Visitation School

2026-2027
Upper School
Program of Studies

Mission Statement

Visitation School provides an excellent education within a Catholic environment permeated by Salesian spirituality and the living tradition of the Visitation Sisters.

Under God's guiding hand, Visitation Sisters, trustees, administrators, faculty, staff, parents and students are committed to the following:

- Gentle, nurturing formation of faith and morality of students in the Salesian community toward reverent worship; responsible, global engagement; the cultivation of loving relationships; and respect for God's creation and for the diversity and dignity of all people.
- Guidance of the holistic growth of each student from infancy toward adulthood through innovative teaching and learning that honors the educational philosophy of the Sisters and includes intentional fostering of leadership within a co-ed lower school and all-girls middle and upper schools; a challenging college preparatory program; vibrant and varied co-curricular opportunities; broad exposure to the arts; engaged citizenship; and inspiration to pursue lifelong learning.
- Robust governance — derived from a long, stable, independent history — characterized by expert and wide consultation, judicious discernment, Church and community collaboration, and sound fiscal policies.

With God's help and the wisdom born of a long history,
Visitation moves into the future realizing this motto:

"Non Scholae, Sed Vitae; Not for School, but for Life."

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STUDENT SERVICES DEPARTMENT

The Dean of Academic Advising, Students Services Department and Homeroom Advisors collaborate to assure that students at Visitation receive assistance in all aspects of their life at school.

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Sarah Patterson	Dean of College Counseling and Academic Advising	651-683-1791
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Jamie Lind	School Nurse	651-683-

DAILY BELL SCHEDULE

There are two semesters and eight class periods in the academic schedule at Visitation.

	A	B	C	D	E
8:00-9:00	1st	4th	2nd	5th	3rd
9:05-10:05	2nd	B Block	3rd	1st	4th
10:10-10:30	Assembly	Break	Homeroom	Break	Homeroom
10:35-11:35	3rd	1st	4th	2nd	5th
11:40-12:50	Lunch/Flex	Lunch/Flex	Lunch/Flex	Lunch/Flex	Lunch/Flex
12:55-1:55	5th	7th	6th	8th	7th
2:00-3:00	6th	8th	7th	6th	8th

GRADUATION REQUIREMENTS

Students in the Class of 2027 and 2028 are required to take a minimum of 25.5 credits. The Class of 2029 are required to take a minimum of 27.5 credits, and the Class of 2030 are required to take a minimum of 28.5 credits. All students must satisfy the specific departmental requirements described below to graduate from Visitation. Students must also register for at least six courses per semester. Each semester is worth one-half-credit, unless otherwise noted. Year-long courses that meet three times during the ABCDE cycle earn one full credit. Semester-long courses that meet three times during the ABCDE cycle earn one-half-credit.

		Class of 27,28	Class of 29	Class of 30+
English	……..	4 Credits		
Religion	……..	4 Credits		
Social Studies	……..	3.5 Credits		4 Credits
Mathematics	……..	3 Credits		
Science	……..	3 Credits		
World Language	……..	3 Credits		
Electives	……..	3 Credits	5 Credits	5 Credits
Fine Arts	……..	1 Credit		
Physical Education	……..	0.5 Credit		
Health	……..	0.5 Credit		
Leadership	……..			0.5 Credit
Total:	……..	25.5 Credits	27.5 Credits	28.5 Credits

UPPER SCHOOL GRADING SCALE

Letter Grade	% Range	Regular Grade Point	Honors Grade Point	AP Grade Point
A	93+	4	4.4	4.8
A-	90-92	3.7	4.1	4.4
B+	87-89	3.3	3.6	4
B	83-86	3	3.3	3.6
B-	80-82	2.7	3	3.2
C+	77-79	2.3	2.5	2.8
C	73-76	2	2.2	2.4
C-	70-72	1.7	1.9	2
D+	67-69	1.3	1.4	1.6
D	64-66	1	1.1	1.2
D-	60-63	0.7	0.8	0.8
F	0-59	0	0	0
I	0	0	0	0
P	0	0	0	0

COURSE SELECTION AND COLLEGE ADMISSION

Grades in college preparatory courses are the most important predictor of success in college, so admission counselors put more emphasis on them than any other part of a college application. At Visitation, all courses are challenging college preparatory courses, so successful completion of the requirements for graduation ensures the possibility of acceptance to many colleges.

