



**Convent &  
Stuart Hall**

Schools of the Sacred Heart San Francisco

# High School Course Catalog 2025–2026



*\*The course catalog is a dynamic and evolving document of all potential courses in the curriculum. Courses listed may not run every year, and new courses will continue to be added. Final course scheduling is dependent on student placement and student interest/registration. (Version 2/27/25)*

# Convent & Stuart Hall

## High School Graduation Requirements

English Language & Literature	4 years
Mathematics	3 years; 4 years recommended
Laboratory Science	3 years (Physics, Chemistry, Biology recommended)
Modern & Classical Language	Completion of Level 3
History & Social Science	3 years
Religion, Theology, & Spirituality	3.5 years (3 years plus 1 semester)
Visual & Performing Arts	2 semesters of Visual or Performing Art

\*Students enrolled in the International Baccalaureate Diploma Programme for their junior and senior years take a comprehensive program of IB courses, combining three Standard Level courses (SL) and three Higher Level courses (HL) . In this document, these courses have the designation IB SL or IB HL. All IB courses are open only to students enrolled in the IB Diploma Programme, with exception of Theory of Knowledge which is a core part of the Grade 11 curricular experience.

\*Convent & Stuart Hall offers Summer Term Credits for Algebra, Biology, Coding, Geometry, History, Modern & Classical Language Level I, Physics, Theology, et al. as appropriate.

\*Swimming competency is strongly recommended in advance of the sophomore Costa Rica trip.

# English Language & Literature



## **Studies in English Language and Literature Departmental Philosophy**

Aligned with the school's [Great Texts Philosophy](#), we believe that reading widely and rigorously is the pathway to critical thinking and the development of the intellectual and reflective self. We believe that an expansive reading list is the foundation for all students to develop the essential cultural literacy that crosses and connects all academic fields.

Our English departmental offerings invite students to think critically, flexibly and passionately as engaged readers and citizens of the world. The texts that guide this engagement are multi-genre, canonical, classic, historical, controversial, fantastical and more. They invite our students to appreciate the fact that the act of

reading opens up a universe of meaning. A comprehensive and dynamic reading list engages topics that build a critical and varied perspective of the events, ideas, thoughts and emotions of centuries of human experience.

As an IB World School within a global network of Sacred Heart schools, selected texts represent many voices and cultures, and illuminate the human experience from multiple vantage points.

Honors level designation in these courses requires a higher level of demonstrated ability to analyze texts closely and to engage in literary analysis of unfamiliar and unseen texts. As such, graded assessments differ in scope between standard and honors English. Both the standard and honors designations prepare students to engage in the IB Diploma programme.

### **English I & Honors English I : Archetype and Transformation (one year, freshman)**

*Homer is new, this morning, and there is perhaps nothing so old as today's newspaper.*—Charles Péguy

In this foundational course, ninth graders explore archetype and transformation via the study of classic and contemporary literature. A comprehensive list of great texts across multiple genres invites students to create a generative map of understanding and appreciation for the great writers and imaginative texts that have helped define the human experience. Through their textual study, students develop an appreciation for how centuries of writers have revealed the essential truth of people and their situations.

Units are organized around the study and discussion of a particular literary text or texts, and include historical and cultural context. To understand the conventions of genre, students read essays, short stories, drama, poetry, and novels, and develop analytical tools and a literary lexicon in order to express how the texts derive their meaning and understand the literary significance within their genre.

Assessment includes literary analyses, expository writing (literary essays), oral presentations, rhetorical performance, and creative writing projects. In this way, students develop their imaginations and support their own ideas by applying their literary understanding to real world problems. Over the course of the year, and at the conclusion of each unit, students produce a literary essay, passage analyses and other summative assignments such as a research paper, creative nonfiction, an oral presentation, an original short story, and poetry.

Representative Texts: The course offers between six and eight texts over the duration of the year.

*The Odyssey* by Homer (Emily Wilson translation)

*The Tempest* William Shakespeare

*The Metamorphosis* by Franz Kafka

*No Longer at Ease* by Chinua Achebe

Short Stories writers include:

Kate Chopin

Tobias Wolfe

Willa Cather

Jamaica Kincaid

George Saunders

Poets include works by:

Sylvia Plath

Joy Harjo  
Seamus Heaney  
Natalie Diaz

## **English II & Honors English II: American Voices and Literary Expression (one year, sophomore)**

*I hear America singing, the varied carols I hear.* —Walt Whitman

*I, too, sing America.*—Langston Hughes

Tenth graders explore a variety of voices that are part of the ever-expanding narrative of the United States. In this exploration, students develop an appreciation for how American literature and the American story has been rendered over time. Within the frame of history and different social contexts, the course comprises an intertextual exploration of the “American Dream”.

Units are organized around the study of particular literary genres—essays, short stories, drama, poetry, and novels, and textual analysis includes historical and cultural connections and contexts.

The course emphasizes critical reading, listening, speaking and writing with a focus on the development of thesis, logical organization of thought, and close textual analysis. Over the course of the year, students produce literary essays, passage analyses, and other summative assignments including a comparative essay, a research paper, an oral presentation, and original short stories and poems.

Representative Texts: The course offers between six and eight texts over the duration of the year.

*A Raisin in the Sun* by Lorraine Hansberry

*The Great Gatsby* by F. Scott Fitzgerald

*The Fire Next Time* by James Baldwin

*Between the World and Me* by Ta-Nehisi Coates

*On the Road* by Jack Kerouac

*Their Eyes Were Watching God* by Zora Neale Hurston

*Passing* by Nella Larsen

*The Water Museum* by Luis Alberto Urrea

*The Brief Wondrous Life of Oscar Wao* by Junot Diaz

Essays and Speeches by Douglas, Emerson, Thoreau

Poets of the Harlem Renaissance: Hughes, McKay, Cullen, Johnson, Bennett, et al

*Leaves of Grass* by Walt Whitman

*Howl* by Allen Ginsburg

*In the American Grain* by William Carlos Williams

## **English III & Honors English III: Literature of Community and the Power of Rhetoric (one year, junior)**

*We make out of the quarrels with others, rhetoric, but of the quarrel with ourselves, poetry.*— W.B. Yeats

*A word after a word after a word is power.*— Margaret Atwood

The critic Wayne Booth defined rhetoric as “the whole range of arts not only of persuasion but also of producing or reducing misunderstanding,” and the study of how understanding and misunderstanding emerge from the acts of writing and reading, speaking and listening, is the focus of the grade eleven English curriculum. Along the way, students develop their abilities to understand and analyze civic and literary discourse and to construct sophisticated arguments of their own. They study traditional rhetorical forms as speeches, essays, and editorials and develop an appreciation for the rhetorical dimensions of the major literary genres—the novel, the short story, drama, and poetry.

In this course, students learn to appreciate the role persuasive communication plays in their own lives, to persuade others skillfully and responsibly, and to understand how others try to persuade them. Students will be invited to explore new persuasive techniques while sharing their views and to discover the ways in which great writers and thinkers have enlisted others in their causes.

Units are organized around key literary texts and rhetorical concepts, such as rhetorical appeals and types of argument. Major assessments include four substantial multi-draft essays, a formal presentation, and a classical speech. Students write many shorter analytical and persuasive essays in preparation for the AP English Language and Composition exam at the end of the year.

Representative Texts: The course offers between six and eight texts over the duration of the year.

*Julius Caesar* by William Shakespeare

*1984* by George Orwell

*The Awakening* by Kate Chopin

*The Sympathizer* by Viet Thanh Nguyen

*The God of Small Things* by Arundhati Roy

*Brave New World* by Aldous Huxley

*The Secret Agent* by Joseph Conrad

*The Autumn of the Patriarch* by Gabriel Garcia Marquez

*Two Trains Running* by August Wilson

*The Crucible* by Arthur Miller

*The Seagull* by Anton Chekhov

Poetry by Derek Walcott, Elizabeth Bishop and others

Short stories by Alice Munro

Essays and speeches by Frederick Douglass, James Baldwin, Martin Luther King, Jr., Toni Morrison, Hannah Arendt, and others

### **English IB HL (two years, junior and senior):**

*A word after a word after a word is power.* —Margaret Atwood

*There is no story that is not true.* —Chinua Achebe

The study of literature generates appreciation for the power of language and inspires exploration of humanity’s complex pursuits, anxieties, joys, and fears. During this two-year IB Literature course, with the help of writers from around the world and from many time periods, students develop a lifelong interest in language and literature and a critical appreciation of the richness of human expression and experience. By studying literature as a particularly powerful mode of expression across cultures throughout history, the

course aims to understand the factors that contribute to the creation and reception of great writing: the imagination of writers and readers, the nature of their interaction with their respective contexts and with literary tradition, the ways in which language can give rise to meaning and/or effect, and the performative and transformative potential of literary creation and response.

**Critical outcomes of the course include:**

- a personal appreciation of language and literature
- critical-thinking skills employed in interaction with a range of texts from different periods, styles, text-types and literacy forms
- an understanding of the formal, stylistic and aesthetic qualities of texts
- strong powers of expression, both written and oral
- an appreciation of cultural differences in perspective
- an understanding of how language challenges and sustains ways of thinking.

Through close analysis of a range of literary texts and forms from different times and places, students will consider their own interpretations as well as the critical perspectives of others. Students will contemplate how such positions are shaped by cultural belief systems. IB Literature enables students to:

- engage with a range of texts, in a variety of media and forms, from different periods, styles and cultures
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- develop skills in interpretation, analysis and evaluation
- develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of the relationships between studies in language and literature and other disciplines
- communicate and collaborate in a confident and creative way
- foster a lifelong interest in and enjoyment of language and literature

**Learning Outcomes:**

1. Know, understand and interpret:

- a range of texts, works and/or performances, and their meanings and implications
- contexts in which texts are written and/or received elements of literary, stylistic, rhetorical, visual and/or performance craft
- features of particular text types and literary forms.

2. Analyze and evaluate:

- ways in which the use of language creates meaning
- uses and effects of literary, stylistic, rhetorical, visual or dramaturgical techniques
- relationships among different texts

- ways in which texts may offer perspectives on human concerns.

### 3. Communicate:

- ideas in clear, logical and persuasive ways
- in a range of styles, registers and for a variety of purposes and situations
- ethically and responsibly using many media.

The intention of assessment in this course is that students are able to fulfill the following assessment objectives:

#### 1. Know, understand and interpret:

- a range of texts, works and/or performances, and their meanings and implications
- contexts in which texts are written and/or received elements of literary, stylistic, rhetorical, visual and/or performance craft
- features of particular text types and literary forms.

#### 2. Analyze and evaluate:

- ways in which the use of language creates meaning
- uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
- relationships among different texts
- ways in which texts may offer perspectives on human concerns.

#### 3. Communicate:

- ideas in clear, logical and persuasive ways
- in a range of styles, registers and for a variety of purposes and situations
- ideas, emotion, character and atmosphere through performance opportunities.

### **Curriculum:**

HL students must study at least 13 works over two years (7 in junior year and 6 in senior year), of which:

- a minimum of five must be written originally in the language studied, by authors on the Prescribed reading list
- a minimum of four must be works in translation written by authors on the Prescribed reading list
- four can be chosen freely—from the Prescribed reading list or elsewhere—and may be in translation. There must be a minimum of three works for each area of exploration. Works must be selected to cover the four literary forms, three periods and four countries or regions as defined on the Prescribed reading list in at least two continents

### **Preparation for assessments:**

Students prepare for IB assessments during both their junior and senior year. Across both years, students compose literary analyses during each 4-6 week book unit. In year one, they also prepare a mock Individual Oral and complete three original multi-draft analytical essays, followed by revision of one essay for IB submission in January of year two. In year two, students complete the official Individual Oral which takes place in the fall of Year Two. Paper Two is introduced, practiced, and taken in the second semester of Year Two.

### Representative Texts:

*Map* by Wislawa Szymborska  
Short Stories by Anton Chekhov  
*Medea* by Euripides  
*Antigone* by Sophocles  
*The Refugees* by Viet Than Nguyen  
*Selected Poems* by Pablo Neruda  
*Fences* by August Wilson  
*Klara and the Sun* by Kazuo Ishiguro  
*The Things They Carried* by Tim O'Brien  
*The Diving Bell and the Butterfly* by Jean-Dominique Bauby  
*Hamlet* by William Shakespeare  
*Blind Willow, Sleeping Woman* by Haruki Murakami  
*Song of Solomon* and *Beloved* by Toni Morrison  
*Angels in America* by Tony Kushner  
*Poems* by Elizabeth Bishop  
*To the Lighthouse* by Virginia Woolf  
*Ceremony* by Leslie Marmon Silko  
*The Sixth Extinction* by Elizabeth Kolbert  
*Chronicles of a Death Foretold* by Gabriel Garcia Marquez  
Poetry by Anne Sexton, Ada Limón, and Terrence Hayes  
*The Man with the Compound Eyes* by Wu Ming-Yi

### **World Literature: Global Citizenship and Shared Humanity (one year, senior)**

*I cannot see why you should act the stranger, / For you and I spring from a common source.*—Mīr Hasan Mīr

In World Literature: Global Citizenship and Shared Humanity, seniors study diverse works of world literature in an attempt to understand the value of human lives other than our own and what obstacles or conflicts arise during these attempts. Using the tools of dialogue and critical and personal writing/speaking opportunities, our study will cultivate an earnest approach towards becoming global citizens by understanding, appreciating, and respecting the stories of strangers.

The course emphasizes critical reading, listening, speaking and writing with a focus on the development of complex interpretation and argumentation, close textual analysis, and creative expressions about literature. Major assessments, which occur at the end of each book module, include: literary analyses, multi-draft analytical essays, creative writing projects, oral presentations/group debates, and a video essay.

### **Learning Outcomes:**

1. Know, understand, and interpret:

- a range of texts, works and/or performances, and their meanings and implications
- historical and cultural contexts in which texts are written and/or received
- elements of literary, stylistic, rhetorical, visual and/or performance craft
- features of particular text types and literary forms.

2. Analyze and evaluate:

- ways in which the use of language creates meaning
- uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
- relationships among different texts (intertextuality)
- ways in which texts may offer perspectives on human concerns.

3. Communicate (writing and speaking):

- ideas in clear, logical and persuasive ways
- in a range of styles, registers and for a variety of purposes and situations
- ethically and responsibly using many media.

The course offers six texts over the duration of the year.

