



Upper School
Course Offerings
2025-2026

Sacred Heart Academy
480 S. Bryn Mawr Avenue
Bryn Mawr, Pennsylvania 19010
610-527-3915
www.SHAbrynmaur.org



Sacred Heart Goals

As a member of the Network of Sacred Heart Schools, Sacred Heart Academy Bryn Mawr commits itself to educate to:

Goal One: A personal and active faith in God;

Goal Two: A deep respect for intellectual values;

Goal Three: A Social awareness which impels action;

Goal Four: The building of community as a Christian value; and

Goal Five: A personal growth in an atmosphere of wise freedom.

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Graduation Requirements: 28.5 credits total over four years

English (4 credits): Must include Literary Genres, World Literature, and American Literature.

Theology (4 credits): Must complete four years of Theology courses.

History/Social Science (3 credits): Must include World History I & II, and US History.

Science (3 credits): Must include Biology, Chemistry, and Physics.

Mathematics (3 credits): Must include Algebra I, Algebra II, and Geometry.

World Languages (3 credits): Must progress to the third year of a language AND complete three years of a world language.

Electives (4.5 credits): Grade 12 students must take a minimum of four elective classes, including 3 academic classes. Grade 11 students must take at least one semester of an elective.

Grade 9 Seminar (1 credit): Grade 9 students must take this course which includes one quarter of Wellness, Dance, Art, and Music.

Arts (.5 credit): May include any course from the Arts Department.

Wellness (.5 credit): Sophomores must take a semester of Wellness.

Physical Education (2 credits): Must complete 2 credits of Physical Education (either school sport or approved outside activity) over four years.

College Counseling (2 semesters): The non-credit College Counseling program runs in the fall semester of grade 12 and the spring semester of grade 11. It will take the place of one day per cycle of a study hall or elective.

*All courses which Sacred Heart Academy anticipates offering for the 2025-2026 academic year are included in this guide. However, courses that do not have sufficient enrollment will not be offered. Enrollment in elective courses is not guaranteed.

English Department

Literary Genres (Grade 9)

The goal of the Literary Genres course is to introduce students to an array of literary genres in order to sharpen their skills at analyzing literature. Students study both fiction and nonfiction works in order to improve their familiarity with the traditions of literary writing. They learn to identify genres as well as the elements specific to each genre. At the culmination of the course, students recognize the importance of their past, how it provides the framework to their present and shapes their future. Throughout the course, students develop an understanding and appreciation for the writing process. Students explore arguments in order to support claims, using valid reasoning and relevant and sufficient evidence. Students conduct research projects to answer a question or solve a problem by gathering information from various sources, with careful assessment of the reliability of each source. Texts include *Odyssey*, *Antigone*, *How Dare The Sun Rise* and *Twelfth Night*.

Honors Literary Genres (Grade 9)

The goal of the Honors Literary Genres course is to introduce students to an array of literary genres in order to sharpen their skills at analyzing literature. Students study both fiction and nonfiction works in order to improve their familiarity with the traditions of literary writing. They learn to identify genres as well as the elements specific to each genre. At the culmination of the course, students recognize the importance of their past, how it provides the framework to their present and shapes their future. Throughout the course, students develop an understanding and appreciation for the writing process. Students explore arguments in order to support claims, using valid reasoning and relevant and sufficient evidence. Students conduct research projects to answer a question or solve a problem by gathering information from various sources, with careful assessment of the reliability of each source. Texts include *Odyssey*, *Antigone*, *How Dare The Sun Rise* and *Twelfth Night*.

In the Honors level course, students are expected to show interest, ability and motivation in order to meet the challenges of the coursework. In Honors Literary Genres, the content provides enrichment not acceleration. Classroom activities and assessments require students to take greater responsibility for their work. The course provides an environment conducive to written expression, discussions and oral presentations. Students are encouraged to evaluate issues, generate and defend arguments and manufacture ideas. The teacher expects an honors level student to produce creative and complex critical thinking skills. *Entrance into this course requires department approval.*

World Literature (Grade 10)

Students in World Literature survey a variety of literature and authors from across the world. Students become familiar with a wide range of literary forms, themes, cultures and periods. The course provides students with opportunities to explore and respond to literary genres within a broader social and historical context. Students engage in diverse assignments, including oral presentations and monologue recitations, that allow them to explore ideas and improve their argumentation and public speaking skills. Writing remains an integral part of the curriculum, as

this is a vital skill for all individuals no matter what they decide to do in life. Discussion also serves as an important part of the class, with an emphasis on captivating conversations that help students to articulate their ideas clearly and effectively.

Honors World Literature (Grade 10)

Students in Honors World Literature survey a variety of literature and authors from across the world. Students become familiar with a wide range of literary forms, themes, cultures and periods. The course provides students with opportunities to explore and respond to literary genres within a broader social and historical context. Students engage in diverse assignments, including oral presentations and monologue recitations, that allow them to explore ideas and improve their argumentation and public speaking skills. Writing remains an integral part of the curriculum, as this is a vital skill for all individuals no matter what they decide to do in life. Discussion also serves as an important part of the class, with an emphasis on captivating conversations that help students to articulate their ideas clearly and effectively.

In the Honors level course, students are expected to show interest, ability and motivation in order to meet the challenges of the coursework. In Honors World Literature, the content provides enrichment not acceleration. Classroom activities and assessments require students to take greater responsibility for their work. The teacher expects an honors level student to produce creative and complex critical thinking skills. *Entrance into this course requires department approval.*

American Literature (Grade 11)

American Literature is a humanities class closely tied to its counterpart, American History. The course is divided into thematic units exploring Native American history and literature, slavery and its legacy, the waves of feminism, the Jazz Age, the Harlem Renaissance, Japanese internment, the Vietnam War and 9/11, among others. Texts could include *The Narrative of the Life of Frederick Douglass*, *Homegoing*, *The Great Gatsby*, short stories by women throughout American literature, *When The Emperor was Divine* and *The Things They Carried*. In addition, a heavy emphasis is placed on the process of writing. Over the course of the year, students draft, revise and complete many types of papers for various audiences and purposes, including the college essay. One major project is a jointly-assigned, history-English research paper. This assignment is intended to help students become independent in crafting a thesis, researching an argument, synthesizing information and documenting resources in a well-written and engaging paper.

AP English Language and Composition (Grade 11)

AP Language/Honors American Literature is a survey course that explores our country's literary past through the lens of history. The required readings cover numerous movements including Romanticism, Transcendentalism, Realism and Modernism and Postmodernism, and students discuss how these movements, which affect both literature and art, were influenced by historical change. Texts could include *The Narrative of the Life of Frederick Douglass*, *The Great Gatsby*, the poetry of Emily Dickinson, various short stories by women, and *Homegoing*. The honors section of this course requires a more advanced reading, discussion and analysis of these texts, sometimes involving the application of literary theory. As in the College Prep section, a heavy

emphasis is placed on the process of writing. Students will draft, revise and complete many types of papers for various audiences over the course of the year, including the college essay. One major project is a jointly assigned, history-English research paper. This assignment is intended to help students become independent in crafting a thesis, researching an argument, synthesizing information and documenting resources in a well-written and engaging paper.