At the most selective colleges and universities, there is a high level of competition for admission and not all qualified applicants will be admitted. Admission counselors working at these institutions analyze an applicant's high school course selection to determine to what degree she has challenged herself. Has she taken a typical course of study at Visitation, a more rigorous one, or the most rigorous? At Visitation, honors courses are the more challenging, and Advanced Placement (AP) courses are the most challenging. A student who hopes to attend a highly selective college should enroll in honors and AP courses according to her interests and abilities.

WORK OUTSIDE OF CLASS (HOMEWORK)

Students should expect to spend time each day outside of class preparing using the following guidelines:
30-35 minutes for standard courses
30-45 minutes for honors courses
45-60 minutes for Advanced Placement (AP) courses
Students should keep these time suggestions in mind as they register for honors and AP courses. Flex times and study hall can be considered as time to spend on work outside of class.

ADVANCED PLACEMENT AND HONORS COURSES

Visitation limits Advanced Placement (AP) enrollment to three courses per year. Permission to enroll in a fourth AP course must be obtained from the Dean of Academic Advising. Grades earned in Honors courses are weighted 1.1 when computing GPA. Grades earned in AP courses are weighted 1.2.

Subject Area	Honors	Advanced Placement
English		AP English Literature & Composition
Mathematics	Honors Geometry Honors Algebra II Honors Math Analysis Honors Math & Science Research	AP Calculus AB AP Calculus BC AP Statistics
Science	Honors Chemistry Honors Physics Honors Math & Science Research	AP Biology AP Environmental Science
Social Studies		AP World History: Modern AP US History AP US Government & Politics AP Microeconomics AP Macroeconomics
World Language	Honors Chinese IV Honors Chinese V Honors French IV Honors Spanish IV	AP Chinese AP French AP Spanish
Performing Arts	Honors Chamber Choir Honors Concert Band Honors Orchestra	
Studio Arts	Honors Drawing Honors Painting Honors Pottery Honors Photography Honors Printmaking	

FOUR YEAR GRADUATION PLANNER (Class of 2030+)

.

9th Grade Year

Period	Semester 1	Semester 2
1.	Literary Genres	Literary Genres
2.	Introduction to Sacred Scripture	Christology: The Study of Jesus as The Christ
3.	Biology	Biology
4.	Mathematics	Mathematics
5.	World Language	World Language
6.	Early World History or Civics and Civil Discourse	Early World History or Civics and Civil Discours
7.	Health or Leadership Seminar	Health or Leadership Seminar
8.	Fine Art, PE, Elective, Study Hall	Fine Art, PE, Elective, Study Hall

10th Grade Year

Period	Semester 1	Semester 2
1.	World Literature	World Literature
2.	Church History	Sacraments, Worship and Prayer
3.	Modern World History or AP World History	Modern World History or AP World History
4.	Chemistry or Honors Chemistry	Chemistry or Honors Chemistry
5.	Mathematics	Mathematics
6.	World Language	World Language
7.	Fine Art, PE, Elective, Study Hall	Fine Art, PE, Elective, Study Hall
8.	Fine Art, PE, Elective, Study Hall	Fine Art, PE, Elective, Study Hall

11th Grade Year

Period	Semester 1	Semester 2
1.	Literature of the United States	Literature of the United States
2.	World Religions	Ethics and Moral Issues
3.	US History or AP US History	US History or AP US History
4.	Science	Science
5.	Mathematics	Mathematics
6.	World Language	World Language
7.	Fine Art, PE, Elective, Study Hall	Fine Art, PE, Elective, Study Hall
8.	Fine Art, PE, Elective, Study Hall	Fine Art, PE, Elective, Study Hall