Representative Texts:

*The Reluctant Fundamentalist* by Mohsin Hamid

*Disgrace* by J.M. Coetzee

*Woman at Point Zero* by Nawal El Saadawi

*A Personal Matter* by Kenzaburō Ōe

*The Interpreter of Maladies* by Jhumpa Lahiri

*The Days of Abandonment* by Elena Ferrante

*Chronicle of a Death Foretold* by Gabriel García Márquez

*Death and the King's Horseman* by Wole Soyinka

*The Inheritance of Loss* by Anita Desai

*Things Fall Apart* by Chinua Achebe

**AP English Literature and Composition (one year, senior)**

*Life is sacred, that is to say, it is the supreme value, to which all other values are subordinate.*—Albert Einstein

Critical reading and analysis of great literature is ultimately life-affirming. The AP English Literature and Composition course focuses on reading, analyzing, and writing about fiction, nonfiction, poetry, and drama from various periods and cultures. Students engage in close reading and critical analysis of literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Students enrolled in the course sit for the AP exam in May.

The texts that animate the AP Literature and Composition course examine the various ways authors of significant literary texts have examined human existence, one's sense of being and what is truth.

The course offers between six and eight texts over the duration of the year.

Representative Texts:

*The Things They Carried* by Tim O'Brien

*Song of Solomon* by Toni Morrison

*Hamlet* by William Shakespeare

*Heart of Darkness* by Joseph Conrad

*Angels in America* by Tony Kushner  
*Just Mercy* by Bryan Stevenson  
*A Lesson Before Dying* by Ernest Gaines  
*American Sonnets* by Terrence Hayes  
*The Bell Jar* by Sylvia Plath  
*The God of Small Things* by Arundhati Roy  
*The Master and Margarita* by Mikhail Bulgakov  
*Notes from the Underground* by Fyodor Dostoevsky  
*July's People* by Nadine Gordimer

# Mathematics



## **Algebra I** (one year, freshman)

Algebra I is designed to give students the requisite skills to provide a foundation for all future mathematics

courses. Students explore writing and graphing linear and quadratic functions, solving and graphing linear inequalities, and factoring and solving polynomial equations. Students also develop an understanding of exponential rules and the graphs of exponential functions and make connections to real world applications via compound interest and population growth/decay.

**Assessment:** Students are assessed in a multiple of manners with a formal assessment occurring on average every five class meetings. This includes smaller formative assessments, such as exit tickets, mini quizzes, homework and classwork. In addition, students sit for summative assessments after most units. Assessments are graded with the intention of informing what students know rather than penalizing for students' lack of knowledge. Students are continually assessed on previous topics so that they are given opportunities later in the course to demonstrate mastery.

### **Geometry** (one year, freshman/sophomore)

Geometry introduces the concepts of two and three dimensional objects. Students study geometric objects such as points, lines and planes, as well as angles, triangle congruence and similarity, right triangle trigonometry, polygons, circles and three dimensional solids.

**Prerequisite:** successful completion of Algebra I

**Assessment:** Students are frequently assessed in a multiple of manners with a formal assessment occurring on average every five class meetings. This includes smaller formative assessments, such as exit tickets, mini quizzes, homework and classwork. In addition, students sit for summative assessments after most units where students are provided key formulas and definitions of related geometric principles. Projects that incorporate ideas from multiple units are assigned in the second semester. Assessments are graded with the intention of informing what students know rather than penalizing for students' lack of knowledge. Students are continually assessed on previous topics so that they are given opportunities later in the course to demonstrate mastery.

### **Honors Geometry** (one year, freshman/sophomore)

In addition to the topics covered in Geometry, the Honors Geometry program puts a deeper emphasis on proof-based mathematics. Students explore the concepts of reasoning and logic throughout, providing formal proofs for many of the theorems covered. Students will also work with the unit circle and learn about its connections to trigonometric ratios and simple equations. Students are assessed via unit assessments and cumulative exams that require students to apply formulas and rules from each unit.

**Prerequisite:** successful completion of Algebra I and departmental assessment.

**Assessment:** Students are frequently assessed in a multiple of manners with a formal assessment occurring on average every five class meetings. This includes smaller formative assessments, such as exit tickets, mini quizzes, homework and classwork. In addition, students sit for summative assessments after most units where students are provided key formulas and definitions of related geometric principles. Projects that incorporate ideas from multiple units are assigned in the second semester. Assessments are graded with the intention of informing what students know rather than penalizing for students' lack of knowledge. Students are continually assessed on previous topics so that they are given opportunities later in the course to demonstrate mastery.

**Algebra II** (one year, freshman/sophomore/junior)

Algebra II complements and expands on the topics covered in Algebra I with a focus on the patterns with transformation of families of functions. Students study more advanced techniques for solving equations, derive the patterns for transformations of functions, parabolas, the complex number system, rational, radical, exponential, logarithmic and trigonometric functions.

**Prerequisite:** successful completion of Geometry

**Assessment:** Students are assessed in a multiple of manners with a formal assessment occurring on average every five class meetings. This includes smaller formative assessments, such as exit tickets, mini quizzes, homework and classwork. In addition, students sit for summative assessments after most units.

Assessments are graded with the intention of informing what students know rather than penalizing for students' lack of knowledge. Students are continually assessed on previous topics so that they are given opportunities later in the course to demonstrate mastery.

**Honors Algebra II** (one year, freshman/sophomore/junior)

In addition to the topics covered in Algebra II/Trigonometry, students in the Honors Algebra II course study sequences and series, basic statistics, probability and the application of trigonometric identities when solving equations.

**Prerequisite:** successful completion of Geometry and departmental assessment

**Assessment:** Students are assessed in a multiple of manners with a formal assessment occurring on average every five class meetings. This includes smaller formative assessments, such as exit tickets, mini quizzes, homework and classwork. In addition, students sit for summative assessments after most units.

Assessments are graded with the intention of informing what students know rather than penalizing for students' lack of knowledge. Students are continually assessed on previous topics so that they are given opportunities later in the course to demonstrate mastery.

**Precalculus** (one year, sophomore/junior/senior)

Precalculus prepares students for Calculus topics by strengthening Algebra II skills as well as introducing trigonometric identities, conic sections, sequences and series, non-linear equations, probability, counting principles, statistics and limits. Students are assessed via unit assessments and cumulative exams that require students to apply formulas and rules from each unit.

**Prerequisite:** successful completion of Algebra II

**Assessment:** Students are assessed in a multiple of manners with a formal assessment occurring on average every five class meetings. This includes smaller formative assessments, such as exit tickets, mini quizzes, homework and classwork. In addition, students sit for summative assessments after most units.

Assessments are graded with the intention of informing what students know rather than penalizing for students' lack of knowledge. Students are continually assessed on previous topics so that they are given opportunities later in the course to demonstrate mastery.

**Honors Precalculus** (one year, sophomore/junior/senior)

Students in the Honors Precalculus program build upon the advanced topics covered in Honors Algebra II through a study of trigonometric identities, matrices, polar, parametric and vector equations, and limits.

Students are introduced to several Calculus topics including derivatives and integrals of polynomials, exponential, logarithmic, and trigonometric functions while also exploring their applications as they relate to rates of change, optimization and area under a curve.

**Prerequisite:** successful completion of Algebra II and departmental assessment

**Assessment:** Students are assessed in a multiple of manners with a formal assessment occurring on average every five class meetings. This includes smaller formative assessments, such as exit tickets, mini quizzes, homework and classwork. In addition, students sit for summative assessments after most units.

Assessments are graded with the intention of informing what students know rather than penalizing for students' lack of knowledge. Students are continually assessed on previous topics so that they are given opportunities later in the course to demonstrate mastery. Students are given the opportunity to sit for the AP PreCalculus exam in May.

### **Calculus** (one year, junior/senior)

Calculus covers differential calculus and the beginnings of integral calculus. Students study limits, continuity, derivatives, integrals of polynomials, exponential, logarithmic and trigonometric functions. Students also explore applications of both derivatives and integrals as they relate to rates of change, optimization and area under a curve. The course requires extensive use of the graphing calculator and emphasizes development of advanced analytical skills.

**Prerequisite:** successful completion of Precalculus

**Assessment:** Students are assessed in a multiple of manners with a formal assessment occurring on average every five class meetings. This includes smaller formative assessments, such as exit tickets, mini quizzes, homework and classwork. In addition, students sit for summative assessments after most units.

Assessments are graded with the intention of informing what students know rather than penalizing for students' lack of knowledge. Students are continually assessed on previous topics so that they are given opportunities later in the course to demonstrate mastery.

### **AP Calculus AB** (one year, junior/senior)

This college-level course covers differential and integral calculus. Students study applications of derivatives as they relate to position, velocity, acceleration, rates of change and optimization. Students also explore applications of integrals as they relate to area under a curve, area between curves and the volume of a solid of revolution. The course requires extensive use of the graphing calculator and emphasizes development of advanced mathematical analytical skills. Students prepare for the AP Exam in May. Students enrolled in this course are required to sit for the AP exam in May and must demonstrate consistent effort and achievement in the course to maintain the AP designation. Students are assessed via unit assessments and cumulative exams that require students to apply formulas and rules from each unit.

**Prerequisite:** successful completion of Precalculus and departmental assessment

**Assessment:** Students are assessed in a multiple of manners with a formal assessment occurring on average every five class meetings. This includes smaller formative assessments, such as exit tickets, mini quizzes, homework and classwork. In addition, students sit for summative assessments after most units.

Assessments include AP style formatted questions in preparation for the exam in May. Assessments are graded with the intention of informing what students know rather than penalizing for students' lack of

knowledge. Students are continually assessed on previous topics so that they are given opportunities later in the course to demonstrate mastery.

### **AP Calculus BC** (one year, junior/senior)

In addition to the topics covered in AP Calculus AB, this college-level course covers the added topics of plane curves, improper integrals, advanced integration techniques, the convergence or divergence of an infinite series, and the calculus of parametric, polar, and vector functions. Students prepare for the AP Exam in May. Students enrolled in this course are required to sit for the AP exam in May and must demonstrate consistent effort and achievement in the course to maintain the AP designation.

**Prerequisite:** successful completion of Honors Precalculus and departmental assessment

**Assessment:** Students are assessed in a multiple of manners with a formal assessment occurring on average every five class meetings. This includes smaller formative assessments, such as exit tickets, mini quizzes, homework and classwork. In addition, students sit for summative assessments after most units.

Assessments include AP style formatted questions in preparation for the exam in May. Assessments are graded with the intention of informing what students know rather than penalizing for students' lack of knowledge. Students are continually assessed on previous topics so that they are given opportunities later in the course to demonstrate mastery.

### **AP Statistics** (one year, sophomore/junior /senior)

This course covers the equivalent of one semester of college-level general Statistics. The course covers four main components: data exploration, study design, probability and inference procedures. Students prepare for the AP Exam in May. Students enrolled in this course are required to sit for the AP exam in May and must demonstrate consistent effort and achievement in the course to maintain the AP designation.

**Prerequisite:** completion of or concurrent enrollment in Honors Precalculus and departmental assessment

**Assessment:** Students are assessed in a multiple of manners with a formal assessment occurring on average every five class meetings. This includes smaller formative assessments, such as exit tickets, mini quizzes, homework and classwork. In addition, students sit for summative assessments after most units.

Assessments include AP style formatted questions in preparation for the exam in May. Assessments are graded with the intention of informing what students know rather than penalizing for students' lack of knowledge. Students are continually assessed on previous topics so that they are given opportunities later in the course to demonstrate mastery.

### **Mathematics: Analysis & Approaches IB SL/HL** (two years, junior/senior)

The IB Mathematics: Analysis & Approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on understanding important mathematical concepts in a comprehensible, coherent and rigorous way. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. This course has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students can expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Topics of study include Algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability, and an emphasis on advanced calculus topics. Content of the SL course is

a complete subset of the HL course. HL coursework includes extended topics and requires additional papers and exams. Students are assessed via unit assessments and cumulative exams that include questions in the IB-style. They will require students to apply formulas and rules from each unit using the IB formula packet. **SL Prerequisite:** successful completion of Algebra II and departmental assessment; **HL Prerequisite:** successful completion of Honors Precalculus and departmental assessment

Assessment: Students are assessed in a multiple of manners with a formal assessment occurring on average every five class meetings. This includes smaller formative assessments, such as exit tickets, mini quizzes, homework and classwork. In addition, students sit for summative assessments after every unit with IB-Style questions. These unit assessments are cumulative in nature as the year progresses, so students need to maintain mastery of content in previous units. These assessments include IB style questions that are graded in the same manner as IB exams with regards to work requirements, formulas, etc. Students are provided with the IB formula packet for all assessments. In preparation for the IB Internal Assessment, students complete one written report assignment in year one of the course.

### **Mathematics: Applications & Interpretations IB SL/HL** (two years, junior/senior)

The IB Mathematics: Applications & Interpretations course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations. Students should expect to develop strong technology skills and will be intellectually equipped to appreciate the links between the theoretical and practical concepts in mathematics. Topics of study include Algebra, functions and equations, circular functions and trigonometry, vectors, calculus, probability, and an emphasis on advanced statistical analysis of data sets. Content of the SL course is a complete subset of the HL course. HL coursework includes extended topics and requires additional papers and exams. Students are assessed via unit assessments and cumulative exams that include questions in the IB-style. They will require students to apply formulas and rules from each unit using the IB formula packet.

**SL Prerequisite:** successful completion of Geometry and departmental assessment; **HL Prerequisite:** successful completion of Honors Algebra II and departmental assessment

Assessment: Students are assessed in a multiple of manners with a formal assessment occurring on average every five class meetings. This includes smaller formative assessments, such as exit tickets, mini quizzes, homework and classwork. In addition, students sit for summative assessments after every unit with IB-Style questions. These unit assessments are cumulative in nature as the year progresses, so students need to maintain mastery of content in previous units. These assessments include IB style questions that are graded in the same manner as IB exams with regards to work requirements, formulas, etc. Students are provided with the IB formula packet for all assessments. In preparation for the IB Internal Assessment students complete one written report assignment in year one of the course.

## **COMPUTER SCIENCE**

### **Introduction to Coding** (one semester, sophomore)

The course is an introduction to computer programming and covers the following topics: variables, assignment statements, conditionals, loops, data structures, algorithms and graphics. Topics are taught in Python. The two main goals are: (a) to give every student an introduction to programming in an environment where every student may experience success and build confidence and (b) to help each student determine if computer programming is an area of interest and/or strength so that they may make an informed decision about whether or not they may want to continue study of computer science.

**Assessment:** Students are assessed in a multiple of manners with a formal assessment occurring on average every five class meetings. This includes smaller formative assessments, such as exit tickets, mini quizzes, homework and classwork. Students are assessed via unit assessments and cumulative exams that include questions that exercise algorithmic thinking. Students complete projects that are similar in scale to the IB Internal Assessment where students gain experience in creating simple games and work with financial data.

### **AP Computer Science A** (one year, junior/senior)

This course emphasizes object-oriented Java programming with a concentration on problem-solving and algorithm development and is the equivalent of a first semester college-level course in Computer Science. It includes an introduction to the study of data structures, design, documentation and abstraction. Students enrolled in this course are required to sit for the AP exam in May and must demonstrate consistent effort and achievement in the course to maintain the AP designation.

