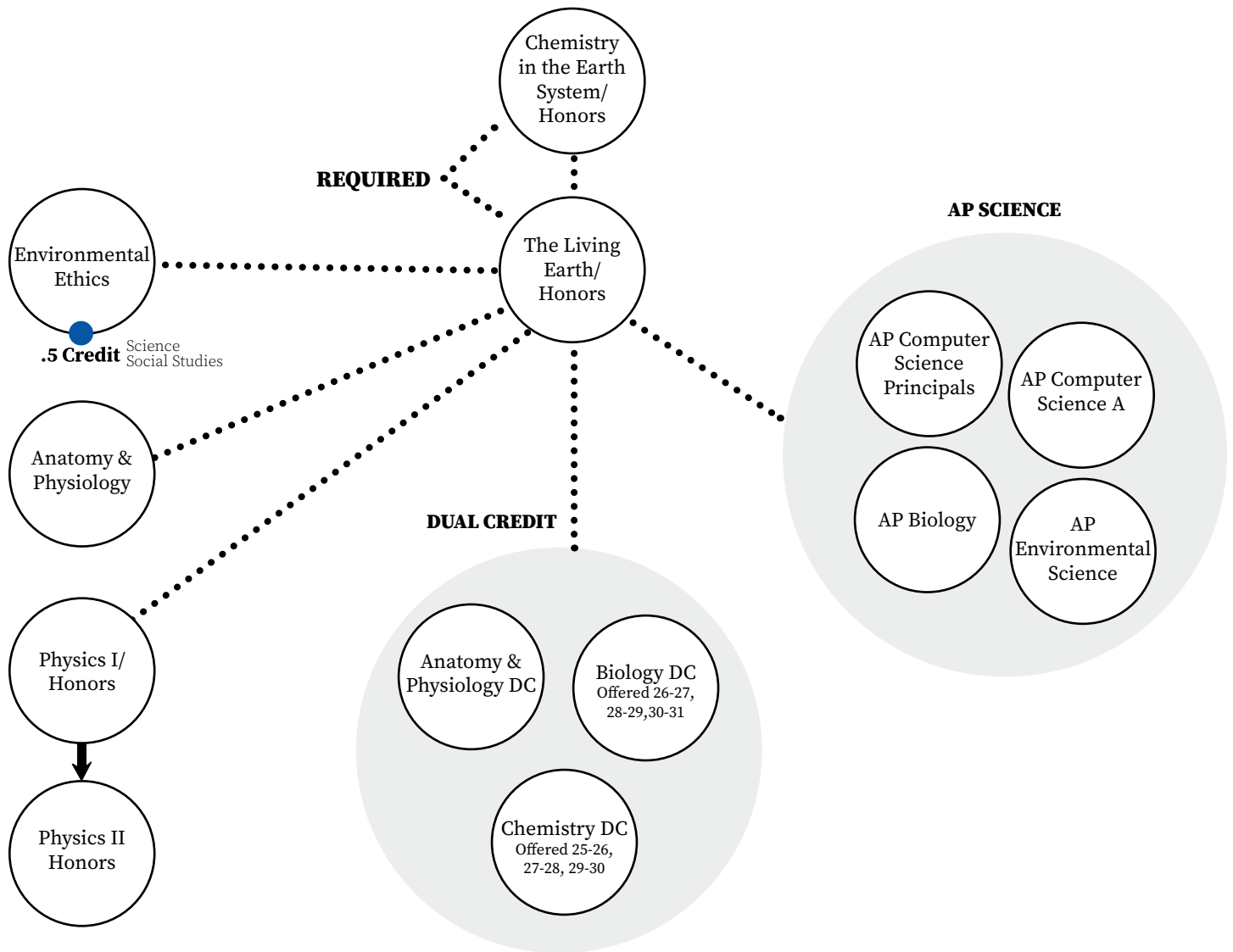
## ELECTIVE



**\*\* Statistics is offered 25-26, 27-28, and 29-30**  
**\*\* AP Statistics is offered 26-27, 28-29, and 30-31**