In addition, the Honors section of this class has been approved by the College Board as an AP Language course. Students will learn to identify and utilize various rhetorical devices. Special attention is focused on the art of argumentation and the process and craft of writing. AP Language works especially well in conjunction with American Literature as it offers many excellent examples of advanced rhetoric. *Entrance into this course requires departmental approval.*

AP English Literature and Composition (Grade 12)

AP English Literature and Composition is a unique course because it is the culmination of the high school English experience. Students come to the course already prepared with many of the skills they need to be successful on the test. Over the course of the year, we read in a variety of genres from a variety of time periods. Students complete papers that require them to write for different audiences and for different purposes, while at the same time using effective and engaging rhetoric. The revision process is also a key piece of the writing curriculum. This course fosters a love of literature and prepares students to be critical thinkers and effective communicators in college and beyond. This class has been approved as an AP English Literature course by the College Board. *Entrance into this course requires departmental approval.*

Electives Open to Grade 12 Only:

Modern Mystery (Fall Semester)

This course will explore criminal fiction and nonfiction as it has developed as a formula since the nineteenth century. Students will study the ideological underpinnings of the detective narrative, the formal requirements of the genre and how the detective figure has shifted over time from a single professional investigator to a team of experts. The course will explore the following questions: What social function do detective narratives serve? What role has true crime played in detective narratives? What do these narratives suggest about the rule of law? Students will read fiction and nonfiction and discuss contemporary popular iterations. In addition to readings and discussions, students will complete a variety of papers and reflections that require them to write for different audiences and purposes.

Dystopian Literature (Fall Semester)

Long before *The Hunger Games*, writers envisioned perfect and not-so-perfect worlds in which characters struggle to discover and maintain their individual identities and fight larger, controlling powers and interests. In fact, as early as the 16th century, the first writer used the word utopia to describe an ideal place. Since that time, writers have explored what it means to live in a “perfect” world. Does your definition of a dystopia depend on your perspective? In addition, we will explore genres related to and adjacent to dystopian literature such as science fiction, speculative fiction, post-apocalyptic literature. Texts could include *Our Missing Hearts*

by Celeste Ng, *Klara and the Sun* by Kazuo Ishiguro, *Feed* by M. T. Anderson and *Parable of the Sower* by Octavia Butler. The final project for this course allows students to create their own dystopias based on contemporary issues.

Literature and Film (Spring Semester)

This course is for those interested in analyzing the written word as it is translated to the screen. What aspects of the novel are intrinsic to its themes and must be included in the movie? Which elements of the story are essential, and what can or should be changed? Why does the director choose to portray a character in one way, when the author chose a completely different way? Students will read and analyze characters, plots and themes and then see how they are developed in the movie version. Students will study a variety of modern stories and novels and compare and contrast the impact both genres have on the audience.

Creative Writing (Spring Semester)

Creative Writing offers students an opportunity to write in various forms including personal narrative, short story, poetry and playwriting. The course allows students to experiment and to develop their own strengths and voices in a variety of writing styles. A significant amount of class time is devoted to group workshops in which students share work and offer and receive constructive feedback in a helpful and encouraging atmosphere. The semester-end project gives each student the freedom to create a portfolio in the form she feels best showcases her talents.

Public Speaking (Spring Semester)

Students will learn how to write and give effective speeches and presentations through essential rhetorical devices such as ethos, logos, and pathos. We will view and analyze various oral presentations and employ multiple techniques to write and deliver effective speeches. Students will also practice how to work with stage fright, give and receive feedback, and capture an audience's attention. Projects may include: informative/persuasive speeches, giving a toast, presenting/receiving an award, and TED Talks.

Electives Open to Grades 11 and 12 Students:

Young Adult Literature (Fall Semester - Asynchronous)

**This may only be taken as an elective credit. It does not fulfill the core English class requirement.*

This course will survey contemporary books written by, read by or marketed to young people between the ages of 12 and 18. Young Adult (YA) Literature is often called crossover writing because many adults read it too. Readings include literature in a variety of genres with an emphasis on diverse voices and perspectives. Readings, discussions and writing assignments will require critical analysis of the literary features of these books and invite discussion of the craftsmanship and rhetorical strategies of the authors, artists, and publishers who produce and market them. *Since this work is asynchronous, entrance into this course will be permitted after current teachers sign off that a student works well independently and submits assignments on time.*

History/Social Sciences Department

World History I: Beginnings through Middle Ages (Grade 9)

The World History course begins with the emergence of human civilization in Mesopotamia and traces its development through the early Middle Ages. The study of the past exposes students to the central themes of society, such as government, culture, and religion. Through a comparison of early river valley civilizations in Asia and Africa and an exploration of the Greco-Roman world, students become firmly rooted in the foundations of civilization. Students then move through the themes of exchange and encounter in the Arab world, African kingdoms, East Asian empires, and the early Middle Ages of Europe to allow them to analyze the roots of problems that may still exist in the world today. Throughout the course, the importance of writing and research skills is emphasized, as students learn to formulate questions and arguments about the past. The use of primary sources and geography are essential elements of the course. By the conclusion of the course, students are able to make judgments about historical evidence and realize history is not memorization, but an analysis and interpretation of past events.

Honors World History I: Beginnings through Middle Ages (Grade 9)

The Honors World History course begins with the emergence of human civilization in Mesopotamia and traces its development through the Middle Ages. The study of the past exposes students to the central themes of society, such as government, culture, and religion. Through a comparison of early river valley civilizations in Asia and Africa and an exploration of the Greco-Roman world, students become firmly rooted in the foundations of civilization. Students then move through the themes of exchange and encounter in the Arab world, African kingdoms, East Asian empires, and the early Middle Ages of Europe to allow them to analyze the roots of problems that may still exist in the world today. Throughout the course, the importance of writing and research skills is emphasized, as students learn to formulate questions and arguments about the past. The use of primary sources and geography are essential elements of the course. By the conclusion of the course, students are able to make judgments about historical evidence and realize history is not memorization, but an analysis and interpretation of past events.

In the Honors level course, students are expected to show ability and motivation to meet the challenges of the coursework. In Honors World History, the content provides enrichment not acceleration. Classroom activities and assessments require students to take greater responsibility for their work. The course provides the opportunity for in-depth analysis of primary and secondary sources. Attention is given to understanding one event from multiple viewpoints to make a valid historical argument. Students are encouraged to become independent thinkers and writers throughout the course. *Entrance into this course requires department approval.*

World History II: The Middle Ages through the Twentieth Century (Grade 10)

This course will explore the history of the modern world beginning with the later Middle Ages and ending in the twentieth century through an exploration of global conflict and resolution. Students will explore politics, social changes, religion, economics and inventions, art

and architecture, and the impact of influential individuals and groups. The course will examine how global interactions led to the development of modern government, philosophies, and culture. Finally, the class will study the ways in which history can be subjective by exploring different viewpoints. Through the exploration of geography, economics, war, technology, and social themes, students will note how nations are able to both keep tradition and embrace change. Students will learn how to develop their own ideas and opinions on different historical topics and support these ideas by providing evidence, improving their reading, writing, and questioning skills, clearly expressing themselves both in class and in their writing, and working together in groups to effectively communicate, debate, and become effective problem solvers.