**Prerequisite:** successful completion of Introduction to Coding and departmental recommendation

Students are assessed in a multiple of manners with a formal assessment occurring on average every five class meetings. This includes smaller formative assessments, such as exit tickets, mini quizzes, homework and classwork. Students are assessed via unit assessments and cumulative exams that include questions in the AP-style. Students also complete multiple projects that align with the AP free response questions, such as simple games.

### **Computer Science IB SL/HL** (two years, junior/senior)

The Computer Science IB course requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course, underpinned by conceptual thinking, draws on a wide spectrum of knowledge and enables and empowers innovation, exploration and the acquisition of further knowledge. Students study how computer science interacts with and influences culture, society and individuals and the ethical issues involved. During the course, the student develop computational solutions. This involves the ability to: identify a problem or unanswered question; design, prototype and test a proposed solution; and liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments.

**Prerequisite for HL:** successful completion of Intro to Coding and departmental recommendation

Students are frequently assessed in a multiple of manners with a formal assessment occurring on average every five class meetings. This includes smaller formative assessments, such as exit tickets, mini quizzes, homework and classwork. Students are assessed via unit assessments and cumulative exams that include

questions in the IB-style. Students complete multiple projects, including simple games and cross-disciplinary java calculators that aligns with the IB Internal Assessment.

## Laboratory Science



The graduation requirement for Convent & Stuart High Schools is three years of laboratory science, with Physics in Grade 9 and Chemistry in Grade 10. We recommend Biology as a Grade 11, or third year, science so that students have the experience of three sciences in high school. Students who plan to continue their science at the university level, particularly those applying to pre-med programs, are strongly encouraged to complete the physics, chemistry, biology sequence. It should be noted that students who are applying to schools in the California State University system are required to complete a year of biological science in addition to a year of physical science.

### **Physics** (one year, freshman)

This course is an algebra-based introduction to physics, reinforcing math concepts introduced during the students' ninth grade math course. This offering explores seven topics: one-dimensional and two-dimensional motion, forces and Newton's Laws, linear momentum, work and energy, mechanical and longitudinal waves, and electricity and magnetism. Students develop problem-solving skills, engage in science argumentation, employ hypothesis-driven methods of scientific inquiry, foster teamwork through peer collaboration, analyze real-world data, and articulate conceptual understandings through verbal and written communication.

**Assessment:** Students are provided with opportunities to demonstrate their skill improvement through an on-going review of learning outcomes in novel contexts. During each unit, students are summatively assessed through the completion of two quizzes, one major written assessment, and at least one performance-based laboratory investigation. Students are formatively assessed on peer collaboration challenges, simulation analyses, homework assignments, and science inquiries.

### **Honors Physics** (one year, freshman)

The course is an algebra-based, mathematically-rigorous introduction to physics, grounded primarily in concepts already mastered in Algebra I. This offering explores seven topics: one-dimensional and two-dimensional motion, forces and Newton's Laws, linear momentum, work and energy, mechanical and longitudinal waves, and electricity and magnetism. Students develop problem-solving skills, engage in science argumentation, employ hypothesis-driven methods of scientific inquiry, foster teamwork through peer collaboration, analyze real-world data, and articulate conceptual understandings through verbal and written communication.

**Prerequisite:** placement based on correlating math skills, including the ability to consistently demonstrate: how to rearrange equations to solve for different variables; solve equations involving exponents; and determine the value for elementary trigonometric functions (sine, cosine, and tangent) from word problems. Well-prepared candidates will have completed courses in both algebra and geometry.

**Assessment:** Students are provided opportunities to demonstrate their skill improvement through an on-going review of learning outcomes in novel contexts. During each unit, students are summatively assessed through the completion of two quizzes, one major written assessment, and at least one performance-based laboratory investigation. Students are formatively assessed on peer collaboration challenges, simulation analyses, homework assignments, and science inquiries.

### **AP Physics C: Mechanics** (semester, junior/senior)

This course covers the Mechanics portion of the AP exam. The following areas are covered: kinematics, Newton's laws of motion: work, energy and power, systems of particles and linear momentum, circular motion and rotation, and oscillations and gravitation. Students enrolled in this course are required to sit for the AP exam in May and must demonstrate consistent effort and achievement in the course to maintain the AP designation.

**Prerequisite:** introductory Honors Physics or Physics and departmental recommendation; completion of or concurrent enrollment in AP Calculus AB or BC

### **Physics IB SL/HL** (two years, junior/senior)

Physics seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Students engage in the scientific method of observation and experimentation, developing models to test observations and derive theories, and use manipulative skills to design investigations, collect data, analyze and evaluate results, and communicate their findings. Core topics include measurements and uncertainties, mechanics, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic, nuclear and particle physics, and energy production. While the skills and activities are common to students in both SL and HL, students taking the HL course are required to study some topics in greater breadth and depth and are required to take additional assessments.

**HL Prerequisite:** Successful completion of Honors Physics and Honors Chemistry. Students well suited for Physics HL are also enrolled in SL or HL Analysis. A departmental approval is required to enroll in Physics HL.

**Assessment:** For each IB Physics topic students are formatively assessed using problem sets after the introduction of new concepts, two graded quizzes that group the topic concepts, a laboratory or analysis assignment, and a summative assessment that include IB-style questions that combine topics and concepts. Subsequent exams are cumulative and include revision questions of past topics. Laboratory assignments include data processing and presentation, experimental design, evaluation of processed data, and analysis of error and methodology limitations.

### **Chemistry** (one year, sophomore)

This fundamental chemistry course includes lecture, discussion and integrated laboratory experiments designed to introduce the student to the nature of matter. Laboratory experiments reinforce concepts and demonstrate principles of scientific method and experimentation. The material is presented with both descriptive and quantitative considerations, with emphasis on problem-solving skills and abstract (theoretical) conceptualization. First semester topics include the structure of the atom, periodicity of the elements, nomenclature, structure and bonding, and chemical reactions. The second semester covers, gasses, moles and stoichiometry, fluid states of matter, energy in chemical processes, and acid-base chemistry.

**Assessment:** Students complete two formative assessments in the form of quizzes, one to two unit-specific interactive activities, one formal lab, and one summative unit exam during each of the seven units.

### **Honors Chemistry** (one year, sophomore)

For students with strong quantitative and analytical reasoning skills and a desire to apply knowledge in complex ways, this laboratory course explores the principles of inorganic chemistry at a brisk pace.

Self-motivation and a significant time commitment are required for mastery of the material at an accelerated pace of instruction. The first semester covers matter and measurement, atomic theory, periodic law, nomenclature, chemical bonding, reactions and equations. The second semester introduces the concepts of the mole as a unit of measurement, stoichiometry, the chemistry of gases and solutions, the principles of thermal and electrical energy in chemical processes, and an introduction to acid-base chemistry. Throughout the course, students are involved in an intensive laboratory curriculum. Through laboratory investigations, students acquire extensive experience developing and implementing experimental processes, which include the collection and presentation of data and the monitoring and critical analysis of experimental results.

**Prerequisite:** departmental recommendation based on skills and aptitude as demonstrated in physics along with strong algebra skills

**Assessment:** Students complete two formative assessments in the form of quizzes, one to two unit-specific interactive activities, one formal lab, and one summative unit exam during each of the seven units.

### **AP Chemistry** (one year, junior/senior)

Advanced Placement Chemistry is a challenging course which provides an in-depth understanding of the chemical principles introduced in the introductory course. AP Chemistry probes deeply into the nature of matter and its changes on both the macroscopic and microscopic levels, and challenges the student to articulate these changes and justify their statements with scientific fact. The course involves an emphasis on lab work in which the students develop their own experimental procedure, analyze the effects of error on calculated results and relate the problems solved in class to everyday phenomena. There is little to memorize in AP Chemistry; the focus is on problem-solving. Students must master concepts and learn to apply them to many multifaceted problems in order to be successful in the course. Students enrolled in this course are required to sit for the AP exam in May and must demonstrate consistent effort and achievement in the course to maintain the AP designation.

**Prerequisite:** successful completion of Chemistry or Honors Chemistry and departmental recommendation. Students enrolling in AP Chemistry should have the mathematical capacity to solve logarithmic equations, which are covered late in the Algebra II curriculum.

**Assessment:** For each learning module students are formatively assessed using concept reviews after the introduction of new concepts, two graded quizzes that combine concepts, a laboratory writing or analysis assignment, and a summative assessment that includes multifaceted IB-style questions that combine topics and concepts. Subsequent exams are cumulative and include revision questions of past topics. Laboratory assignments include data processing and presentation, experimental design, evaluation of processed data, and analysis of error and methodology limitations.

### **Chemistry IB SL** (two years, junior/senior)

The Chemistry IB SL course combines academic study with the acquisition of practical and investigational skills through the experimental approach. Students learn the chemical principles that underpin both the physical environment and biological systems through the study of quantitative chemistry, periodicity, kinetics and other subjects. The chemistry course covers the essential principles of the subject. Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global

context. Core topics include quantitative chemistry, atomic structure, periodicity, bonding, energetics (thermodynamics), kinetics, equilibrium, acids and bases, oxidation and reduction, organic chemistry, and measurement and data processing.

**Prerequisite:** successful completion of Chemistry or Honors Chemistry

**Assessment:** For each learning module students are formatively assessed using concept reviews after the introduction of new concepts, two graded quizzes that combine concepts, a laboratory writing or analysis assignment, and a summative assessment that includes multifaceted IB-style questions that combine topics and concepts. Subsequent exams are cumulative and include revision questions of past topics. Laboratory assignments include data processing and presentation, experimental design, evaluation of processed data, and analysis of error and methodology limitations.

**Chemistry IB HL** (two years, junior/senior)

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. This course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the twenty-first century. By studying chemistry, students become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyze results and evaluate and communicate their findings. Core topics include stoichiometric relationships, atomic structure, periodicity, chemical bonding and structure, energetics and thermochemistry, chemical kinetics, equilibrium, acids and bases, redox processes, organic chemistry, and measurement and data processing.

**Prerequisite:** successful completion of Honors Chemistry and/or departmental recommendation. Success in the HL course requires strong algebraic skills, including solving logarithmic equations. Note: This course is co-seated with AP Chemistry, so well-suited candidates may opt to sit for the AP Exam at the end of year one.

**Assessment:** For each learning module students are formatively assessed using concept reviews after the introduction of new concepts, two graded quizzes that combine concepts, a laboratory writing or analysis assignment, and a summative assessment that includes multifaceted IB-style questions that combine topics and concepts. Subsequent exams are cumulative and include revision questions of past topics. Laboratory assignments include data processing and presentation, experimental design, evaluation of processed data, and analysis of error and methodology limitations.

**Biology** (one year, junior)

Biology completes the science sequence of Physics, Chemistry and Biology. The course in biology is designed to challenge, broaden and strengthen the understanding of the living world and all living systems, applying and unifying key concepts acquired in physics and chemistry. The course covers a variety of biological fields of study such as characteristics of life, molecules of life, structure and function, cell energetics, heredity and molecular genetics, evolution and ecology. Lab is an important part of the course in which important analytical skills are learned.

Assessment: Within each unit students will write section quizzes and a unit test. Other assessments include labs and projects.

### **AP Biology** (one year, junior/senior)

Advanced Placement Biology is an intensive, fast paced course taught at a college level. Units of study include the chemistry of life, cell structure and function, cell energetics, cell communication, the cell cycle, heredity, gene expression, natural selection, and ecology. Skill building of the following scientific practices is also part of the course: explaining biological concepts; analyzing visuals; identifying and answering scientific questions and methods; representing, describing and analyzing data; justifying scientific arguments.

Students learn through lecture and hands-on laboratory practices (both guided and inquiry based). Students enrolled in this course are required to sit for the AP exam in May and must demonstrate consistent effort and achievement in the course to maintain the AP designation.

**Prerequisite:** successful completion of Chemistry or Honors Chemistry, and departmental recommendation. Students who have not completed a high school biology course (or its equivalent) are very strongly encouraged to enroll in the summer biology course in preparation for the AP course.

Assessment: Students are assessed with tests and labs at the end of each unit. Tests include multiple choice questions and free response questions that are representative of the College Board AP exam that is administered in May.

### **Biology IB SL** (two years, junior/senior)

In this course, students master both the practice of the scientific method and topics in cell biology, molecular biology, genetics, ecology, evolution and biodiversity, and human physiology. They will become aware of how scientists work and communicate with each other. Students design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings.

### **Biology IB HL** (two years, junior/senior)

In this course, students master both the practice of the scientific method and topics in cell biology, molecular biology, genetics, ecology, evolution and biodiversity, human physiology, nucleic acids, metabolism, cell respiration and photosynthesis, plant biology, and animal physiology. They will become aware of how scientists work and communicate with each other. Students design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings.

**Prerequisite:** successful completion of Chemistry or Honors Chemistry and departmental recommendation. Students who have not completed a high school biology course (or its equivalent) are very strongly encouraged to enroll in the summer biology course in preparation for the HL course.

Assessment: Each course objective is assessed a minimum of three times through formative and summative assessments. Students also write one formal lab report per semester.

### **Environmental Systems & Societies IB HL/SL** (two years, junior/senior)

The IB Environmental Systems & Societies (ESS) course provides students with a coherent perspective of the interrelationships between environmental systems and human societies. Through the course students will learn about ecosystem interactions, biodiversity and conservation, water resources and security, soil systems

and agriculture, atmosphere and climate change, use of natural resources, and human populations. The HL course also includes lessons on environmental law, environmental economics and environmental ethics. Skills in data analysis, collaboration, and inquiry will be cultivated. Students also learn to evaluate the scientific, ethical and socio-political aspects of the field of environmental science. ESS is an interdisciplinary course in the IBDP and qualifies as a laboratory science in the school's graduation requirement.

**Assessment:** Students are assessed with section quizzes and unit exams that require students to analyze and evaluate data and to write short answers in response to the questions. Longer essays are occasionally included on exams or for homework.

### **Sports, Exercise, and Health Science IB SL** (two years, junior/senior)

Sports, exercise, and health science (SEHS) is primarily concerned with the scientific study of human physiology, biomechanics, and psychology. Scientists working in these fields attempt to make sense of human physical and mental health and performance through a variety of approaches and techniques, controlled experimentation, and collaboration with other researchers. SEHS enables students to engage constructively with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. The course is organized under three main themes: exercise physiology and nutrition of the human body; biomechanics; sports psychology and motor learning. These themes are distinct, but also share many overlapping features; studying the similarities and connections between them is a central component of the course. Integral to the student experience of SEHS is the learning that takes place through scientific inquiry, both in the classroom and in fieldwork or the laboratory.