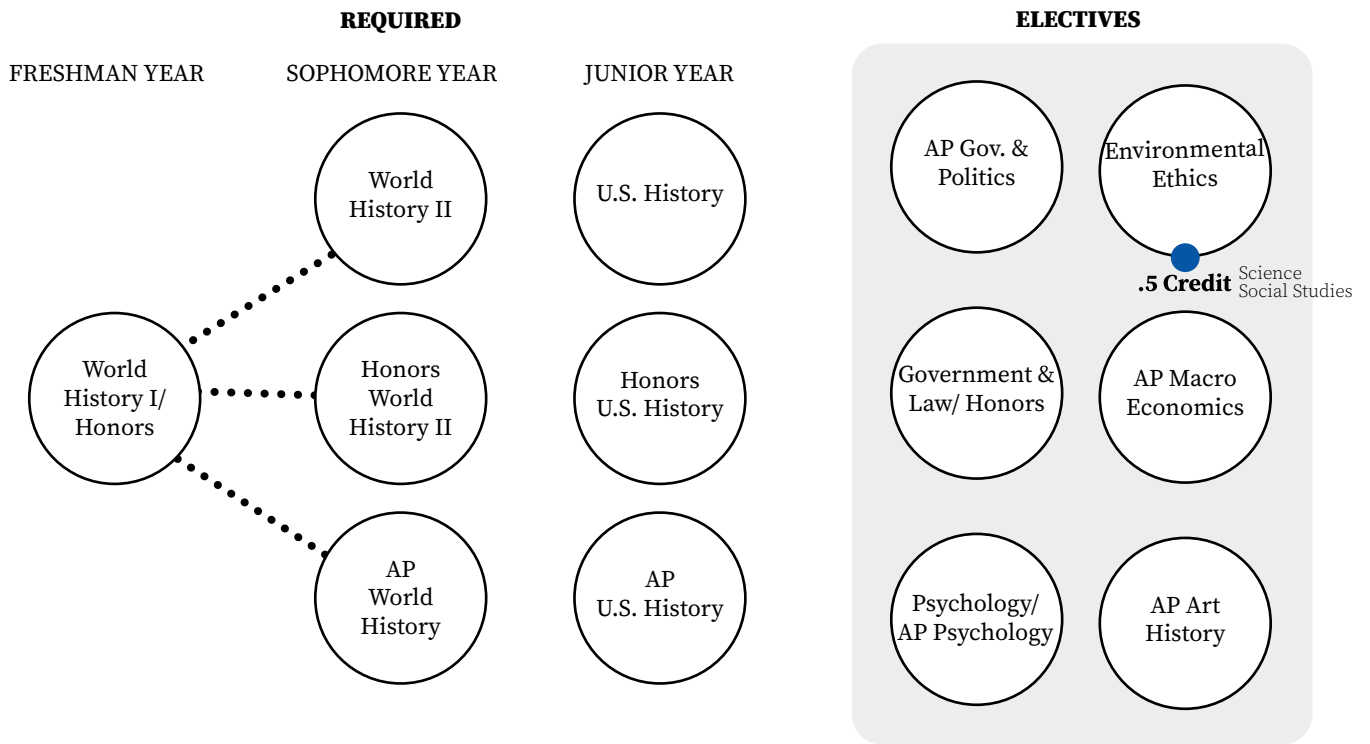
Students should not plan to take Precalculus after Statistics or AP Statistics. Students may only take one Statistics course.