12th Grade Year

Period	Semester 1	Semester 2
1.	British Literature or AP English Lit & Comp	British Literature or AP English Lit & Comp
2.	Salesian Leadership and Ministry	Salesian Leadership and Ministry
3.	US Gov, Econ, Global Issues or AP US Govt	US Gov, Econ, Global Issues or AP US Govt
4.	Science, Elective	Science, Elective
5.	Math, Elective	Math, Elective
6.	World Language, Elective	World Language, Elective
7.	Elective, Study Hall	Elective, Study Hall
8.	Elective, Study Hall	Elective, Study Hall

BAND AT SAINT THOMAS ACADEMY

Students who wish to participate in Concert and/or Jazz Band at Saint Thomas Academy may indicate their interest by registering for VISTA Band @ STA. Please be advised that some conflicts in class attendance will occur as the two schools have different daily schedules. Students may earn Honors credit by simultaneously participating in Concert and Jazz Band. Honors credit will be given with permission from the instructor. Students are not allowed to drive to Saint Thomas Academy.

ONE SCHOOLHOUSE COURSES

Visitation has partnered with One Schoolhouse to provide online courses that expand upon the school's curriculum. Students consider these courses only when they have exhausted Visitation's offerings or if there is a conflict in their schedule. There is an additional cost for these courses, and permission of the Director of Secondary Education is required. Students may need to complete certain prerequisites before enrolling in a particular course. Visit the One Schoolhouse Course Catalog for more information about course offerings.

POST-SECONDARY ENROLLMENT OPTION (PSEO)

Minnesota's Post-Secondary Enrollment Option program allows juniors and seniors to take courses at public or private post-secondary institutions in Minnesota for credit. Students who have exhausted Visitation's course offerings are eligible to apply for this program. Courses offered through this program may not be substituted for courses that are part of Visitation's graduation requirements. The PSEO program requires participating students to register with the commissioner of the Department for Children, Families and Learning. For more information and to access application forms, visit the Minnesota State Department of Education Website at: http://www.education.state.mn.us In-person PSEO courses can be difficult to schedule given Visitation's rotating block schedule. Approval for PSEO courses is given by the Director of Secondary Education.

COURSE ADD/DROP POLICY

All course changes are subject to parental approval, teacher and counselor review, and course availability. Students may make schedule changes during the Add/Drop period through the Dean of Academic Advising.

Once classes begin, the following procedure is followed:

- The student discusses the schedule change with the teacher of the course and the Dean of Academic Advising.
- The student requests a drop/add form from the Dean of Academic Advising.
- The student receives signatures from her parent/guardian, teacher(s), and college counselor (seniors only).
- The student returns the completed add/drop form to the Dean of Academic Advising and then obtains a new schedule before attending the new class(es).

Course additions may be made during the first six days of the course. Course withdrawals (drops) may be made anytime during the first twelve days of the academic year or semester for a semester course without notation on the transcript.

COURSE WITHDRAWAL POLICY

If a student withdraws (drops) from a year-long course at the end of the first semester and does not enroll in a comparable course for semester two (i.e. dropping an honors-level course for a standard-level course), a "W" will be noted on the transcript for the second semester grade. If a student drops a semester-long course after the first twelve days of the semester, a "W" is also noted on the transcript. All requests to drop a course in this manner are decided by the Director of Secondary Education in consultation with the Dean of Academic Advising and the instructor.

ENGLISH

Graduation Requirement: 4 credits

Grade	Standard Offering	Advanced Placement Offering
9	Introduction to Literary Genres	
10	World Literature	
11	Literature of the United States	
12	British Literature and Humanities	AP English Literature and Composition
10-12 Electives	Great Nonfiction Introduction to Film Studies Journalism Literature and Food	

Introduction to Literary Genres **Year Long Course (1 credit)**
Required for 9th grade students

Students begin their year-long introduction to literary genres with community-building, fostering successful learning and listening behaviors. Students explore literary genres, learning the conventions of short stories, poetry, memoir, drama, creative nonfiction, and novels. The class engages in textual analysis and close reading. Students also practice discussion, speech, and research skills. Students will write for a variety of purposes, including to argue, to inform, and to entertain. They review key grammar skills and practice writing effective sentences, organized paragraphs, and multi-paragraph essays. Students will learn to defend a thesis with textual evidence and incorporate MLA citation style.