### **Human Biology** (one semester, junior/ senior)

Human Biology is the study of the human body with focus on the understanding of the function, regulation and integration of the human body organ systems: digestive, reproductive, respiratory, immune, musculoskeletal, skin, urinary and nervous. The links between anatomy and physiology of each organ is considered, with an emphasis on health and disease prevention. Physiology includes a lab component where students generate and analyze data, as well as dissect organs using advanced lab skills. This is a fourth year science open elective

**Assessment:** Within each unit students complete two formative assessments in the form of quizzes and group presentations, one to two unit-specific interactive activities and one formal lab. After the completion of each unit, students complete one summative unit exam. Additionally, students complete a final research project.

### **Astronomy** (one semester, junior/ senior)

This semester survey course is designed to give students a broad overview of the mysteries and not-so-mysteries of the universe. Students use direct observation, thought experiments, personal research, and software simulations to

explore the sky, the universe, and everything you can find in both. Astronomy contains elements of physics, biology, chemistry, geology, history, cartography, ethics, sociology, philosophy, and art. Students gain knowledge, appreciate beauty, marvel in wonder, grapple with existential dread, and prepare to continue those explorations beyond the classroom.

In this course, students will: (1) Define and recognize the patterns that astronomical objects follow and use those patterns to locate those bodies in both time and space, whether or not they are directly observable. (2) Describe the physical characteristics and interactions of astronomical objects as well as the underlying mechanisms that drive them. (3) Relate the understanding of astronomical bodies to the human experience (4) Practice good scientific communication through relaying and receiving information. This is a fourth year science open elective.

**Assessment:**

Students have frequent check-in quizzes to assess their understanding and ability to communicate scientific concepts. After each unit students are assessed with unit exams. Throughout the course, students complete lab reports that comprise a significant portion of the final grade. Students complete an Asterism Atlas, a Moon Log, a Mission Report and a Proposal (speculative project) as additional projects.

# **History & Social Science**



### **World History: Power and the Human Story (one year, freshman)**

This course is an introduction to World History focusing on Eurasia and North Africa, from the advent of agriculture through the modern world. Focusing on the mechanics of power, this course teaches young historians to analyze how rulers use coercive, economic, and ideological means to gain and hold control, and how this overarching theme shapes everyday life and the human experience. Built into this framework are studies of the role of class, religion, trade, culture, and conquest in shaping the vast, sweeping tide of the human story. The scope of the course is global, though we prioritize depth over breadth, diving deeply into case studies in each era. The class will examine perspective through the critical reading of primary sources. Additionally, the course will engage students' creativity, requiring the development of research questions and the presentation of original theses tied to evidence from primary and secondary sources. World History emphasizes active participation, therefore students should expect to discuss, debate, imagine and investigate as they pursue questions that they themselves generate as well as those posed by the teacher.

**Assessment:** Each unit ends with a test that measures content knowledge, demonstrated by students' ability to articulate their understanding and analysis of historical events and processes in short- and long- form

writing. Assignments consist of written responses to primary sources centering on analysis and support of their own ideas. Each semester culminates with a scholarly research paper requiring the use of primary and secondary academic sources.

Representative Texts:

- Livy's *Early History of Rome*
- Qin Shi Huangdi's Terracotta Soldiers
- Einhard's *Life of Charlemagne*
- Bartolomé de las Casas' *Brief Account of the Devastation of the Indies*

### **United States History: The Unfinished Nation (one year, sophomore)**

The Unfinished Nation is a two-semester survey course in the history of the United States. The fall semester begins with the British Colonies in North America and concludes with the Civil War. The spring semester begins with Reconstruction and ends with the current presidential administration. The course includes an attention to connecting history to present situations. Students engage in various topics in research and essay writing, in addition to presentations on specific aspects of the Constitution and prominent Supreme Court cases. Research and analytical reasoning skills are developed throughout the course. Major themes related to issues of social justice, human rights and conflicts within class, gender and political perspectives across different time periods are woven into the course so that students see epochs in history as part of an interrelated picture of civilization and humanity.

Assessment: All units conclude with in-class assessments, consisting of short answer questions, essay responses, and source analysis. Students engage in a range of self-directed projects, including a formal written paper, class presentations, and the course concludes with an ambitious research project which mirrors the International Baccalaureate Programme's Internal Assessment.

Representative Texts:

- Letter from the Birmingham Jail by Martin Luther King Jr.
- Common Sense by Thomas Paine
- The Federalist Papers by James Madison, Alexander Hamilton and John Jay
- On Indian Removal by Andrew Jackson
- Various Supreme Court decisions including Plessy v. Ferguson and Brown v. Board of Education
- The Chinese Exclusion Act of 1882
- President Woodrow Wilson's 14 Points
- Executive Order 9066: Resulting in the Relocation of Japanese

### **AP United States History (one year, sophomore)**

AP United States History is a rigorous college-level survey course that begins with the pre-colonial period and ends with the current administration. Throughout the year, students explore events in U.S. history through the use and analysis of documents, images, cartoons, quantitative data, and other primary sources. Students develop an understanding of major themes in U.S. history, including American identity, economic and social life, political change and continuity, and the U.S. role in the world. Students enrolled in this

course are required to sit for the AP exam in May and must demonstrate consistent effort and achievement in the course to maintain the AP designation.

**Prerequisite:** Departmental recommendation

**Assessment:** Graded assessments include sourced-based multiple-choice questions, free-response essay questions, and short answer responses. Most assessments are cumulative and use past AP exam questions. Assessments are given every unit or half unit depending on the content area.

**Representative Texts:**

- *These Truths: A History of the United States* by Jill Lepore
- *Cartoons* by Thomas Nast
- *Common Sense* by Thomas Paine
- *The Federalist Papers* by James Madison, Alexander Hamilton, and John Jay
- *On Indian Removal* by Andrew Jackson
- *Seneca Falls Declaration of Sentiments*
- *The Emancipation Proclamation and The Gettysburg Address* by Abraham Lincoln
- Various Supreme Court decisions, including *Plessy v. Ferguson* and *Brown v. Board of Education*
- *The Chinese Exclusion Act of 1882*
- *President Woodrow Wilson's 14 Points*
- *The Kennedy-Nixon Debates*

### **AP Art History (one year, sophomore/junior)**

Since the beginning of time, humans have been creating imagery and building spaces in order to express desires and fulfill needs. AP Art History examines the history of human creation through selected works of painting, sculpture and architecture from antiquity to the present, focusing primarily on the Western tradition but also examining the art of China, Southeast Asia, the Near East and Islam. Emphasis is placed on the acquisition of perceptual and critical skills, the analysis and interpretation of style and meaning, and the ability to relate works to a broader visual tradition and historical context. Works of art and architecture are studied as products of a particular set of circumstances involving the artist and patron, as well as the political, social and economic context. Students enrolled in this course are required to sit for the AP exam in May and must demonstrate consistent effort and achievement in the course to maintain the AP designation.

**Assessment:** Graded assessments include sourced-based multiple-choice questions, free-response essay questions, short answers assessing form, function, content, and context (FFCC) of the 250, identifier and art history vocabulary quizzes. Most assessments are cumulative and use past AP exam questions. Assessments are given every unit or half unit depending on the number of works contained in a content area.

**Representative Works:**

- *Doryphoros (Spear-Bearer)* - Polykleitos
- Great Mosque of Djenné
- *Venus of Urbino* - Titian
- *Travelers among Mountains and Streams* - Fan Kuan

- *Darkytown Rebellion* - Kara Walker

### **History IB HL/SL: Topics in Early Modern World History (two years, junior/senior)**

Topics in Early Modern World History is a two-year world history course that explores the transition from the medieval period in Europe and the Middle East into the early modern era. Cataclysmic shifts in religious, political, economic, and cultural thought and practice will be explored at the inflection point of a world altered by epidemics, scientific discovery, and new beliefs. In Year 1, students learn about the development of feudal kingdoms and the royal houses of Europe, the emergence of Islam and powerful caliphates in the Middle East and Spain, the Crusades in the Holy Land, as well as the Reconquista, Renaissance, and Spanish Inquisition. In Year 2, the course delves into the indigenous history of Central and South America and the Spanish conquest of the Aztec and Inca civilizations, exploring the material and ideological connections between conflicts on European soil and in the Americas. Essential questions include: What events, beliefs and structures signified a shift to modernity? How did the age of exploration and cross-cultural contact impact the political and religious landscape of Europe? How did individuals and groups peripheral to the central narrative influence society, and what methods do historians use to study these groups? Fostering international mindedness, both HL and SL students will investigate case studies from the histories of Europe, the Middle East, North Africa, and Central & South America to examine the emergence of the modern world from multiple perspectives.

**Assessment:** Each unit includes a formative, content-based assessment in which students will practice articulating nuanced explanations of historical events, processes, and concepts in writing. Then, at the end of each unit, students complete a summative assessment that mirrors the IB exam: a series of short-answer questions analyzing primary and secondary sources, followed by an in-class essay. Homework consists of reading assignments and occasional writing exercises geared towards building skills for the exam. At the end of Year 1, students complete the Internal Assessment (IA) by developing a research question, doing historical investigation, and writing a research paper on a historical topic of their choosing.

#### Representative Texts:

- Stephen Greenblatt's *The Swerve: How the World Became Modern*
- The Great Mosque-Cathedral of Córdoba
- Ambroise's *Estoire de la Guerre Sainte* (The History of the Holy War)
- *School of Athens*, Raphael
- *Os Lusíadas* by Luís Vaz de Camões
- Martin Luther's *95 Theses*
- Hernan Cortes, *Letters from Mexico*

### **History IB SL/HL: Topics in Modern World History (two years, junior/senior)**

Topics in Modern World History is a two-year world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural. HL students begin the two year program with an investigation of reaction, nationalism, and reform in 19th Century Europe, with a focus in Italy, Germany, and Russia. Both SL and HL students then proceed to study the causes and effects of various 20th century wars in Europe and East Asia including types of war, the use of technology, and the impact these factors had upon the outcome.

Both HL/SL will focus on authoritarian leaders in East Asia, Germany and the Soviet Union at comparative junctures. Students write a research paper on a topic within the content area.

**Assessment:** Each unit includes a formative, content-based assessment in which students practice articulating nuanced explanations of historical events, individuals, and concepts in writing. Then, at the end of each unit, students have a summative assessment that mirrors the IB exam: a series of short-answer questions analyzing primary and secondary sources, followed by an in-class essay. Homework consists of reading assignments and occasional writing exercises geared towards building skills for the exam. At the end of Year 1, students complete the Internal Assessment (IA) by developing a research question, carrying out historical investigation, and writing a research paper on a historical topic.

Representative Texts:

- Imperial German Constitution of 1871
- *Quotations from the Chairman Mao Zedong* (aka *The Little Red Book*)
- Selections from the writings of Mussolini and Hitler
- Lenin's thoughts on Marxism
- Kim il-Sung on Juche thought
- Dostoyevsky and Gogol on Russian peasant life

### **Global Politics IB SL/HL (two years, junior/senior)**

This course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts and through a variety of approaches. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives. Students in the HL course pursue an additional research topic examining two contemporary global political challenges.

Representative Texts:

- IB Global Politics textbook
- Selected Articles on student/faculty selected Case Studies
- Quantitative and Qualitative Data international data sets
- International Charters and Treaties such as the Universal Declaration of Human Rights
- Current newspaper articles, opinion pieces, and scholarly article about various aspects of international relations:
- The use of oil gas exports as a power tool ([link](#))
- Globalization and its economic consequences ([link](#))
- Nuclear Weapons and the global threat they pose ([link](#))

**Assessment:** In class, students are assessed with essay-based exams that mirror the format and expectations of the IB exams in May of their senior year. The students also produce a substantive research paper with an experiential component on a policy question of their choice. Students in the higher level course additionally make two extemporaneous presentations on political science case studies.

## **Global Economies (one semester junior/senior)**

*It is recommended that students take this course as a foundation for AP Comparative Government.*

Global Economies introduces economic theory and principles. Four regions of focus from AP Comparative Government – Asia, Latin America, Africa, and Europe – will serve as case studies within the Global Economies course. The international convergence and interchange of money, goods, and other forms of capital will be explored, prompting the key questions of the course: *How do local and international economic forces shape policy, the interaction between states, and individual lives? In what ways does the individual shape, resist, and become commodified by the marketplace?* This course is designed as a Fall semester course preceding the Spring semester AP Comparative Government course.

Representative Texts:

- Adam Smith - *Wealth of Nations; Theory of Moral Sentiments*
- John Stuart Mill - *Principles of Political Economy*
- Philip J. Stern - *Empire, Incorporated*
- Walter Rodney - *How Europe Underdeveloped Africa*
- Chalmers Johnson - *MITI and the Japanese Miracle*
- Victor Bulmer-Thomas (Editor) - *The Cambridge Economic History of Latin America*

## **AP Comparative Government (one semester junior/senior)**

*It is recommended that students take this course with Global Economies as a foundation.*

This course explores the government and politics in China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Throughout the course, students will learn how different governments solve similar problems and will gain a clear understanding of comparative methods by analyzing data and text-based sources, making comparisons and applications, and developing evidence-based arguments.

Over five units, students will develop a broad and thorough understanding of the fundamental concepts and mechanisms of political systems by focusing on institutions, political culture, elections, and economics. Throughout the course, students' gain agility comparing and contrasting political systems in the six countries of focus, honing the following skills: concept applications, comparative analysis, data analysis, source analysis, and construction of evidence based argumentation.

Assessments include preparation for various elements of the AP exam, including Free Response Questions (FROs), multiple choice assessment practice, and developing long and short form written responses to case-based questions.

Representative Texts:

- AP Comparative Government textbook (Barrons) and relevant articles from current news sources and periodicals.

# Modern & Classical Language



## LATIN

### **Latin I** (one year)

This course is an introduction to the language and culture of ancient Rome, with a focus on the Latin language. In addition to reading Latin, students study and discuss Greco-Roman mythology and Roman history and culture. They expand their vocabularies by learning the Latin roots of English words. The text used is *Suburani: A Latin Reading Course*.

**Prerequisite:** interest in the Latin language and Roman history and/or mythology.

**Assessment:** At the end of each chapter students' skills in reading comprehension, translation, morphology and syntax are assessed through a written exam based on a text related to the chapter. Additionally, every 2-3 chapters students are assessed on their cumulative vocabulary and on Roman history and culture.

### **Latin II** (one year)

This course continues the study of the language and culture of ancient Rome, with a focus on the Latin language. In addition to reading Latin, students study and discuss Greco-Roman mythology and Roman history and culture. They continue to expand their vocabularies with continued study of the Latin roots of English words. The text used is *Suburani: A Latin Reading Course*.