AP Modern World History (Grade 10)

AP Modern World History is a survey course based on the College Board AP World History Modern Curriculum Framework and is designed to prepare students for the AP World History Modern Exam. The course covers the cultural, economic, political and social developments that have shaped the world from 1200 CE to the present. Through the study of modern world history, students should gain an understanding of the major events and trends that have shaped our current global society. Major themes include the relationship between humans and the environment, cultural/social developments and interactions, governance, economic systems, and new technologies and innovations. Students will analyze primary and secondary texts, visual sources, and other forms of historical evidence to write essays and have discussions expressing historical arguments. *Entrance into this course requires department approval.*

United States History (Grade 11)

In American History, students will explore the people, ideas, movements, and events that have shaped American culture. Through politics, economics, technology, war, civil rights, and other themes, students will see how American culture has evolved while maintaining tradition and embracing change. Additionally, students will examine popular culture through music, film, fashion, and counterculture trends, which frequently reflect culture in fresh and insightful ways. To extend students' frame of reference beyond a national context, local and global connections to U.S. events are integrated appropriately throughout the course. To foster these kinds of connections, this course is aligned thematically with the American Literature course as part of the integrated humanities curriculum. Students are expected to develop their own ideas and opinions on different historical topics and provide support for their ideas, clearly and persuasively express themselves in oral and written form, and develop problem solving, research, and reading and writing skills. Finally, students will work with primary and secondary sources to support opinions and develop positions, learn to assess the significance or overall importance of an action, and view historical events and situations in ways that are fair and accurate to all cultural groups affected.

AP United States History (Grade 11)

AP U.S. History is a survey course covering American history from the Pre-Columbian period to the present. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, crafting historical arguments, and historiography. The class is taught in accordance with the revised *AP U.S. History Curriculum Framework* and is designed to prepare students for the AP U.S. History Exam in May. Students will engage in

discussions, assignments, activities and projects that require analytical thinking and foster the development of historical reasoning skills. The revised AP format is broken into seven broad themes: (1) Belief Systems; (2) America in the World; (3) Geography and Environment; (4) Peopling; (5) Identity; (6) Politics and Power; and (7) Economics— Exchange, Work, and Technology. Each of these themes is covered extensively. *Entrance into this course requires department approval.*

AP Comparative Government (Grade 12)

This course will introduce students to the study of comparative government, and the theoretical framework necessary to compare political systems throughout the world, including power, political institutions, the role of the citizen, economic change, and public policies. In order to better understand these theoretical concepts, students engage with in-depth country studies to illustrate major themes and ideas. The six countries this course focuses on are the United Kingdom, Russia, China, Iran, Nigeria, and Mexico. In each unit, students research current events, political parties, and major public policy issues of the countries studied. These countries provide an excellent opportunity to note both similarities and differences amongst political systems in the modern world. It is hoped that at the conclusion of this course students will leave not only with a better understanding of the world but also an appreciation for the opportunities afforded by the political system of the United States. *Entrance into this course requires department approval.*

Electives Open to Grade 11 and 12 Students:

U.S. Civics and Politics (Fall Semester)

In an age where civic knowledge and involvement is declining, this course focuses on the foundation of American democracy as well as the current political system including: political institutions, political parties, the electoral process, and citizen participation in government. Students engage in discussion, debates, and projects dealing with our country's current political system and the interesting events and people in politics today. With study rooted in the organization of government and foundational documents, the course focuses on the structures of the American political system. The course will reference current issues and topics in politics, but current events do not drive the curriculum. Rather, when studying the various topics, current events will be discussed as appropriate. Finally, students in the course will examine the civic duty of the everyday citizen and attempt to answer the timeless question: What does it mean to be an American citizen?

Introduction to Psychology (Spring Semester - Asynchronous)

Psychology is the scientific study of behavior and mental processes. In a voyage through the inner workings of the human mind, students will formulate their own answers to age-old questions we ask every day: why do people act, feel, and think the way they do? The course emphasizes insights students will use every day based upon both up-to-date research and historical theory. Carefully chosen topics from the major schools of psychological thought will not only help students achieve a basic knowledge of psychology, but more importantly a better understanding of themselves. *Since this work is asynchronous, entrance into this course will be*

permitted after current teachers sign off that a student works well independently and submits assignments on time.

American Women’s History (Spring Semester)

Writing to her husband John Adams, Abigail Adams famously insisted that the future president forever "remember the ladies" and their role in shaping the founding of the United States. In this course, we will take up her cause, challenging a traditional telling of American history as the deeds of "great men" by centering the experiences of women from the colonial period to present day. To answer big questions about what it means to be a woman in America today – should she "lean in" or can she "have it all?" – this course will uncover these issues' historical roots. To do so, we will consider our own stories alongside a range of voices, not only famous women like Abigail Adams but women from all backgrounds who have helped shape the nation.

Childhood Development Internship (Fall Semester)

The Childhood Development Internship is a hands-on elective designed for students in 12th grade who are interested in exploring careers in elementary education. Through independent readings and projects, students will study child development, classroom management, and instructional strategies for young learners. In addition to academic coursework, students will complete clinical hours in Lower School classrooms, gaining real-world experience working with children. Under the supervision of SHA Lower School teachers, student interns will assist with lesson implementation, classroom organization, and student engagement. This course fosters leadership, responsibility, and communication skills essential for working with young children. Students will reflect on their experiences through journals, discussions, and presentations. By the end of the internship, participants will have a deeper understanding of childhood developmental stages and valuable hands-on experience in a school setting.

Due to the nature of this course, spots are limited and all interested students must complete an interview. Parental permission will also be required.

Prerequisites for English and History Course Placement

These three areas will be taken into consideration when making honors or AP placement in the English or History departments. A student must achieve these two out of three requirements to be admitted into an honors or AP course. *An “A” in a course does not guarantee honors or AP placement.*

Students who enroll in an AP course are expected to take the AP exam in the spring.

TEACHER RECOMMENDATION

The teacher recommendation is the most important aspect of student placement. Teachers consider such elements as student independence, motivation, initiative, responsibility, focus, ability to cope with stress and time management. The student’s performance on major tests and papers is carefully considered as an indication of a student’s ability to retain and synthesize information. In addition, the research paper is an indication of a student’s ability to craft and support an argument. Teachers may wait until the end of the school year to make a decision.

Any student who receives a 1 on an AP test will be reevaluated for placement into AP/Honors in the following year.

GRADE REQUIREMENTS FOR HONORS OR AP PLACEMENT

Grade 9:

- Students currently in Honors World History and Honors Literary Genres: B+
- Students currently in College Prep World History and Literary Genres: A

Grade 10:

- Students currently in AP Modern World History and Honors World Literature: B+
- Students currently in College Prep World History II and World Literature: A

Grade 11:

- Students currently in AP US History and AP English Language: B
- Students currently in College Prep US History and American Literature: A

PSAT REQUIREMENTS

Grade 9:

Current freshmen must earn in the 75th percentile or above (540+) in the Evidence-Based Reading and Writing section of the PSAT.