# DIAGRAM E SCIENCE



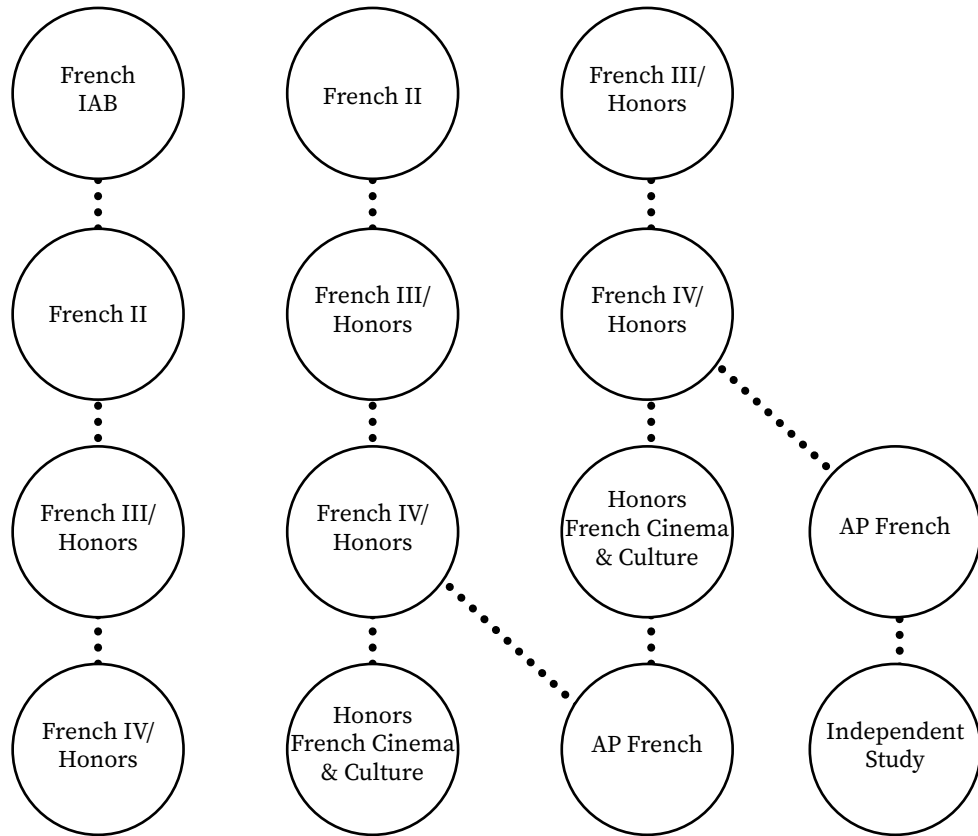
# DIAGRAM F

## SOCIAL STUDIES

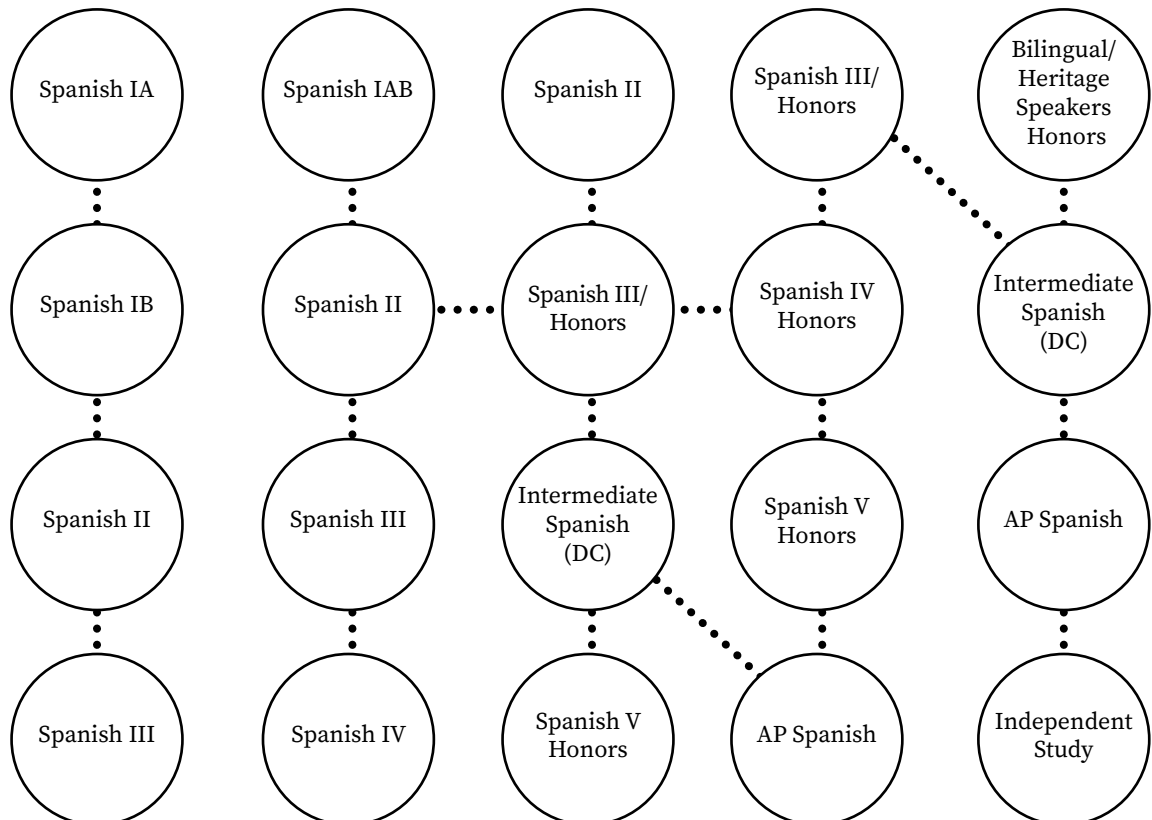




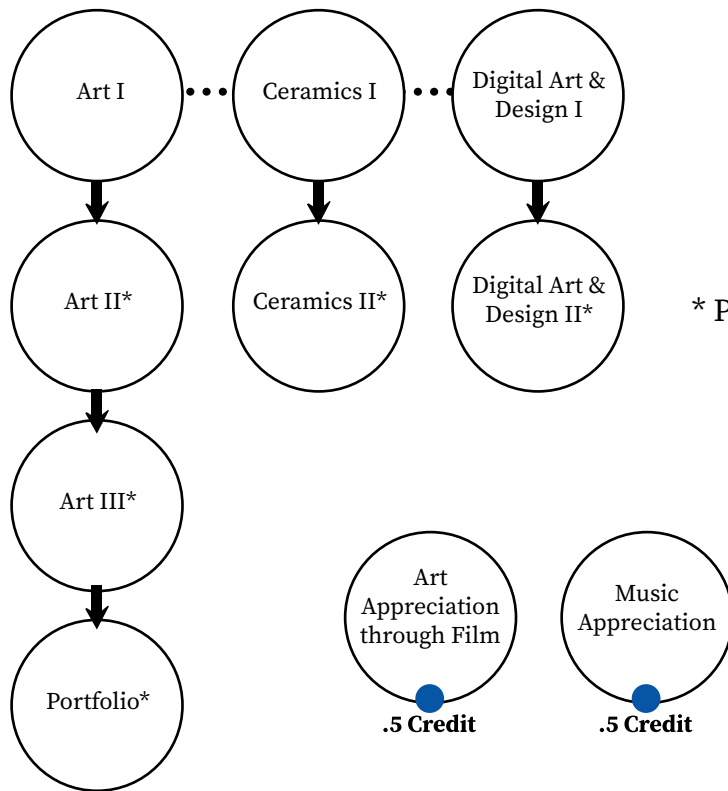
## DIAGRAM G FRENCH



## DIAGRAM H SPANISH



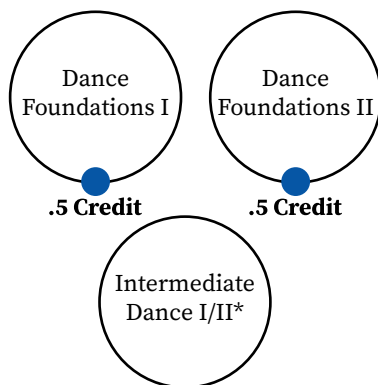
## DIAGRAM I VISUAL ARTS



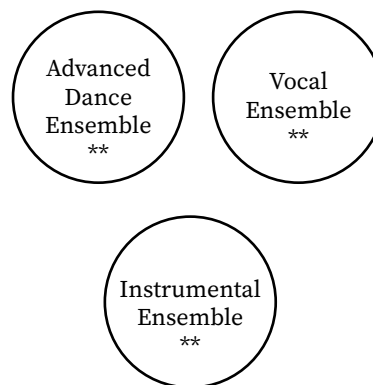
\* Pre-requisite required or portfolio submitted.

## DIAGRAM J PERFORMING ARTS

### DANCE



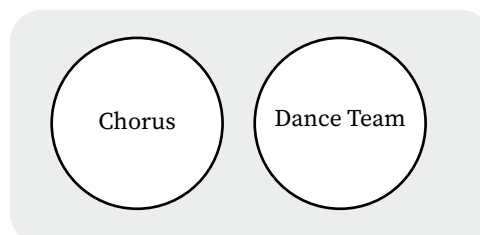
### ENSEMBLES



\* Pre-requisite required or audition.

\*\* Approved after audition only. Can be repeated.

### PGT ELECTIVES



# DIAGRAM K

## PHYSICAL EDUCATION