**Prerequisite:** successful completion of Latin I or its equivalent.

**Assessment:** At the end of each chapter students' skills in reading comprehension, translation, morphology and syntax are assessed through a written exam based on a text related to the chapter. Additionally, every 2-3 chapters students are assessed on their cumulative vocabulary and on Roman history and culture.

### **Latin III** (one year)

This course finishes the study of grammar and sets students on the path to reading authentic Latin literature. Texts vary from year to year, but it is typical for the class to read works by Julius Caesar, Catullus, Cicero, and Vergil. Each year has a different theme. Some previous themes have been Roman Art in the Age of Augustus, Genocide and Julius Caesar, and Roman Politics and the Art of Oratory.

**Prerequisite:** successful completion of Latin II.

**Assessment:** After reading 2-3 sections of prose (about 50 lines of poetry) students take a written exam that will assess translation skills, knowledge of rhetorical devices, poetic meter (if applicable), and historical, cultural, and/or mythological allusions. At the end of the first semester students must demonstrate that they have memorized a passage of Latin. Students also give one or two in-class presentations on scholarly articles and/or research topics.

### **Honors Latin IV** (one year)

In this course students continue to read authentic Latin texts, though now of an increased length and difficulty. Texts vary from year to year, but it is typical for the class to read works by Julius Caesar, Catullus, Cicero, and Vergil.

**Prerequisite:** successful completion of Latin III or its equivalent and/or departmental recommendation.

**Assessment:** After reading 2-3 sections of prose ( about 50 lines of poetry) students take a written exam that assesses translation skills, knowledge of rhetorical devices, poetic meter (if applicable), and historical, cultural, and/or mythological allusions. At the end of the first semester students must demonstrate that they have memorized a passage of Latin. Students give one or two in-class presentations on scholarly articles and/or research topics. The final requirement is to write a 5-10 page original research paper on a topic of their choosing.

### **Latin IB SL** (two years, junior/senior)

This course focuses on the reading of unadapted Latin literature. Students read selections of Vergil's *Aeneid* and develop proficiency at reading previously unseen Latin poetry. They also complete a dossier of original research on a topic of their choosing that uses primary sources from the Roman world. In addition to developing their skills at translation, students will also hone their skills of textual analysis, foster an appreciation for how ancient texts remain relevant to our contemporary world, and further their understanding of Greco-Roman antiquity.

**Prerequisite:** successful completion of Latin II or its equivalent.

**Assessment:** After reading about 50 lines of poetry, students will take a mock Paper 2 written exam that assesses translation skills, knowledge of rhetorical devices, poetic meter (if applicable), and historical, cultural, and/or mythological allusions. As students practice sight reading, they take formative sight reading translation exams and written mock Paper 1 exams that assess reading comprehension, grammatical and syntactical knowledge, and translation. At the end of their first year, students begin a research paper that uses primary sources to support an original argument. This paper is completed in the second year of the program.

### **Latin IB HL** (two years, junior/senior)

This course focuses on the reading of unadapted Latin literature. Students read selections of Vergil's *Aeneid* and develop proficiency at reading previously unseen Latin poetry. They also complete a dossier of original research on a topic of their choosing that uses primary sources from the Roman world. In addition to developing their skills at translation, students also hone their skills of textual analysis, foster an appreciation for how ancient texts remain relevant to our contemporary world, and further their understanding of Greco-Roman antiquity.

**Prerequisite:** successful of Latin III or its equivalent and/or departmental approval

**Assessment:** After reading about 50 lines of poetry, students take a mock Paper 2 written exam that assesses translation skills, knowledge of rhetorical devices, poetic meter (if applicable), and historical, cultural, and/or mythological allusions. As students practice sight reading, they take formative sight reading translation exams and written mock Paper 1 exams that assess reading comprehension, grammatical and syntactical knowledge, and translation. A 100 word composition written in Latin is worked on during the course of study. At the end of their first year, students begin a research paper that uses primary sources to support an original argument. This paper is completed in the second year of the program.

## **FRENCH**

### **French I** (one year)

This introductory course is designed for students with no prior experience in the language and/or students who may have studied some French in middle school. The course is focused on developing a solid foundation across the interpretive, interpersonal and presentational modes of communication. Students develop the ability to communicate personally relevant information in the present, past and future. The yearlong course

is divided into thematic units such as school culture, sports and leisure activities, family relationships, food and drink, and daily life. Vocabulary is also introduced thematically with particular attention given to high-frequency words and essential idiomatic expressions.

**Assessment:** Each unit includes formative assessments for reading comprehension and interpreting audio excerpts, producing short written texts, giving spoken presentations, and demonstrating the ability to interact in basic conversational situations. Bi-weekly quizzes assess topical vocabulary and grammar structures. At the end of each unit, students have a summative assessment that incorporates two or more of the aforementioned modalities through which they demonstrate their interpretive and communicative skills.

### **French II** (one year)

This early intermediate course is designed to solidify structures and vocabulary from French I, while developing proficiency across the interpretive, interpersonal and presentational modes of communication. The course is focused on communicative functions with authentic goals such as narrating, describing and asking and giving information. Students continue developing the ability to communicate personally relevant information in the present, past and future, with increased complexity of structures. The yearlong course is divided into thematic units such as community, francophone cuisine, daily routine, health, travel, and physical geography of the French-speaking world. Vocabulary is acquired thematically with particular attention given to high-frequency words and essential idiomatic expressions.

**Prerequisite:** successful completion of French I or its equivalent and/or departmental recommendation

**Assessment:** Each unit includes formative assessments for reading comprehension and interpreting audio excerpts, producing short written texts, giving spoken presentations, and demonstrating the ability to interact in basic conversational situations. The bi-weekly quizzes assess topical vocabulary and grammar structures. At the end of each unit, students have a summative assessment that incorporates two or more of the aforementioned modalities through which they demonstrate their interpretive and communicative skills.

### **French III** (one year)

This is an intermediate course in which students establish a strong communicative foundation across the interpretive, interpersonal and presentational modes of communication. Via authentic and varied texts, audio and video, students explore themes such as career, media, relationships, and community and global issues relevant to the French-speaking world and beyond. Students develop proficiency in increasingly complex functions such as narrating past events, describing future plans, expressing opinions, hypothesizing and giving advice. The course emphasizes the application of more sophisticated vocabulary.

**Prerequisite:** successful completion of French II and/or departmental recommendation.

**Assessment:** Each unit includes formative assessments in the form of vocabulary quizzes, reading and listening comprehension activities, and presentational or interpersonal writing and speaking evaluations. Final assessments for each unit include a reading and listening comprehension and a written text including email, essay, script, film review or a presentational or interpersonal oral evaluation.

### **French IV** (one year)

This is an upper intermediate course in which students build upon a strong communicative foundation across the interpretive, interpersonal and presentational modes of communication. Via authentic and varied

texts, audio and video, students explore global themes such as education, art, history, cultural diversity and current events relevant to the French-speaking world and beyond. Students develop proficiency in increasingly complex functions such as predicting, persuading, hypothesizing, synthesizing information, and describing and discussing films and literary texts. The course emphasizes the acquisition of more sophisticated vocabulary.

**Prerequisite:** successful completion of French III and/or departmental recommendation

**Assessment:** Each unit includes formative assessments for practicing reading comprehension and interpreting audio excerpts, producing different types of texts such as email replies and argumentative paragraphs, giving spoken presentations, and demonstrating the ability to interact in context-appropriate strategic conversational situations. Bi-weekly quizzes assess task and theme-specific vocabulary, and reading / speaking comprehension skills. At the end of each unit, students have a summative assessment that incorporates long-form versions of two or more of the aforementioned practice assessments through which they showcase their comprehensive and communicative skills.

Modality of assessments mirrors that of the AP class and includes:

- Multiple choice reading and listening comprehension
- Interpersonal email exchange
- Argumentative essay
- Simulated conversation
- Cultural comparison oral presentations

### **AP French Language & Culture** (one year)

Building on the skills practiced in previous levels, this course aims to develop early advanced fluency in written and spoken communication. Students express themselves in writing via a variety of text types such as formal persuasive essays, emails, blogs and articles. Students describe and analyze images and read for comprehension and literary analysis. Course content is comprised of authentic texts and media with a global emphasis, organized around the themes of aesthetics, science & technology, identity, contemporary life, global challenges and family & community. This course is conducted entirely in French and students fine-tune their use of register, diction and intonation. Students enrolled in this course are required to sit for the AP exam in May and must demonstrate consistent effort and achievement in the course to maintain the AP designation.

**Prerequisite:** successful completion of French IV and/or departmental approval

**Assessment:** Each unit includes formative assessments for practicing reading comprehension and interpreting audio excerpts, producing different types of texts such as email replies and argumentative paragraphs, giving spoken presentations, and demonstrating the ability to interact in context-appropriate strategic conversational situations. Bi-weekly quizzes assess task and theme-specific vocabulary, and reading / speaking comprehension skills. At the end of each unit, students have a summative assessment that incorporates long-form versions of two or more of the aforementioned practice assessments through which they showcase their comprehensive and communicative skills.

Modality of assessments will include:

- Multiple choice reading and listening comprehension AP
- Interpersonal email exchange
- Argumentative essay
- Simulated conversation
- Cultural comparison oral presentations

### **French IB SL** (two years, junior/senior)

This is an intermediate course in which students establish a strong communicative foundation across the interpretive, interpersonal, and presentational modes of communication. Via authentic and varied texts, audio and video, students explore the themes of identity, experiences, human ingenuity (arts & sciences), social organization, and global issues relevant to the francophone world and beyond. They describe and analyze images and express themselves in writing via a variety of text types such as diary entries, letters, emails, blogs, and articles. Students develop proficiency in increasingly complex functions such as narrating past events, describing future plans, expressing opinions, hypothesizing, synthesizing information and giving advice.

**Prerequisite:** successful completion of French II and/or departmental approval

**Assessment:** Formative written evaluations that mirror the aforementioned IB text types and integrate the topics being explored occur multiple times per quarter. Oral production and listening and reading comprehension are also assessed formatively through class discussion and multimodal reactions to different inputs (text, music, audio / video). A major capstone is the internal oral evaluation that students complete during their senior year and the three IB external evaluations that conclude the program in May.

Modality of assessments will include:

- Multiple choice reading and listening comprehension
- Written text types including diary entries, letters, emails, blogs, and articles
- Oral analysis and discussion of thematic imagery

### **French IB HL** (two years, junior/senior)

Building on the skills practiced in previous levels, this advanced course emphasizes a high degree of fluency in written and spoken communication. Students express themselves in writing via a variety of text types such as diary entries, letters, emails, blogs, and articles. They read a variety of literary and nonfiction texts for comprehension and analysis. Course content includes media with a global emphasis, organized around the themes of identity, experiences, human ingenuity (arts & sciences), social organization and sharing the planet. This course is conducted entirely in French, and students fine-tune their use of register, diction and intonation.

**Prerequisite:** successful completion of French III and departmental approval

**Assessment:** Formative written evaluations that mirror the aforementioned IB text types and integrate the topics being explored occur multiple times per quarter. Oral production and listening and reading comprehension are also assessed formatively through class discussion and multimodal reactions to different inputs (text, music, audio / video). A major capstone is the internal oral evaluation that students complete during their senior year and the three IB external evaluations that conclude the program in May.

Modality of assessments will include:

- Multiple choice reading and listening comprehension
- Written text types including diary entries, letters, emails, blogs, and articles
- Oral literary analysis and discussion

# SPANISH

## **Spanish I** (one year)

This is an introductory course designed for students with no prior experience in the language and/or students who may have studied some Spanish in middle school. The course is focused on developing a solid foundation across the interpretive, interpersonal and presentational modes of communication. Students develop the ability to communicate personally relevant information in the present, past and future. The yearlong course is divided into thematic units such as school culture, sports and leisure activities, family relationships, food and drink, shopping, and daily life. Vocabulary is also introduced thematically with particular attention given to high-frequency words and essential idiomatic expressions.

**Assessment:** Each unit includes formative assessments for reading comprehension and interpreting audio excerpts, producing short written texts, giving spoken presentations, and demonstrating the ability to interact in basic conversational situations. Bi-weekly quizzes assess topical vocabulary and grammar structures. At the end of each unit, students have a summative assessment that incorporates two or more of the aforementioned modalities through which they demonstrate their interpretive and communicative skills.

## **Spanish II** (one year)

This early intermediate course is designed to solidify structures and vocabulary from Spanish I, while developing proficiency across the interpretive, interpersonal and presentational modes of communication. The course is focused on communicative functions with authentic goals such as narrating, describing and asking and giving information. Students continue developing the ability to communicate personally relevant information in the present, past and future, with increased complexity of structures. The yearlong course is divided into thematic units such as community, cuisine, health, daily routine, travel, and physical geography of the Spanish-speaking world. Vocabulary is acquired thematically with particular attention given to high-frequency words and essential idiomatic expressions.

**Prerequisite:** successful completion of Spanish I or its equivalent and/or departmental approval

**Assessment:** Each unit includes formative assessments for reading comprehension and interpreting audio excerpts, producing short written texts, giving spoken presentations, and demonstrating the ability to interact in basic conversational situations. Bi-weekly quizzes assess topical vocabulary and grammar structures. At the end of each unit, students have a summative assessment that incorporates two or more of the aforementioned modalities through which they demonstrate their interpretive and communicative skills.

### **Spanish III** (one year)

This is an intermediate course in which students establish a strong communicative foundation across the interpretive, interpersonal and presentational modes of communication. Via authentic and varied texts, audio and video, students explore themes such as pastimes, festivities, love and friendship, career, media, relationships and environment relevant to the Spanish-speaking world and beyond. Students develop proficiency in increasingly complex functions such as narrating past events, describing future plans, expressing opinions, hypothesizing and giving advice. The course emphasizes the application of more sophisticated vocabulary and structures.

**Prerequisite:** successful completion of Spanish II and/or departmental recommendation

**Assessment:** Each unit includes formative assessments in the form of vocabulary quizzes, reading and listening comprehension activities, and presentational or interpersonal writing and speaking evaluations. Final assessments for each unit include a reading and listening comprehension and a written text including email, essay, script, film review or a presentational or interpersonal oral evaluation.

### **Spanish IV** (one year)

This is an upper intermediate course in which students build upon a strong communicative foundation across the interpretive, interpersonal and presentational modes of communication. Via authentic and varied texts, audio and video, students explore global themes such as education, art, history, cultural diversity and current events relevant to the Spanish-speaking world and beyond. Students develop proficiency in increasingly complex functions such as predicting, persuading, hypothesizing, synthesizing information and describing and discussing films. The course emphasizes the acquisition of more sophisticated vocabulary.