Grade 10:

Current sophomores must earn in the 85th percentile or above (570+) in the Evidence-Based Reading and Writing section of the PSAT.

Grade 11:

Current juniors must earn in the 85th percentile or above (580+) in the Evidence-Based Reading and Writing section of the PSAT.

Science Department

Biology (Grade 9)

Biology is designed to go beyond the traditional science content by covering the fundamental principles of the biological sciences using phenomena based teaching. At the beginning of each unit, a scientific topic relevant to our lives is presented providing students with learning experiences to foster curiosity. By using science and engineering practices to make observations, collect data, create models, and analyze evidence students investigate the phenomena. At the end of each unit students are presented with a design challenge to apply the practices to a similar phenomena. Biology promotes an understanding of the nature and methods of science and involves students in their own learning by using inquiry as the organizing instructional approach.

This course includes a wide range of biological topics, mostly on cellular and molecular levels as well as concepts surrounding the fields of genetics, evolution and ecology. A dynamic and balanced biology program is achieved by integrating the curriculum with online activities, animations, video clips and laboratory work. Each unit is organized into a few key concepts to keep the material manageable. *Biology is a graduation requirement* and is usually taken during Grade 9.

Honors Biology (Grade 9)

Honors Biology is a faster-paced and more detailed course than biology and is designed for advanced students. Assessment and teaching strategies are modified for the strongest science students. Honors Biology is designed to go beyond the traditional science content by covering the fundamental principles of the biological sciences using phenomena based teaching. At the beginning of each unit, a scientific topic relevant to our lives is presented providing students with learning experiences to foster curiosity. By using science and engineering practices to make observations, collect data, create models, and analyze evidence students investigate the phenomena. At the end of each unit students are presented with a design challenge to apply the practices to a similar phenomena. Biology promotes an understanding of the nature and methods of science and involves students in their own learning by using inquiry as the organizing instructional approach.

This course includes a wide range of biological topics, mostly on cellular and molecular levels as well as concepts surrounding the fields of genetics, evolution and ecology. A dynamic and balanced biology program is achieved by integrating the curriculum with online activities, animations, video clips and laboratory work. Each unit is organized into a few key concepts to keep the material manageable. *Biology is a graduation requirement* and is usually taken during Grade 9. *Entrance into this course requires department approval.*

Chemistry (Grade 10)

Chemistry covers the fundamental principles of chemistry. Chemistry is a graduation requirement and is usually taken during the Grade 10 year of high school. Students are expected to develop and use critical thinking and problem solving skills as we explore “big” questions.

Class time will consist primarily of small group work, large group discussions, and inquiry based discovery. Over the year, we will investigate in depth the topics of atomic theory, the periodic table, chemical bonding, visible spectroscopy, the collision model of reactivity, balancing chemical equations, the mole, stoichiometry, thermodynamics, and kinetics. Laboratory work is an important component to the course. Lab experiments coincide with class work and are designed to reinforce concepts as well as explore real life applications. Lab skills include data collection, problem solving, inquiry, calculations, and analysis. The course is designed to provide students with a solid foundation in scientific thinking and reasoning and to give the fundamental skills and knowledge to prepare them for additional chemistry instruction at the collegiate level.

Honors Chemistry (Grade 10)

The Honors Chemistry course emphasizes the development of critical thinking skills related to the study of fundamental chemical principles. Students are expected to develop and use their critical thinking and problem solving skills as we explore “big” questions. Class time will consist primarily of small group work, large group discussions, and inquiry based discovery. Over the year, we will investigate in depth the topics of atomic theory, the periodic table, chemical bonding, visible spectroscopy, the collision model of reactivity, balancing chemical equations, the mole, stoichiometry, thermodynamics, and kinetics. Laboratory work is an important component to the course. Lab experiments coincide with class work and are designed to reinforce concepts as well as explore real life applications. Lab skills include data collection, problem solving, inquiry, calculations, and analysis. While the topics covered in Honors Chemistry will largely be the same as the Chemistry course, students will explore these topics to a greater extent and receive less guidance in their inquiry based explorations, allowing them to experience a more genuine version of the scientific process (we will get off course at times and have to go back or start over as we try to explain complex topics). The course is designed to provide students with a solid foundation in scientific thinking and reasoning and to give more advanced skills and experience in preparation for additional chemistry instruction at the collegiate level. *Prerequisite: A or better in Biology and teacher recommendation. Students will be notified if they are recommended. Entrance into this course requires department approval.*

Physics (Grade 11)

In Grade 11 at Sacred Heart Academy, all students are required to study Physics. This is the third of the required science classes for graduation at SHA. Physics is the study of our physical world and how we interact in it. In both physics courses at SHA, there are two components: acquisition of knowledge and skill development. While studying Physics, our students acquire knowledge about Mechanics including One and Two Directional Motion, Newton’s Laws and Forces, Work and Energy, Momentum and Collisions, Rotational Motion, Electricity and Waves. At the same time, our students will develop meaningful skills including the ability to explain technical concepts, derive relationships between variables of motion and model forces and motion, through diagrams. Students will collaborate with classmates through an active learning environment, which consists of discussion, use of online simulations and in class laboratory time, to develop problem-solving strategies.

Honors Physics (Grade 11)

Students in Honors Physics are expected to be comfortable with mathematical tools that are used to quantify concepts in Physics. Honors Physics students will be challenged with higher level problem-solving skills and dive more deeply into each unit than the College Prep curriculum. *Prerequisite: Students will be recommended for Honors based on their Grade 10 math placement, grades and teacher recommendations. Entrance into this course requires department approval.*

Electives Open to Grade 12 Only:

AP Biology

Advanced Placement Biology is the equivalent of a two-semester introductory college biology course. This rigorous and demanding course is designed around the revised AP Biology curriculum framework and focuses on the big ideas in biology: evolution, cellular processes (energy and communication), genetics, information transfer, ecology, and interactions. The curriculum provides a basis for students to develop strong conceptual understanding in biology and the opportunity to integrate that knowledge through inquiry-based activities and laboratory investigations rather than through traditional content coverage. This approach allows students to develop the reasoning skills necessary to engage in science practices such as describing and refining testable explanations, collecting and analyzing data, applying mathematics models, and connecting concepts across domains. Participation in the AP Biology Exam is mandatory. *Placement: Entrance into this course requires department approval.*

Please note: At the teacher's discretion, students may be required to give up Community Time or Wise Freedom to complete labs.