**Prerequisite:** successful completion of Spanish III and/or departmental recommendation

**Assessment:** Each unit includes formative assessments for practicing reading comprehension and interpreting audio excerpts, producing different types of texts such as email replies and argumentative paragraphs, giving spoken presentations, and demonstrating the ability to interact in context-appropriate strategic conversational situations. Bi-weekly quizzes assess task and theme-specific vocabulary, and reading / speaking comprehension skills. At the end of each unit, students have a summative assessment that incorporates long-form versions of two or more of the aforementioned practice assessments through which they showcase their comprehensive and communicative skills.

Modality of assessments mirrors that of the AP class and includes:

- Multiple choice reading and listening comprehension
- Interpersonal email exchange
- Argumentative essay
- Simulated conversation
- Cultural comparison oral presentation

### **AP Spanish Language & Culture** (one year)

Building on the skills practiced in previous levels, this course aims to develop early advanced fluency in written and spoken communication. Students express themselves in writing via a variety of text types such as formal persuasive essays, emails, blogs and articles. Students describe and analyze images, as well as read for comprehension and literary analysis. Course content is comprised of authentic texts and media with a

global emphasis and organized around the themes of aesthetics, science & technology, identity, contemporary life, and family & community. This course is conducted entirely in Spanish and students fine-tune their use of register, diction and intonation. Students enrolled in this course are required to sit for the AP exam in May and must demonstrate consistent effort and achievement in the course to maintain the AP designation.

**Prerequisite:** successful completion of Spanish IV and/or departmental recommendation

**Assessment:** Each unit includes formative assessments for practicing reading comprehension and interpreting audio excerpts, producing different types of texts such as email replies and argumentative paragraphs, giving spoken presentations, and demonstrating the ability to interact in context-appropriate strategic conversational situations. Bi-weekly quizzes assess task and theme-specific vocabulary, and reading / speaking comprehension skills. At the end of each unit, students have a summative assessment that incorporates long-form versions of two or more of the aforementioned practice assessments through which they showcase their comprehensive and communicative skills.

Modality of assessments will include:

- Multiple choice reading and listening comprehension
- Interpersonal email exchange
- Argumentative essay
- Simulated conversation
- Cultural comparison oral presentation

### **Spanish IB SL** (two years, junior/senior)

This is an intermediate course in which students establish a strong communicative foundation across the interpretive, interpersonal, and presentational modes of communication. Via authentic and varied texts, audio and video, students explore the themes of identity, experiences, human ingenuity (arts & sciences), social organization, and global issues relevant to the francophone world and beyond. They describe and analyze images and express themselves in writing via a variety of text types such as diary entries, letters, emails, blogs, and articles. Students develop proficiency in increasingly complex functions such as narrating past events, describing future plans, expressing opinions, hypothesizing, synthesizing information and giving advice.

**Prerequisite:** successful completion of Spanish II

**Assessment:** Formative written evaluations that mirror the aforementioned IB text types and integrate the topics being explored occur multiple times per quarter. Oral production and listening and reading comprehension are also assessed formatively through class discussion and multimodal reactions to different inputs (text, music, audio / video). A major capstone is the internal oral evaluation that students complete during their senior year and the three IB external evaluations that conclude the program in May.

Modality of assessments will include:

- Multiple choice reading and listening comprehension
- Written text types including diary entries, letters, emails, blogs, and articles
- Oral analysis and discussion of thematic imagery

## **Spanish IB HL** (two years, junior/senior)

Building on the skills practiced in previous levels, this advanced course emphasizes a high degree of fluency in written and spoken communication. Students express themselves in writing via a variety of text types such as diary entries, letters, emails, blogs and articles. They read a variety of literary and nonfiction texts for comprehension and analysis. Course content includes media with a global emphasis, organized around the themes of identity, experiences, human ingenuity (arts & sciences), social organization and sharing the planet. This course is conducted entirely in Spanish, and students fine-tune their use of register, diction and intonation.

**Prerequisite:** successful completion of Spanish III and departmental recommendation.

**Assessment:** Formative written evaluations that mirror the aforementioned IB text types and integrate the topics being explored occur multiple times per quarter. Oral production and listening and reading comprehension are also assessed formatively through class discussion and multimodal reactions to different inputs (text, film, music, audio files). A major capstone is the internal oral evaluation that students complete during their senior year and the three IB external evaluations that conclude the program in May.

Modality of assessments will include:

- Multiple choice reading and listening comprehension
- Written text types including diary entries, letters, emails, blogs, and articles
- Oral literary analysis and discussion

## **CHINESE (Mandarin)**

### **Mandarin I** (one year)

This is an introductory course designed for students with no prior experience in the language and/or students who may have studied some Mandarin in middle school. The course is focused on developing a solid foundation across the interpretive, interpersonal and presentational modes of communication. Students develop the ability to communicate personally relevant information in the present tense. The yearlong course is divided into thematic units such as school culture, sports and leisure activities, family relationships, food and drink, shopping, and daily life. Vocabulary is also introduced thematically with particular attention given to high-frequency words and essential idiomatic expressions.

**Assessment:** Each unit includes formative assessments for reading comprehension and interpreting audio excerpts, producing short written texts, giving spoken presentations, and demonstrating the ability to interact in basic conversational situations. Bi-weekly quizzes assess topical vocabulary and grammar structures. At the end of each unit, students have a summative assessment that incorporates two or more of the aforementioned modalities through which they demonstrate their interpretive and communicative skills.

### **Mandarin II** (one year)

This early intermediate course is designed to solidify structures and vocabulary from Mandarin I, while developing proficiency across the interpretive, interpersonal and presentational modes of communication. The course is focused on communicative functions with authentic goals such as narrating, describing, and

asking and giving information. Students continue developing the ability to communicate personally relevant information in the present, past and future, with increased complexity of structures. The yearlong course is divided into thematic units such as transportation, health, daily routine, cuisine, physical geography and the Chinese world, and travel. Vocabulary is acquired thematically with particular attention given to high-frequency words and essential idiomatic expressions.

**Prerequisite:** successful completion of Mandarin I or its equivalent and/or departmental recommendation

**Assessment:** Each unit includes formative assessments for reading comprehension and interpreting audio excerpts, producing short written texts, giving spoken presentations, and demonstrating the ability to interact in basic conversational situations. Bi-weekly quizzes assess topical vocabulary and grammar structures. At the end of each unit, students have a summative assessment that incorporates two or more of the aforementioned modalities through which they demonstrate their interpretive and communicative skills.

### **Mandarin III** (one year)

This is an intermediate course in which students establish a strong communicative foundation across the interpretive, interpersonal and presentational modes of communication. Via authentic and varied texts, audio and video, students explore themes such as career, media, relationships, and community and global issues relevant to the Mandarin-speaking world and beyond. Students develop proficiency in increasingly complex functions such as narrating past events, describing future plans, expressing opinions, hypothesizing and giving advice. The course emphasizes the application of more sophisticated vocabulary.

**Prerequisite:** successful completion of Mandarin II and/or departmental recommendation.

**Assessments:** Each unit includes formative assessments in the form of vocabulary quizzes, reading and listening comprehension activities, and presentational or interpersonal writing and speaking evaluations. Final assessments for each unit include a reading and listening comprehension and a written text including email, essay, script, film review or a presentational or interpersonal oral evaluation.

### **Mandarin IV** (one year)

This is an upper intermediate course in which students build upon a strong communicative foundation across the interpretive, interpersonal and presentational modes of communication. Via authentic and varied texts, audio and video, students explore global themes such as education, art, history, cultural diversity and current events relevant to the Mandarin-speaking world and beyond. Students develop proficiency in increasingly complex functions such as predicting, persuading, hypothesizing, synthesizing information, and describing and discussing films and literary texts. The course emphasizes the acquisition of more sophisticated vocabulary.

**Prerequisite:** successful completion of Mandarin III and/or departmental recommendation

**Assessment:** Each unit includes formative assessments for practicing reading comprehension and interpreting audio excerpts, producing different types of texts such as email replies and argumentative paragraphs, giving spoken presentations, and demonstrating the ability to interact in context-appropriate strategic conversational situations. Bi-weekly quizzes assess task and theme-specific vocabulary, and reading / speaking comprehension skills. At the end of each unit, students have a summative assessment that

incorporates long-form versions of two or more of the aforementioned practice assessments through which they will showcase their comprehensive and communicative skills.

Modality of assessments mirrors that of the AP class and includes:

- Multiple choice reading and listening comprehension
- Interpersonal email exchange
- Argumentative essay
- Simulated conversation
- Cultural comparison oral presentations

### **AP Chinese Language & Culture** (one year)

Building on the skills practiced in previous levels, this course aims to develop early advanced fluency in written and spoken communication. Students express themselves in writing via a variety of text types such as formal persuasive essays, emails, blogs and articles. Students describe and analyze images and read for comprehension and literary analysis. Course content is comprised of authentic texts and media with a global emphasis, organized around the themes of aesthetics, science & technology, identity, contemporary life, global challenges and family & community. This course is conducted entirely in Mandarin and students fine-tune their use of register, diction and intonation. Students enrolled in this course are required to sit for the AP exam in May and must demonstrate consistent effort and achievement in the course to maintain the AP designation.

**Prerequisite:** successful completion of Mandarin IV and/or departmental recommendation

**Assessment:** Each unit includes formative assessments for practicing reading comprehension and interpreting audio excerpts, producing different types of texts such as email replies and argumentative paragraphs, giving spoken presentations, and demonstrating the ability to interact in context-appropriate strategic conversational situations. Bi-weekly quizzes assess task and theme-specific vocabulary, and reading / speaking comprehension skills. At the end of each unit, students have a summative assessment that incorporates long-form versions of two or more of the aforementioned practice assessments through which they demonstrate their comprehensive and communicative skills.

Modality of assessments will include:

- Multiple choice reading and listening comprehension
- Interpersonal email exchange
- Argumentative essay
- Simulated conversation
- Cultural comparison oral presentations

### **Mandarin IB SL** (two years, junior/senior)

This is an intermediate course in which students establish a strong communicative foundation across the interpretive, interpersonal, and presentational modes of communication. Via authentic and varied texts, audio and video, students explore the themes of identity, experiences, human ingenuity (arts & sciences), social organization and global issues relevant to the Chinese-speaking world and beyond. Students develop proficiency in increasingly complex functions such as narrating past events, describing future plans,

expressing opinions, hypothesizing, synthesizing information and giving advice. They describe and analyze images and express themselves in writing via a variety of text types such as journals, emails, blogs and articles. The course emphasizes acquisition and application of more sophisticated vocabulary. This is the only Language offering in the IB programme where students may take the SL level but sit for the ab initio exam.

**Prerequisite:** successful completion of Mandarin II

**Assessment:** Formative written evaluations that mirror the aforementioned IB text types and integrate the topics being explored occur multiple times per quarter. Oral production and listening and reading comprehension are also assessed formatively through class discussion and multimodal reactions to different inputs (text, music, audio / video). A major capstone is the internal oral evaluation that students complete during their senior year and the three IB external evaluations that conclude the program in May.

Modality of assessments will include:

- Multiple choice reading and listening comprehension
- Written text types including diary entries, letters, emails, blogs, and articles
- Oral analysis and discussion of thematic imagery

**Mandarin IB HL** (two years, junior/senior)

Building on the skills practiced in previous levels, this upper intermediate course aims to develop fluency in written and spoken communication. Students express themselves in writing via a variety of text types such as formal persuasive essays, emails, blogs and articles. Students read two novels for comprehension and literary analysis. Course content is comprised of authentic texts and media with a global emphasis, and organized around the themes of identity, experiences, human ingenuity (arts & sciences), social organization and sharing the planet. This course is conducted entirely in Mandarin, and students fine-tune their use of register, diction and intonation. A major capstone is the internal oral evaluation that students complete during their senior year and the three IB external evaluations that conclude the program in May.

**Prerequisite:** successful completion of Mandarin III/IV and departmental recommendation

**Assessment:** Formative written evaluations that mirror the aforementioned IB text types and integrate the topics being explored occur multiple times per quarter. Oral production and listening and reading comprehension are also assessed formatively through class discussion and multimodal reactions to different inputs (text, film, music, audio files). A major capstone is the internal oral evaluation that students complete during their senior year and the three IB external evaluations that conclude the program in May.

Modality of assessments will include:

- Multiple choice reading and listening comprehension
- Written text types including diary entries, letters, emails, blogs, and articles
- Oral literary analysis and discussion

# Religion, Theology & Spirituality



## **Religious Traditions and Texts (one year, freshman)**

The aim of this course is to find one's context within a diverse world and to develop a disposition towards religious difference that is open-minded, caring, and reflective. Divided into two semesters, the course asks: What are the major interpretations of God and spirituality? What is the relationship between knowledge and belief?

Upon successful completion of this course, students are able to discuss and engage various religions, spiritualities, and theologies in a critical, creative, and coherent manner. This includes analyzing the various ways in which the religions of the world, specifically through rituals, symbols, myths, and scripture, have attempted to grapple with the profound questions of human existence throughout the ages. Finally, in

addition to increasing our overall religious literacy, students learn to place religion within its proper social, cultural, and historical contexts.

Semester one focuses on a survey of world religions aiming to engender respect for a diversity of religious beliefs and cultural traditions, with the aim of enhancing international and inter-religious understanding. The class is a systematic, analytical yet empathetic study of the variety of beliefs and practices encountered in various religions of the world. Semester two focuses on the Christian tradition with an emphasis on the Catholic tradition, including the Society of the Sacred Heart. This semester includes an exploration of Christian scripture, history, theology, and spirituality.

#### Representative Texts:

- Fisher, Mary Pat, and Robin Rinehart. *Living Religions*. 10th ed., Laurence King Publishing, 2013.
- Kessler, Garry. *Studying Religion An Introduction Through Cases*. McGraw Hill Higher Education, 2003.
- *The Catholic Youth Bible*

#### Assessment

There are five assessments each semester which occur after every unit with two exceptions. The first two units of semester one have a combined assessment, and the Sacraments and Spirituality & Prayer units have a combined assessment in semester two. Assessments include evaluation of: Comprehension of class content; Development of religious literacy; Proficiency in analytical reading and writing; Research skills, including MLA formatting. Student assessments include take-home tests, research reports, individual and group presentations, reflection papers, and traditional research papers. Assessment also includes engagement in class discussions, short quizzes, homework, and in-class assignments.

- **Semester One Assessments:**

- Unit 1 & 2 Take Home Test - Students will be graded on their comprehension of content and their ability to articulate responses in their unique voice in response to five prompts.
- Indigenous Sacred Ways Report - Each student will choose a specific tribe/indigenous community and answer five questions about their sacred practices. Students are required to include a bibliography of their research with academic sources.
- Eastern Traditions Research Project & Presentation - Students in pairs and groups will be assigned an Eastern religious tradition (Jainism, Shinto, Daim, Sikhism) to teach the class about. The slides must include two quotes from academic sources and include a bibliography slide.
- Judaism & Islam Project & Presentation Based - individuals, partners, and groups will present on selected topics in Judaism & Islam. The slides must include two quotes from academic sources and include a bibliography slide.
- Semester One Reflection Paper - Students will be graded based on their responses to three reflection questions. The paper would include coherent, thoughtful, and unique answers to each question.