Electives Open to 11th and 12th Grade:

Green Chemistry

At this very moment, dedicated scientists are working to better understand the world around them and discover solutions for the problems we face as a global society. However, the way many of them have been trained to approach solving these problems can unintentionally make things harder for future generations. For example, we burn fossil fuels to generate power to run every society on the planet Earth. However, we didn't realize for decades that this was having a negative effect on global temperatures. By then, the practice of burning fuels was so embedded in our lives that it is hard to stop. In "Green Chemistry" we'll look at how chemists are attempting to change the way chemistry is done and create new, sustainable guiding principles for the discipline. During the course, we'll talk about the "12 Principles", and how they can be applied to any field of science. As a class we will also discuss the challenges to adopting these plans scientifically and societally. We'll explore examples where a sustainability mindset has been successfully applied (e.g. removing lead from gasoline, updating light bulbs, tackling forever chemicals and microplastics, the current fight to understand and mitigate endocrine disruptors, etc.) and learning how those advances can help us better shape our own future work. Moreover, we'll seek to demystify the process of doing research science - how did all the facts in your science book get there in the first place? Together we'll read and interpret papers from the primary literature, critically evaluate them, and then apply the lessons learned to improve our own scientific writing.

Astronomy**

Why do stars twinkle? Is it possible to fall into a black hole? Will the sun ever stop shining? Since the first glimpse of the night sky, humans have been fascinated with the stars, planets, and universe. This course will introduce you to the study of the universe, including its 13.8 billion year evolution, basic scientific laws of planetary motion and gravitational force, concepts of modern astronomy, and methods used by astronomers to learn more about the universe. It will allow you “the space” to discuss about the wonders of the universe and how we know what we know, and why there is SO much more to observe and try to understand. Through the course of this year-long class, we will strive to answer the question “What is the universe and what is earth’s place in it?” Additional topics include a study of our solar system (including planets, moons, asteroids, dwarf planets and other bodies found orbiting around our sun) and then onto the Milky Way and other galaxies. Using online tools, you will learn how to examine the Night Sky, the life cycle of stars, identify elements and compounds using radiation spectra, the properties of planets, and the exploration of space. We will visit local planetariums and begin each class with a discussion of the Astronomy Photo of the Day. We will learn how to use a telescope and gather for a Star Party.

***Tentative for 2025-2026 school year.*

Math Department

2024-2025 Math Courses

Grade 9	Grade 10	Grade 11	Grade 12
Algebra I	Alg II/Trig	Analytical Geometry	Precalculus Statistics/Probability Personal Finance
Honors Algebra I	Honors Alg II/Trig	Honors Analytical Geometry	Honors Precalculus Statistics/Probability Personal Finance
Algebra II/Trig	Analytical Geometry	Precalculus	Calculus Statistics/Probability Personal Finance
Honors Algebra II/Trig	Honors Analytical Geometry	Honors Precalculus	Honors Calculus AP Calculus AB Statistics/Probability Personal Finance

Algebra I (Grade 9)

Algebra I is a one-year course which covers the study of linear and quadratic functions. Exponents, systems of equations, inequalities and polynomial functions are also integral parts of this course. Graphing is an important skill that is introduced and developed throughout the entire year. Students are taught to graph both linear equations, systems of equations and inequalities in the coordinate plane. Factoring is also an essential skill that involves first and second-degree polynomials.

Honors Algebra I (Grade 9)

This course is designed for students who have demonstrated mastery of basic arithmetic skills and have excellent problem-solving ability. Students move at an accelerated pace through the study of expressions, equations and functions to prepare for advanced mathematics courses. Topics include linear, quadratic, exponential, polynomial, radical and rational equations. Graphing of these is an essential part of this course. Students will end the year completing the square and the quadratic formula which completes the process of solving quadratic equations. *Prerequisite: Placement into this course is determined by the head of the math department and is based on the student's performance in both the mathematics placement test and past math grades.*

Algebra II/Trigonometry (Grades 9/10)

This course expands upon the concepts learned in Algebra I by focusing on the study of functions and an introduction to the study of trigonometry. Topics include the study of linear, quadratic, polynomial and rational algebraic expressions, radicals, irrational and complex numbers, exponents, logarithms and basic trigonometric functions. Probability and data analysis are also topics discussed at this level. The graphing calculator is used extensively throughout this course.

Honors Algebra II/Trigonometry (Grades 9/10)

This course is designed for the student who has demonstrated mastery in Algebra I and has good problem-solving skills. Students move at a fast pace through a variety of concepts and skills. Topics include the study of quadratic functions, matrices, polynomial and rational expressions, radicals, irrational and complex numbers, exponents and logarithms. Probability and statistics are also discussed at this level. Students are introduced to the basics of trigonometry through trigonometric ratios and the unit circle. The graphing calculator is used extensively throughout this course. *Prerequisite: Placement into this course is determined by the student's performance in both the mathematics placement test and past math grades.*

Analytical Geometry (Grades 10/11)

This geometry course addresses the critical areas of congruence, reasoning, basic trigonometry, three-dimensional figures and more. These areas of importance will help students apply geometric concepts in modeling situations, reason abstractly, and think critically. Students can expect to see various concepts being covered including points, lines, and planes, logic and reasoning, angles, slopes, triangles, polygons, circles, volume, area, and other broad topics you are likely to see on the PSAT and SAT. Furthermore, these topics provide a strong foundation for

higher level math classes such as Precalculus. This course ends with a brief introduction to topics in Statistics and Probability to better prepare students for the PSAT and SAT.

Honors Analytical Geometry (Grades 10/11)

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Electives Open to 12th Grade Only:

Introduction to Statistics/Probability (Fall Semester)

This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will investigate statistics by analyzing real life data through data collection and use of random data sets. Students will learn to make inferences about populations based on random samples. The final for the course will involve a statistics analysis project where students gather data and display it in a visual graph. This course is intended to prepare students for continued study of statistics in college.

Personal Finance (Spring Semester)

This course will aid students in understanding mathematical concepts surrounding personal banking, saving, spending and so much more. Units covered will include: managing credit, paying for college, budgeting, investing, salaries, insurance, and taxes. The class will culminate in an end of term finance project in which students will be creating a full budget for themselves while embarking on their next step in their careers and lives.

Precalculus (Grades 11/12)

This course focuses on a study of all functions. Students enhance their knowledge of polynomial functions, radical and rational functions as well as exponential and logarithmic functions. The main topic in this course is Trigonometry, which includes the study of the unit circle, trigonometric identities, graphing trigonometric functions, solving trigonometric equations and the Laws of Sine and Cosine. The graphing calculator is used extensively throughout the course to emphasize and excite the student's learning of mathematical concepts.

Honors Precalculus (Grades 11/12)

This course builds upon the skills of Algebra II/Trigonometry and is designed for the student who has good problem-solving abilities. Topics include: logarithmic and exponential functions, vectors, parametric and polar equations and their graphs. Trigonometry is the main focus of this course. During our study of trigonometry, the course will include trigonometric ratios, the unit

circle, graphing trigonometric functions and their transformations, solving trigonometric equations using trigonometric identities, inverse functions, and the Laws of Sines and Cosines. At the end of the year, students begin to study limits and continuity as they prepare to take either Calculus or AP Calculus in their senior year. The use of technology is an essential aspect of this course. *Prerequisite: B+ in Honors Algebra II/Trigonometry and/or teacher recommendation.*

Calculus (Grade 12)

Calculus is a branch of mathematics that studies rates of change of functions. The first semester concentrates on pre-calculus skills as well as finding limits of functions. As the semester progresses, differential calculus is introduced. Students compute derivatives and study their various applications including the slope of the tangent line and velocity/acceleration problems. In the second semester, integral calculus is studied. Students will again compute many integration problems and will apply their skills by solving real-life word problems. Although the students at this level do not take the AP Calculus exam they are still responsible for learning the three main components of Calculus: Limits and Continuity, Derivatives and Integration. The use of technology is an important part of this course. *Prerequisite: B or better in Honors Algebra II/Trigonometry, Pre-Calculus and/or teacher recommendation.*

AP Calculus AB (Grade 12)

AP Calculus is a rigorous course which is based on the AB Advanced Placement syllabus as outlined by the College Board. This course emphasizes a multi-representational approach to learning: 1) graphically 2) numerically 3) analytically and 4) verbally. Topics include: Limits and Continuity, Differential Calculus and Integral Calculus. Application of the derivative and the integral are studied throughout the year. The use of technology is an essential part of this course. Students are required to sit for the AP Calculus exam in May. *Prerequisites: B+ in Honors Pre-Calculus, PSAT scores, and/or teacher recommendation.*

World Languages Department

French I

This course introduces students to the vocabulary and the basic structures of the French language. The goal of the course is to help students develop the essential language skills of speaking, listening, reading and writing. This is achieved through the use and study of various and level appropriate texts, audio, visual, and authentic resources. Students are afforded the opportunity to practice their language skills through dialogues, collaborative work and the use of appropriate educational technology. Level appropriate readings, videos and class activities enhance the students' knowledge and appreciation of French and Francophone cultures. *This course is also open to juniors or seniors interested in taking level 1 of a new language.*

French II

This course continues to build upon the language skills developed in the French I. More complex structures and diverse vocabulary lessons are presented in thematic units. The focus continues to be placed upon the use of various authentic materials to improve students' proficiency and fluency in the language. Students are afforded the opportunity to practice their

language skills through dialogues, collaborative work and the use of appropriate educational technology. Level appropriate readings, videos and class activities enhance the students' knowledge and appreciation of French and Francophone cultures.

French III

This course continues to introduce students to complex language structures and vocabulary through the study and use of various level-appropriate texts, audio, visual and authentic resources. Authentic resources will aid students as they acquire further cultural awareness and improve upon their aural and oral proficiency. Students will have added concentration on their reading comprehension through the study of selected readings of poems, fables, fairy tales, and short stories. Students are afforded the opportunity to practice their language skills through dialogues, presentations, collaborative work, and the use of appropriate educational technology. Level-appropriate readings, videos and class activities enhance the student's knowledge and appreciation of French and Francophone cultures.

Honors French III

This course is intended for motivated learners who wish to continue an in depth and comprehensive study of the French language. Students will have added concentration on their reading and written comprehension through the study of selected readings of poems, fables, fairy tales and short stories. Relevant and thematic vocabulary is introduced through the study and use of various level appropriate texts, audio, visual and authentic resources. Students are afforded the opportunity to practice their language skills through dialogues, presentations, collaborative work and the use of appropriate educational technology. Authentic resources will aid students as they acquire further cultural awareness and improve upon their aural and oral proficiency. *Prerequisite: Students must achieve a B+ or better and the recommendation of the instructor.*

Honors French IV/V: French Language and Francophone Cultures

This course affords students the opportunity to build upon the language skills and cultural competency they've developed in the previous years of study. Students will read, discuss and analyze various Francophone selections in the target language. Films and other authentic materials will be introduced to allow the students to explore various aspects of Francophone culture. Students will be expected to write, speak, and conduct oral presentations in the target language. An extensive review of advanced grammar and vocabulary is also included; however, the focus of the course is placed upon the use of language to discuss Francophone culture and civilization. *Prerequisite: Students must achieve a B or better in Honors French III or an A or better in French III and the recommendation of the instructor.*

Spanish I

This course is for both the student who has never had Spanish and those who have had some prior exposure. Students are introduced to Spanish vocabulary and grammar structures such as present tense verb conjugations, appropriate sentence syntax and noun-adjective agreement. Vocabulary will be introduced in thematic units. Students will be global-minded speakers of Spanish who are able to listen, speak, read and write in the target language. Cultural competency

will also be developed and explored. *This course is also open to juniors or seniors interested in taking level 1 of a new language.*

Spanish II

This course is designed for students who have successfully completed Spanish I. Students are introduced to the past tenses in Spanish as well as other advanced grammar structures. Vocabulary will continue to be introduced in relevant thematic units through the use of level appropriate texts, authentic resources and stories. Cultural competency will continue to be refined and explored. Students will have additional opportunities to role play and present dialogues in order to increase fluency and proficiency.

Spanish III

Spanish III continues to build on the material presented in Spanish I and II. All topics are reviewed and expanded upon. Students are introduced to complex grammar structures such as the subjunctive mood. Other key concepts include passive voice and hypothetical clauses. Additional vocabulary will be introduced and previous vocabulary will be utilized. Students will have added concentration on reading and writing through current events, poems and short stories.

Honors Spanish III

Spanish III Honors is designed for the motivated student who has proven she can work both independently and at a faster pace. This course continues to build upon the material presented in the first two levels. Students are introduced to complex grammar structures such as the subjunctive mood. Students will have many opportunities to role play and give oral presentations. Students will also read and analyze advanced poems and authentic texts. *Prerequisite: Students must achieve a B+ or better and the recommendation of the teacher.*

Honors Spanish IV: Spanish Language and Cultures

The fourth year focuses on mastering the grammar learned in the first three years. All the material presented in the first three years is reviewed and expanded upon. Class participation is imperative in order to be successful. There is a strong emphasis placed on writing essays and papers. Students are required to do oral presentations. The student is required to read short stories, poems, and excerpts from novels and interpret on her own. There will be an emphasis on Hispanic Cultures and history as well as literature and film, which will be discussed in the target language. *Prerequisite: Students must achieve a B or better in Honors Spanish III or an A or better in Spanish III and the recommendation of the instructor.*

Theology Department

Sacred Scripture (Grade 9)

The fall semester of this course will introduce students to the content of the Hebrew Bible or Old Testament - the Torah, the Prophetic Books, the Historical Books, and Wisdom Literature. By exploring the historical, literary, cultural and theological heritage in ancient Israel, students will develop a stronger understanding of and appreciation for the Old Testament, both textually

and spiritually. By the end of the course, students will have learned about: creation and fall, faith and story, Exodus and freedom, power and violence, love and covenant, prophecy and kingship, etc. The Hebrew Scriptures have influenced people for centuries. An awareness of their content and lessons can assist in a fuller understanding not only of Judaism but also of Christianity. In the spring semester of this course, students will be introduced to the texts of the New Testament. We will review the books and writings of the New Testament, focusing especially on the four Gospels – Mark, Matthew, Luke and John as well as the Book of Acts of the Apostles and a few of St. Pauls' Letters. Time will be devoted to learning how to read and analyze the gospels and their portrayal of Jesus. Through this course, students will expand their understanding of both the Historical Jesus and the Christ of Faith. In doing so, students will also expand their understanding of how they relate to the stories of Jesus and, most importantly, how they can best imitate Jesus in the events and decisions of everyday life.