- **Semester Two Assessments:**

- Biblical Analysis Paper - Students will complete a biblical analysis of a Gospel passage using the tools of biblical criticism. The 1-2 page paper must include a direct quote from your Bible passage with a proper in-text citation, two direct quotes from two different library sources, and an MLA bibliography.
- Christian Theology Take Home Test - Students will be graded on their comprehension of content and their ability to articulate responses in their unique voice. The test will consist of five prompts that must be answered with at least five complete sentences.
- Christian History Project & Presentation - In pairs or as individuals students will select a topic of interest in Christian history to present to their peers. The slides must include two quotes from academic sources and include a bibliography slide.
- Sacraments & Prayer Reflection Paper
  - Option One: Students will write a one to two-page paper about their own experience of a sacrament, or their experience of a sacred ritual or prayer in any religious tradition. Students will use the texts and scripture passages used in class to discuss their experiences.
  - Option two: Students will write a one to two-page paper researching a particular order and their spirituality (Jesuit, Franciscan, Dominican, etc.) Research will include the use of at least three academic sources.
- Semester Two Reflection Paper - Students will be graded based on their responses to three reflection questions. The paper would include coherent, thoughtful, and unique answers to each question.

### **Ethics & Moral Decision Making** (one year, sophomore)

Ethics & Moral Decision Making introduces students to the fields of ethics and moral philosophy. Skill development will focus on written analyses, dialogical practices, and personal discernment, encouraging students to critically reflect on their values within the context of the human condition. Semester One pursues the question of “humanization” — *Who am I? How do I fit into the larger scheme of reality?* Students will be immersed in the dialectics of Judeo-Christian philosophy, specifically Socrates, Plato, Augustine, Thomas Aquinas, Rene Descartes, Immanuel Kant, and Søren Kierkegaard. Emphasis will be given to foundational concepts that undergird deontological, teleological, and virtue ethics. The potential implications of psychology and the neuroscience of decision making will also be explored. Semester Two orients the question of humanization to “citizenship” — *What is our collective responsibility? What does it mean to be ethical?* Students will be introduced to modern thought and postmodern philosophy, drawing on the works of Charles Taylor, Michel Foucault, and Hannah Arendt. Conversations on identity formation and political engagement are meant to provide context in students’ conscience formation.

### **Representative Texts:**

- *Conscience in Conflict: How to Make Moral Choices* by Kenneth R. Overberg
- *The Republic* by Socrates
- *Christian Moral Life: A Primary Source Reader* by Ann Nunes
- *Eichmann in Jerusalem* by Hannah Arendt
- *Les Justes* by Albert Camus
- *Discipline and Punish* by Michel Foucault
- *The Passion of the Western Mind* by Richard Tarnas
- Films: *The Matrix*, *A Few Good Men*, *Hannah Arendt*, *American Promise*, among others.

### **Course Learning Objectives**

- Develop skills in differentiating factual and accurate information;
- Refine analytical writing;
- Strengthen organization; and
- Cultivate practices of dialogue.

## Assessment

- Formative assessments are organized into units distributed throughout the academic year. For each unit, students cultivate analytical skills through short essays, strengthen organization and reference skills through unit tests, and engage in group research and presentations. Dialogue will serve as the primary mode of learning between faculty and students.

## Leading The Mind, Body & Spirit Through Sport (one semester, junior/senior)

Our actions shape community, and through the physical and mental demands of sport come opportunities for personal, emotional and spiritual growth. This course focuses on the impact of sports on multiple avenues of human development that shape the mind, body and soul. The goal of this course is to provide students with opportunities for self-discovery and reflection, to build on experiences and develop leadership skills. Sports are not just about wins and losses, though they are important aspects of athletics. Sports offer larger opportunities for personal development and this course will explore the skills, behaviors and beliefs that go beyond the game.

### Representative Texts:

*Pray and Practice with Purpose: A Playbook for the Spiritual Development of Athletes* by Ann Stricherz, NCEA Publishing

## Beyond Science and Religion: Mysticism in the Ancient, Medieval, and Modern Era (semester course, junior/senior)

This course is designed to fulfill a semester of the Religion, Theology & Spirituality graduation requirement for rising juniors and seniors. The course introduces students to the analysis of mystical texts and practices and practitioners within the wider academic study of religion. Students examine how practitioners in various traditions and scholars have constructed the category “mysticism” and its relationship to religion and science.

### Representative Texts:

*The Essential Writings of Christian Mysticism (Modern Library Classics), Edited by Bernard McGinn*

Paul Oliver. *Mysticism: A Guide for the Perplexed*.

Daniel M. Horwitz. *A Kabbalah and Jewish Mysticism Reader*.

Dupré, Louis K., and James A. Wiseman. *Light from Light: An Anthology of Christian Mysticism*.

‘Ā’ishah al-Bā’ūniyyah. *The Principles of Sufism*.

## World Religions IB SL (two years, junior/senior)

The World Religions IB SL course is a systematic, analytical study of the variety of beliefs and practices encountered in nine main religions of the world. The course seeks to promote an awareness of religious

issues in the contemporary world by requiring the study of a diverse range of religions. The nine world religions are studied in such a way that students acquire a sense of what it is like to belong to a particular religion and how followers of a religion understand the world, and relate and respond to others. This course focuses on understanding the manner in which world religions answer several key questions: (1) What is the human condition? (2) Where are we going? (3) How do we get there? In order to answer these questions, this course thoroughly analyzes the various core sacred texts of each religion.

*This course fulfills the junior year fall semester RTS elective.*

*This course fulfills Group 6 within the IBDP at Convent & Stuart Hall. It may be taken **in addition to an IB Group 3 Individuals and Societies elective.***

## **Assessment**

**First Semester:** There will be four unit tests covering Daoism, Jainism, Islam, and Buddhism. Each test will cover a specific religion and will occur approximately every four to five weeks. At the end of the first semester, there will be a cumulative final exam that will cover each of the four religions studied throughout the semester. There will be consistent pop quizzes throughout the semester as well. Additionally, students will be required to complete the first section of their internal assessment, the rationale and preliminary research. Finally, consistent and productive participation is an absolute requirement and will be factored into students' grades.

**Second Semester:** There will be three unit tests covering the Bahá'í Faith, Sikhism, and Christianity. Each test will cover a specific religion and will occur approximately every four to five weeks. Unlike the first semester, this semester includes a cumulative midterm exam that will assess the knowledge of Daoism, Jainism, Islam, Buddhism, the Bahá'í Faith, Sikhism, and Christianity. During the second half of this semester, we will begin an in-depth study of Hinduism. This will include two unit tests specifically covering Hinduism. Additionally, there will be a cumulative exam covering all previously studied religions. Students will be required to complete the second section of their internal assessment, the plan for study. Again, consistent and productive participation will be factored into students' grades along with their pop quizzes.

**Third Semester:** There will be one unit test covering the final sections of Hinduism. After concluding our study of Hinduism, we will begin an in-depth study of Judaism that will include two unit tests. Each of these tests will occur approximately every four to five weeks. This semester will include a small group presentation approximately 12–16 weeks into the semester. This semester will conclude with a final cumulative exam that parallels the IB exam almost identically. Students will be required to complete the third section of their internal assessment, the summary of significant findings. Again, consistent and productive participation will be factored into students' grades along with their pop quizzes.

**Fourth Semester:** There will be daily online review quizzes. These take approximately ten minutes. In early April, students will take a final exam modeled after the IB exam. Students will be required to complete the fourth and fifth sections of their internal assessment, the critical reflection and evaluation, and references. A significant amount of time will be dedicated to finishing the internal assessment during the fourth semester. Students will submit their final IA in the middle of March. Again, consistent and productive participation will be factored into students' grades along with their pop quizzes.

**Sacred Heart Goals Seminar** (one semester, senior)

*\*May be taken fall or spring, but recommended for the fall; optional for IB students*

This course in the fall semester of senior year is a project-based experience, taught seminar-style and not on a regular course schedule. The purpose of this engagement is to support students in owning a sense of who they have become as a product of their Sacred Heart education, and to develop a statement of personal agency and purpose as they go forth into the world. The outcome of the seminar is a 1500-word piece of writing in the style of a “This I Believe” essay, or students may articulate their belief in an alternative format with instructor approval.

## **Liturgy and Leadership** (one semester, junior/senior)

### **Course Description**

This elective course is designed for 11th and 12th-grade students who are interested in deepening their understanding of Catholic teachings while developing essential leadership skills for organizing and leading both Catholic and interfaith gatherings. Drawing inspiration from the work and teachings of Thomas H. Groome, an influential figure in religious education, this course aims to cultivate a sense of inclusive spiritual leadership among students.

### **Course Objectives**

**Understanding Catholic Traditions and Interfaith Dialogue:** Students will explore the core elements of liturgical celebration and apply their learnings in leading high school Chapel gatherings.

**Leadership Skills Development:** Emphasis will be placed on developing leadership qualities such as effective communication, empathy, teamwork, and event organization.

**Organizing and Leading Gatherings:** Students will gain hands-on experience in planning and leading religious events, including Catholic masses, interfaith and Cor Unum Chapels, and community service projects

Attend Leadership Retreat / RSCJ engagement as part of foundational experience of course.

### **Assessment Methods**

**Participation and Engagement:** Active participation in class discussions and activities.

**Project Work:** Planning and producing a spiritual gathering and Chapels.

**Reflective Journals:** Regular submissions reflecting on the learning process and personal growth.

**Final Presentation:** A presentation on their experience, challenges faced, and lessons learned during the course.

### **Target Outcomes**

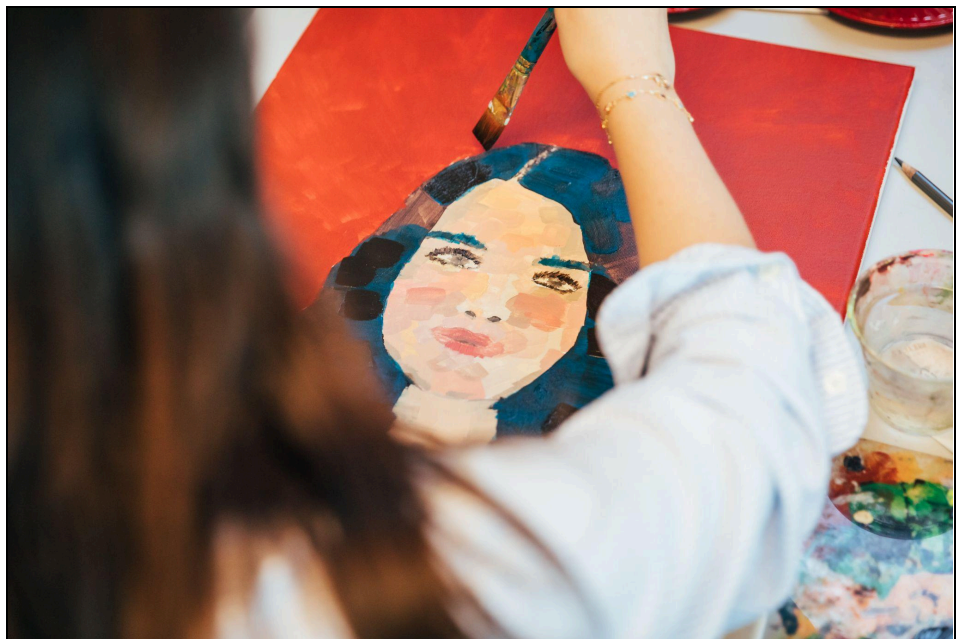
Upon completion of the course, students will be better equipped to lead and participate in religious events, understand the importance of interfaith dialogue, and apply Groome's teachings to foster inclusive and engaging religious communities. This course will not only deepen their religious understanding but also enhance their leadership capabilities in diverse settings.

### **Required Readings (used both as reference for planning and weekly study)**

### ***Selected chapters and excerpts from:***

- Groome, Thomas H. "Educating for Life: A Spiritual Vision for Every Teacher and Parent." Crossroad, 2001.
- Boyle, Gregory. "Tattoos on the Heart: The Power of Boundless Compassion." Free Press, 2010.
- Hanh, Thich Nhat. "Peace is Every Step: The Path of Mindfulness in Everyday Life." Bantam, 1991.
- High Holy Days: Kushner, Lawrence. "Kabbalah: A Love Story." Broadway Books, 2007.
- Armstrong, Karen. "A History of God: The 4,000-Year Quest of Judaism, Christianity, and Islam." Ballantine Books, 1994.
- Eck, Diana L. "Encountering God: A Spiritual Journey from Bozeman to Banaras." Beacon Press, 2003.
- Nouwen, Henri J. M. "The Wounded Healer: Ministry in Contemporary Society." Image, 1979.
- Keating, Thomas. "Open Mind, Open Heart: The Contemplative Dimension of the Gospel." Bloomsbury Continuum, 2006.
- Merton, Thomas. "New Seeds of Contemplation." New Directions, 2007.
- Rohr, Richard. "Everything Belongs: The Gift of Contemplative Prayer." Crossroad Publishing Company, 2003.
- Bourgeault, Cynthia. "Centering Prayer and Inner Awakening." Cowley Publications, 2004.

## **Visual and Performing Arts**





# VISUAL ARTS

## VA Assessment Practice

The Visual Art Department is committed to inspiring lifelong learners who engage in the creation and critical evaluation of the world we live in. We value the many ways of learning and expressing understanding while championing our students to reflect their ideas and inquiries in a variety of visual art forms. In assessing mastery and fluency, the department implements formative and performative standards based assessment as well as summative assessment practices.

Assessment Modality in Visual Art include:

- Essays & reflections about personal artwork and the artwork of other
- Process Portfolio that demonstrates process, exploration and visual research
- Comparative analysis of contrasting artworks with regard to formal qualities as well as cultural and historical context
- Curation of personal artwork and the artwork of others
- Both visual and verbal presentations
- Critiques throughout the research, design, fabrication of artwork
- Exhibitions & Installations
- Development of a Disciplined Studio practice

**Art Foundations I: Traditional Media** (one semester, freshman)

*This is a foundational course that all students who wish to fulfill their VPA requirement in Visual Art must complete.*

Art Foundations concentrates on the art-making process with an emphasis on discovering new ways of seeing, expanding creativity and the imagination, developing a personal visual language, strengthening aesthetic awareness and creating a strong portfolio of artwork. Drawing, painting, graphic design, printmaking, sculpture and mixed media are among the rich variety of processes that will inform the student's artistic experience. Students gain competency in the use of art fundamentals such as the elements of art, principles of design, color theory and a variety of techniques that can be employed across disciplines. Through class presentation and dialogue, students are introduced to a variety of artistic styles and conceptual thinking strategies as well as exposed to the greater art world with field trips to museums and art shows and with visits from artists introduced through the Visiting Artist Program.