Church History (Grade 10)

This course focuses on the pivotal moments and people in the history of the Catholic Church. The students will delve into the church of the Apostles, the early church councils, the monastic period, the great schism of 1054, the Protestant Reformation, the Council of Trent, Vatican I and Vatican II. In addition, they will explore the people who have shaped the Church, including St. Peter & St. Paul, St. Augustine, St. Teresa of Avila, St. Thomas Aquinas, St. Ignatius of Loyola, St. Madeleine Sophie & St. Philippine Duchesne. During this course, students will read at least one papal encyclical and study primary sources. Occasional examination of contemporary events helps students understand the relevance of historical development in the context of ongoing current conversations.

Morality (Semester) (Grade 11)

This course deals with human morality, the web of our human relationships and how we handle them in an attempt to help students understand that morality is neither a Christian invention nor a Catholic one, but rather a necessity of our humanity. The course proposes that once we decide to live a moral life in the even flow of our relationships with others, we can then begin to see what our Christianity and, specifically, what both our Catholic faith and our Creator want us to do with our lives and with all of the riches with which we've been blessed. The most basic principle of the Christian moral life is the awareness that every person bears the dignity of being made in the image of God. He has also given us a free will to seek and love what is true, good, and beautiful.

World Religions (Semester) (Grade 11)

In an ever-shrinking world, we encounter people with a greater diversity of opinions and beliefs. One of the best ways to build a culture of respect and peace is to engage and learn from those who differ from ourselves. Since Vatican II, the Catholic Church has called for a greater sense of empathy and awareness for all religions. In this course, the students will learn about the other major world religions, namely Hinduism, Judaism, Buddhism and Islam. By the end of this course, the students will have a better understanding of our global community and a deeper respect for those of other faith traditions.

Catholic Social Justice (Semester) (Grade 12)

In this semester-long religion course, students have the opportunity to study Catholic Social Teaching. By using Church documents including papal encyclicals and bishop's statements, students learn about the Catholic Church's role in the modern world. The themes of Catholic Social Teaching frame discussions on contemporary topics such as domestic poverty, global poverty, migration, the environment, war and peace and the right to life. Students engage with these topics and learn about ways that progress is being achieved throughout the world and where work remains. The course is designed to reflect current events and topics, but always remains centered on the Church's commitment to justice.

Discovering Women of Faith (Semester) (Grade 12)

This semester-long course explores the virtue of faith and how various women, particularly in the Christian tradition, have lived out their faith throughout history. Students will discuss the vital question: "What does it mean to be a woman of faith in our modern world?" by exploring the writings, mystical experiences, theological developments, and witnesses of faithful women including but not limited to: Hildegard of Bingen, Julian of Norwich, Harriet Tubman, Edith Stein, Dorothy Day, Simone Weil, Corrie Ten Boom, Mahalia Jackson and Fannie Lou Hamer.

Instructional Technology Department

Coding and Computer Science I (Hybrid- either semester)

Students will be introduced to the field of computer science and the fundamentals of computer programming with an emphasis on problem solving and logical thinking. Topics that will be covered include: animation, graphics, games and data structures. It is a beginner programming course and students will move at their own pace. No background in computer science is needed to succeed in this course.

Coding and Computer Science II (Hybrid- either semester)

Students will learn the languages HTML and CSS, and will create their own live homepages to serve as portfolios of their creations. This is a project-based learning course. Not only will students learn how to structure, style and create their own website, they will also develop animated and interactive web pages. This is a faster paced course. *Prerequisite: Coding I*

Video Game Design in JavaScript (Hybrid- Full-Year)

The CodeHS video game design curriculum teaches the foundations of creating video games in JavaScript. This curriculum teaches the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem solving skills. *Prerequisite: Coding I*

Digital Communications (Full Year)

In this course, students will learn about the beautiful and complex world of media literacy. Students will evaluate the ethics of digital media, journalism, and publication and become purveyors of information in a variety of formats including, but not limited to, photojournalism, social media marketing, newspaper writing, podcasting, and yearbook design and publication.

Students in this course will also be a part of the *The Gate* yearbook staff and will be responsible for the development of the Yearbook. *Students will be expected to attend in school and after-school activities in order to cover events for the yearbook.*

Arts Department

Visual Arts I: Process Thinking (Fall Semester; Grade 10)

The goals of Visual Arts I are to have the students become more personally engaged in the “step by step” nature of the creative process by learning to use observation and research skills to inspire ideas, to develop a singular concept into a related series, to solve technical problems by experimentation, and to fully implement the basic art principles used to organize and compose visual art. The Principles of Art (emphasis, balance, movement, contrast, unity, rhythm, and pattern) are the foundation of the curriculum at this level. With an emphasis on composition and original concept development, both Fine Arts and Commercial Art themes are addressed. Observational Drawing, Fashion/Graphic Design, and Printmaking are explored at this level.

***During Grades 11 and 12, all students may select Visual Arts as an elective for both 1st and 2nd semester. The Visual Art levels will automatically follow in consecutive order from VA II, VA III, VA IV, through to VA V in keeping with the individual student’s Grade 11 and 12 semester choices for Visual Arts.**

Visual Arts II/III: Aesthetic Explorations *Open to all students. **(Fall and/or Spring; Grades 11/12)**

With an emphasis on the development of 2D and 3D composition, Visual Arts II and III focuses on the students learning to be more inventive in their solutions to project challenges, to selectively use and address the elements and principles of art when composing their work and, to study technique by investigating master works through observation and experimentation. Each student is challenged to learn to utilize history as a personal tool of discovery and inspiration; particular attention is paid to the variety of technical processes of modern artists from circa 1850 to present. The media to be explored will develop from 2D media and evolve into select 3D media. Concept and/or technique challenges inspired and selected by an individual student or as a group often inform our projects and create learning opportunities for and between students.

***Advanced Visual Arts:**

Visual Arts IV/V: Advanced Aesthetic Explorations (Fall and/or Spring; All Grades)

or

Portfolio Development (Full Year; Grade 12)

Art teacher recommendation required.

These courses of study allow the serious art students more independence in their choice of themes, media, and techniques. At this level, the **Advanced Aesthetic Explorations** students focus on developing their own artistic voice as well as learning to consider how their visual expressions are perceived by the viewer. Given a series of technique and/or conceptual lessons that include a variety of 2D and 3D media, the students learn to respect the value of the possibilities inherent in specific techniques and to develop original applications. **Portfolio Development** students' creative goals are prioritized in light of their college aspirations in conjunction with an intensive investigation of the elements and principles of art with an emphasis on drawing skills. The portfolio requirements of a variety of student-selected and local colleges are investigated; portfolio projects are developed with the individual student and colleges of choice in mind.

AP Studio Art

The AP Studio Art experience challenges the students to develop a portfolio of 24 artworks that demonstrates their artistic abilities within a specific area of art: Drawing, 2D Design, or 3D Design. Within the boundaries of the portfolio type selected, the students are required to show proficiency in each of the three AP Art Exam categories of evaluation: Quality — the evaluation of five artworks that physically represent technical skill, Breadth — the evaluation of twelve digitally submitted artworks that demonstrate a variety of compositional and technical solutions to required assignments; the mastery of a variety of skills must be demonstrated, and Concentration — the evaluation of a series of twelve digitally-submitted artworks that express a significant investigation of a personal and specific theme; technical and visual growth must be clearly demonstrated. With all of the requirements associated with the AP Studio Art exam in mind, the primary goal of the SHA AP Studio Art curriculum is to ensure each student will thoroughly experience lessons and opportunities that challenge her natural artistic aptitude; personalized lessons will necessitate the use critical thinking skills, require research, and advance the technical abilities of each student in light of their individual portfolio objectives. *Art teacher recommendation required.*

Music Theory and Appreciation (Fall Semester)

This course serves as an introduction to the study of music, focusing on basic music theory and the development of music appreciation skills. Students will gain an understanding of various musical styles and genres, spanning from ancient times to the postmodern era. The primary goals of the course include the cultivation of both written and aural comprehension of the following concepts: basic music theory, the elements of music, Western classical style periods, notable composers from each era, ear training, sight-singing, and music appreciation. Genres covered will include Symphony, Lied, Opera, Oratorio, Symphonic Poem, Mass, etc. No prerequisites are required for enrollment.

Theater Tech (Fall Semester)

Students in this course will learn all aspects of the behind-the-scenes work which goes into a live stage performance. We will begin by reviewing the stage show in video format and discussing the staging, lighting and scenery, making notes on what aspects we feel are most important to reproduce for a school show. We will then meet with the Director to review their notes on what they envision the performance at SHA to look like. Tasks in this class will include organization

of the costume & prop space, choosing and sourcing costumes (no cost to students), learning makeup technique, graphic design for flyers, programs and digital marketing, online ticket sales setup, prop design, stage wall painting and set design (heavy building will be done by volunteer adults after school), sound & lighting. Additionally, students will collaborate with their peers from Devon Prep on the Upper School One-Act Festival held in the PAC at SHA in the Fall. *Though this is a fall semester course, students are also asked to participate in tech week in the spring and two performance nights as one of the following: stage crew, costume & makeup assistant, sound tech, lighting tech. Students who are cast in the show as actors are exempt from the tech-support requirement.*

Health and Wellness

Physical Education Grade 9-12 (Required)

The Upper School Physical Education credit program broadens the curriculum at Sacred Heart Academy to offer students an opportunity to pursue an area of physical activity to promote balance and well being. Upper School students may choose to apply SHA team sports OR spring musical participation toward the overall 4 year PE credit requirement. Students who do not participate in a SHA team/musical will need to earn credit by participating in an approved activity of their choosing.

Outside activities must have a duration of at least 12 consecutive weeks for 1 semester credit or 24 consecutive weeks for full year credit. Activities must meet once to twice per week. Each individual session should be a minimum of 30 minutes in duration. In order to receive credit, students will submit an activity application and written verification of their completion of the required hours from the course instructor to Mrs. Howell.

1 semester= .5 credit

Total of 2 credits required for graduation

Wellness (Grade 10; Spring Semester - Asynchronous)

The goal of the wellness course is to address current topics that influence the overall mental and physical wellbeing of a high school student. Main topics to be covered are time management, mental health awareness, nutrition, appropriate social media usage, vaping and alcohol use, and sex education. Students participate in group discussions, analysis of current events, and project based learning. Emphasis is placed on leading a well balanced and healthy lifestyle. Note: All 10th grade students will take the American Red Cross First Aid/CPR/AED content course with the option of becoming fully certified. The American Red Cross First Aid/CPR/AED certification course is a course for the lay responder to gain the knowledge and skills necessary to respond to medical emergencies and injuries to help sustain life while minimizing the consequences of injury or sudden illness until advanced medical help arrives. Certification is valid for two years after completion. A cost of approximately \$40 is required to cover the cost of the American Red Cross Portal and certification processing fee through the American Red Cross organization.

Electives Open to Grades 11 and 12:

Introduction to Nutrition- (Fall Semester; Asynchronous)

The nutrition course will guide students through a range of topics that promote and develop a balanced approach to diet and overall well-being. Time will be spent learning and analyzing nutrition through the life cycle, disease prevention and long term effects of a poor diet including fad diets, eating disorders and our super sized portion culture. Students will gain a better understanding for food metabolism, absorption and daily caloric needs. Students will complete various projects that will require self pacing and dedication to time management.

Other

Grade 9 Seminar (Full Year; required)

The Grade 9 Seminar class introduces students to essential concepts in the areas of Wellness, Dance, Visual Arts, and Music. The rationale for this class is anchored in the Sacred Heart Goals and Criteria. Goal V requires the school community to promote “spiritual, intellectual, physical, and social-emotional well-being.” The semester spent studying Wellness (which encompasses both mind and body) will prepare students with the life skills needed to support their well-being. The criteria for Goal II challenges all Sacred Heart schools to “cultivate aesthetic values and the creative use of the imagination.” The semester spent studying Visual Arts and Music will introduce students to appreciation and application of aesthetic values. After completing this seminar in ninth grade, students may go on to take additional electives in these areas.

College Counseling Program (Fall Semester - Grade 12; Spring Semester - Grade 11); Non-credited

Guided by Sacred Heart’s Five Goals, college counseling helps to empower students in finding their best fit for college where they will grow in academics, career planning, and community involvement. In 11th grade, students are encouraged to meet with college representatives during SHA campus visits. Students complete resumes, write two college essays, review test scores, undertake a college admissions case study, meet with their college counselors for one-on-one planning, and begin to develop their college choice list. In Grade 12, students actively finalize materials for their application submissions in a workshop style class.

Auxiliary Scholastic Programs (Grade 12 only; separate application required)

EntreX Lab (through University of Delaware)

EntreX is a team-building entrepreneurship class that culminates in the building and pitching of an actual business or social entrepreneurship proposal, presented to judges in a national showcase competition. This course is weighted as an AP class.

Note: there is a fee of \$500 for this program.

Diocesan Scholar Program

Grade 12 students have the opportunity to apply for the Diocesan Scholar program (sponsored by the Archdiocese of Philadelphia in conjunction with area Catholic colleges). If selected, students will take one college course each semester (weighted as an AP course on our transcript). They cannot take a course 1) during the school day and/or 2) already offered at SHA.

Dual Enrollment through Villanova University

Students accepted to the Villanova Dual Enrollment program may take one course each semester. They cannot take a course 1) during the school day and/or 2) already offered at SHA. This will be weighted as an AP course.

Note: there is a separate tuition for all Villanova courses.

Online Courses

Full and semester year courses offered *asynchronously online* through One Schoolhouse may be an option if a particular course is unavailable at SHA. Students interested in an online course through One Schoolhouse must contact the Director of Academics to complete an application.

Note: there is a separate tuition for all online courses.