**Assessment:**

- Formative Assessment through peer critiques and in-progress feedback
- Completed projects and Artist Statements submitted through their Digital Portfolio, which demonstrates visual literacy and the ability to explain, analyze, and reflect on their artmaking process (There are a total of 12 projects)
- Final Exhibition highlighting exemplary artworks, final Digital and Physical Portfolios
- Formal Analysis of Ancient, Modern, and Contemporary artworks using Visual Thinking Strategies, as demonstrated in midterm and final research projects

**Representative Texts:**

- Ways of Seeing by John Berger
- Big Magic by Liz Gilbert
- Line Color Form: The Language of Art and Design by Jesse Day
- Learning by Heart: Teachings to Free the Creative Spirit by Corita Kent and Jan Steward

**VISUAL ART OPTIONS** (Freshman and Sophomore students select one semester of the following options to complete the additional semester for the Visual Arts requirement)

**Digital Design-3D Design & Production** (one semester)

Using digital tools and design thinking practice, students engage contemporary topics relevant to their lives and our ever-changing society. This semester-long course introduces students to tools they use to create physical realizations of their digital work as well as the profound effect these tools can have on our modern world in areas such as architecture, graphic design and adaptive design. Students create drawings, CAD models, and perspective renderings of their work using the Adobe Creative Suite, ProCreate and Tinkercad while exploring how the basic functions of 3D printers and laser cutters can inform their design. Students explore how to use these digital tools to create physical realizations in a variety of materials such as acrylic, wood, PLA, ABS and various types of clay. Projects utilize elements of the design thinking process and aspects of sustainable design as we examine the effects that design can have on how we experience our modern world. Students work to research an art movement as part of a comparative analysis and incorporate

aspects of this movement into their work while documenting this as well as their work on other projects in a process portfolio. The semester culminates in an exhibition of their work to share with the community.

#### Assessment:

- Daily formative Assessment through critiques of work throughout the planning & execution of projects
- Summative Assessment in the form of an ongoing Process Portfolio that documents challenges & successes in their exploration of tools for each project through pictures as well as short reflections of their process of revision in meeting the requirements and constraints of each project
- Summative Assessment of a comparative analysis of artworks with regard to historical and cultural context from an art movement of their choice documented on their portfolio
- Curation & Exhibition of personal artwork at the end of each semester
- Development of a Disciplined Studio practice assessed through daily observation and dialogue

#### Representative Texts:

- 101 Things I Learned in Architecture School By Matthew Frederick
- The New Designer: Rejecting Myths, Embracing Change by Manuel Lima
- Design for A Better World: Meaningful, Sustainable, Humanity Centered by Don Norman
- [7 Principles for Building Better Cities](#)
- [A Stealthy Reimagining of Public Space](#)
- [How Innovative Architectural Design is Changing Education](#)

#### **Digital Design- Video Production** (one semester)

This semester-long course introduces students to the video production process, including storyboarding, filming, and editing with professional digital production software. Starting with foundational photography principles, students will build knowledge of composition, shot timing, audio mixing, and other core cinematography principles to produce short visual works. The course highlights noteworthy examples of storytelling in media, providing insight into digital media as an effective tool for communication and expression. By the end of the course, students create multiple video projects to demonstrate an understanding of cinematic language and the production process.

#### Assessment:

- Process Portfolio that demonstrates filmmaking research, exploration and understanding of production processes.
- Film analysis by viewing works through aesthetic, historical, and cultural lenses
- Verbal and visual presentations of works in progress
- An exhibition in the form of a public-facing short film screening

#### Representative Texts:

- *Grammar of the Shot* written by Christopher Bowen
- *C'mon C'mon* directed by Mike Mills
- *Footsteps* directed by Jeremy Benning

#### **Studio Art: Modern to Contemporary Theory & Practice** (one semester)

Art Foundations II: Modern to Contemporary Art Theory & Practice provides examples of contemporary and historical art movements reflective of diverse world communities and cultures. Students learn new skills of “seeing,” analyzing, and writing as they develop transferable knowledge, skills, and abilities to understand artwork within different historical contexts. In addition to analyzing and writing about art, students engage in studio artwork providing an additional layer of exploration and creative execution. Students are supported in developing a studio practice that reinforces project management, organization and discipline.

**Assessment:**

- Formative Assessment through peer critiques and in-progress feedback
- Completed projects and Artist Statements submitted through their Digital Portfolio, which demonstrates visual literacy and the ability to explain, analyze, and reflect on their artmaking process (There are a total of 10 projects)
- Final Exhibition highlighting exemplary artworks, final Digital and Physical Portfolios (15-25 pages)
- Formal Analysis of Modern and Contemporary artworks using Visual Thinking Strategies, through individual and partner presentations, as well as in their final Comparative Study slideshow (7-12 slides)

**Representative Texts:**

- The Artist's Way by Julia Cameron
- The Creative Process by James Baldwin
- Line, Color, Form: The Language of Art & Design by Jesse Day
- A Way of Working; The Spiritual Dimension of Craft edited by D.M. Dooling
- Read This if You Want to Be Great at Painting by Selwyn Leamy
- Art 21 Articles and Videos

**Advanced Art Portfolio I** (one year, junior/senior)

This advanced art course explores how we observe and interpret our visual world. Students are invited to examine material from a wide range of sources, focusing on social, political and cultural connections. This studio class includes an introduction to a variety of art projects that emphasize the visual, intellectual and intuitive aspects of art making. Throughout the year, students create a digital and print portfolio that presents their visual and conceptual thinking through selected themes. The class encourages interdisciplinary thinking and invites projects that cross-pollinate within the curriculum and beyond, from both personal interest and experience.

**Prerequisite:** successful completion of the Visual Art requirement, and departmental recommendation

**Assessment:**

- Daily critical analysis of artworks by contemporary artists
- Ongoing weekly critiques and peer reviews
- Creation of a Process Portfolio that demonstrates extended investigations and skill development in a minimum of five medias (20-30 pages)
- Final Exhibition at the conclusion of the semester presenting a series of work that includes exhibition text about ideas, inspirations, materials used, and the processes that were utilized
- Final Digital Portfolio will be published online presenting research, process and final work (20-40 slides)

Representative Texts:

- Art21, Ted Talks, Museum, Gallery and Artist Website

**Advanced Art Portfolio II** (one year, junior/senior)

In Advanced Portfolio II, students develop a concentration of work based on their art experience and driven by essential questions. This research-intensive class invites students to work in a broad range of media with the goal to develop their unique visual language. Throughout the year, students work to create a digital and print portfolio. The class culminates with a spring art exhibition to celebrate students' high school career in the arts. The class encourages interdisciplinary thinking and invites projects that cross-pollinate within the curriculum and beyond, from both personal interest and experience in the arts.

**Prerequisite:** successful completion of the Visual Art requirement, and departmental recommendation

Assessment:

- Daily critical analysis of artworks by contemporary artists
- Ongoing weekly critiques and peer reviews
- Creation of a Process Portfolio that demonstrates extended investigations and skill development in a minimum of five medias (20-30 pages)
- Final Exhibition at the conclusion of the semester presenting a series of work that includes exhibition text about ideas, inspirations, materials used, and the processes that were utilized
- Final Digital Portfolio will be published online presenting research, process and final work (20-40 slides)

Representative Texts:

- Art21, Ted Talks, Museum, Gallery and Artist Websites

**AP Drawing** (one year, senior)

AP Drawing is designed for students who are seriously interested in drawing and painting. Students in the course create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined and applied over the course of the year to produce visual compositions. Classes are structured to allow one-on-one instruction between the student and teacher with weekly critique of finished work and works in progress. Students are expected to visit galleries, attend art events and visit museums as well as keep a sketchbook of their experience developing a visual language. Students will participate in photographing and displaying their work in different environments. Eligibility is based on the student's proficiency in basic art fundamentals, technical skills and most importantly the degree of commitment demonstrated by the student.

**Prerequisite:** successful completion of Advanced Portfolio I and II, or departmental recommendation

Assessment:

- Daily critical analysis of artworks by contemporary artists
- Ongoing weekly critiques and peer reviews

- Creation of a Process Portfolio that demonstrates extended investigations and skill development in a minimum of five medias (20-30 pages)
- Final exhibition of 5 works that show drawing skills and synthesis of materials, processes and ideas
- Exhibition text for all final artwork that includes ideas, inspirations, materials used, and the processes that were utilized

Representative Texts:

- Concerning the Spiritual in Art by Wassily Kandinsky
- Drawing Now: Eight Propositions by Laura Hoptman
- Art21, Ted Talks, Museum, Gallery and Artist Websites

**AP 2D Art & Design** (one year, senior)

AP 2D Art & Design is intended for students who are seriously interested in the practical experience of art and design. Students in the course create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined and applied over the course of the year to produce visual compositions. 2D Art & Design can include, but is not limited to, photography, graphic design, printmaking and digital art. Classes are structured to allow one-on-one instruction between the student and teacher with weekly critique of finished work and works in progress. Students are expected to visit galleries, attend art events and visit museums as well as keep a sketchbook of their experience developing a visual language. Students will participate in photographing and displaying their work in different environments.

**Prerequisite:** successful completion of Advanced Portfolio I and II, or departmental recommendation

Assessment:

- Daily critical analysis of artworks by contemporary artists
- Ongoing weekly critiques and peer reviews
- Creation of a Process Portfolio that demonstrates extended investigations and skill development in a minimum of five medias (20-30 pages)
- Final exhibition of 5 works that show drawing skills and synthesis of materials, processes and ideas
- Exhibition text for all final artwork that includes ideas, inspirations, materials used, and the processes that were utilized

Representative Texts:

- Sixty Innovators Shaping our Future by Lucas Dietrich
- How Design Makes Us Think by Sean Adams
- Art21, Ted Talks, Museum, Gallery and Artist Websites

**Visual Arts IB SL/HL** (two years, junior/senior)

The Visual Arts IB course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem solving and divergent thinking, while working towards technical proficiency and confidence as artmakers. In addition to exploring and comparing visual arts from different perspectives and in different contexts,

students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

**Prerequisite for HL:** departmental recommendation

Assessment:

- Weekly Formative Assessment through peer critiques and in-progress feedback throughout projects
- Development Visual Art Journal used in class and at home that includes notes, explorations, sketches, collages and ideas (1-2 sketchbooks)
- Development of a digital Process Portfolio (25-35 screens) demonstrating skills, techniques, critical investigation, communication of ideas and intentions, reflection in a minimum of five media
- Final Exhibition presenting a coherent body of work (7-11 artworks) demonstrating mastery in both technical and conceptual skills and the ability to curate work for an audience
- An Artist Project and Connection Study examining the work of other artists and how it might influence the students artistic development.

Representative Texts:

- Concerning the Spiritual in Art by Wassily Kandinsky
- Ruth Asawa Life & Legacy by Marilyn Chase
- Zapantera Negra- Art, Revolution and the Cosmos by Emory Douglas
- Invisible Cities by Italo Calvino
- Learning by Heart: Teachings to Free the Creative Spirit by Corita Kent and Jan Steward
- Art in the time of War by Howard Zinn
- Sixty Innovators Shaping our Future by Lucas Dietrich
- Art21, Ted Talks, Museum, Gallery and Artist Website

## PERFORMING ARTS

**Vocal Music** (one year, all grades)

Vocal music is a performance based ensemble class open to any student who has an interest in singing and exploring their voice. The course primarily focuses on American Popular music styles of singing and some Western Classical music. A significant portion of the class includes learning about stage presence, communication and basic music literacy including music notation and aural skills. The first week of instruction will include specific ensemble placement in coordination with the instructor. This class has the potential for external adjudication through traveling to perform for Music in the Parks at Great America and other music festivals. Students also have the opportunity to select and arrange vocal pieces to perform.

**Prerequisite:** Previous music ensemble experience is highly recommended. Reading music and proficient aural skills are preferred but not required.

Assessments include at least two public performances per year with additional touch points to demonstrate acquired knowledge throughout the semester in small and large group settings and discussion sections focused on self and group evaluations by viewing and listening to recordings of themselves and other related ensembles. Additional evaluation methods include music literacy, notation, and aural skills.

### **Instrumental Music** (one year, all grades)

Instrumental music is a performance based ensemble that covers various American popular music forms and some Western Classical music styles . Students are expected to know and will also learn more about music theory, ear training, and learn to improvise. Assessments include a culmination of two public performances per year. Students should rent, buy or have regular access to an instrument. The first week of instruction will include specific ensemble placement in coordination with the instructor. This class has the potential for external adjudication through traveling to perform at music events.

**Prerequisite:** open to any student who plays a non-vocal instrument and can read music.

Assessments include at least two public performances per year.

### **Music IB SL/HL** (two years, junior/senior)

Through the IB Music course, students develop their knowledge and potential as musicians, both personally and collaboratively. Involving aspects of the composition, performance and critical analysis of music, this course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in and reflect upon music from their own background and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment. Both SL and HL music students are required to study musical perception. SL students in music are then required to choose one of three options: creating, solo performing or group performing. HL students are required to present both creating and solo performing.

**Prerequisite:** departmental recommendation and/or assessment

## **THEORY OF KNOWLEDGE**

### **Theory of Knowledge** (spring semester, junior)

Theory of Knowledge (ToK) is a course about critical thinking and inquiring into the process of knowing rather than about learning a specific body of knowledge. It plays a special role in the IB Diploma Programme by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose

knowledge they share. It is a core element undertaken by all IB students and will be taken by all Convent & Stuart Hall students (IB or otherwise) during the spring of their junior year and fall of their senior year in their theology courses. The overall aim of ToK is to encourage students to formulate answers to the question *How do you know?* in a variety of contexts and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge. During Year 1 of ToK students will demonstrate, through an exhibition work, how ToK thinking manifests in real world artifacts with a focus on knowledge questions. The exhibition enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests.

*\*Required for all juniors in the spring semester*

**Theory of Knowledge** (fall semester, senior)

*\*Required for all IBDP students in the fall semester, and optional to other seniors not in the IBDP*

This second semester of Theory of Knowledge (ToK) is an interdisciplinary course about critical thinking and invites students to reflect on the nature of knowledge and to make connections across areas of knowledge. The study of ToK asks students to formulate answers to the question, *How do you know?* Students develop critical thinking skills, evaluate sources and analyze theories within a real-world context. At the completion of the course, students will identify and explore knowledge issues raised by substantive real-life situations that are of interest to them, and complete a 1600-word essay on a prescribed title exploring the fundamental components of the ToK curriculum.