World Literature **Year Long Course (1 credit)**
Required for 10th grade students

While strengthening skills and refreshing concepts from ninth grade, students read texts from writers and locations across the globe. The class explores the refugee and immigrant experiences, investigates the politics and culture surrounding a particular work, and draws connections to our own lives and culture. Students continue to hone academic writing skills, explore other forms of writing in the personal essay and the persuasive speech, and devote more discussion and practice to style and rhetoric in writing.

Literature of the United States **Year Long Course (1 credit)**
Required for 11th grade students

In this course, students read, analyze, and discuss works from important writers and major periods in the development of American literature. The composition component focuses on several analytical essays, personal narratives, and a research project. They will practice public speaking skills through formal speeches.

British Literature and Humanities **Year Long Course (1 credit)**
Required for 12th grade students not enrolled in AP Literature and Composition

This course focuses on the critical reading, writing and speaking skills students need to perfect before college. Students will read literature of recognized literary merit, ranging from British classics to contemporary works of varied cultures – wherever Great Britain established a colony, exerted their influence, and was, in turn, influenced as well. Writing assignments include critical and rhetorical papers, vocabulary journals, an extended research paper, and other expository writing. Students will also practice speech and presentation skills through a variety of short speeches, culminating in their capstone English presentation.

AP Literature and Composition **Year Long Course (1 credit)**

Required for 12th grade students not enrolled in British World Literature and Humanities

Evidence of Readiness: A minimum grade of B+ for each semester of English in grades 10 and 11 and teacher evaluations on writing and class participation in grades 9-11.

Students enrolling in AP English Literature and Composition will study British, American and World Literature titles of recognized literary merit in preparation for the AP exam. In addition, students will hone their composition skills through significant expository writing, including a college-level research paper. Students should expect to participate actively in a seminar setting and independently utilize well-developed, organizational and study skills. Students who complete this course will take the AP exam.

Introduction to Film Studies **One Semester Course (0.5 credit)**

Open to 10th-12th grade students

In this elective course, students will be introduced to the art of film and to some of cinema's most talented artists. By the end of the course, students will become familiar with how stories are put together for the screen and the vocabulary that is used to discuss film. The class requires watching films in class, with students participating in large-group discussions after each viewing, and a final presentation that demonstrates students' understanding of film concepts.

Great Nonfiction **One Semester Course (0.5 credit)**

Open to 10th-12th grade students

In this elective, students read a variety of compelling nonfiction works that explore fascinating topics and challenging social issues. Possible works will include book excerpts, radio transcripts, and essays featured in *The New Yorker*, *The Atlantic, National Geographic*, *Outside, Popular Mechanics, New York Times Magazine* and more. Students will also listen and react to podcasts. The class requires reading and class participation (but very little writing), with students participating daily in large-group discussions.

Literature & Food **One Semester Course (0.5 credit)**

Open to 10th-12th grade students

In this elective course, students will study literature that uses food as an indicator of personhood, national identity, culture, and religion. Works discussed stem from a range of film, short stories, essays and novel excerpts, including *The Parable of the Prodigal Son*, *Babette's Feast*, *Eat Pray Love*, *The Kamogawa Food Detectives*, *Crying in H Mart*, and *Like Water for Chocolate*, among others. The class may plan visits to Asia Mall, Midtown Global Market, Ingebretsen's Nordic Marketplace, or El Burrito Mercado in connection to related works. The final project will encompass a multimedia presentation featuring food, which will be shared and eaten!

Journalism **One Semester Course (0.5 credit)**

Open to 10th-12th grade students

This elective introduces students to the essential principles and practices of modern journalism, emphasizing accuracy, integrity, and the power of storytelling. Students learn to identify what makes a story newsworthy, conduct effective interviews, write with clarity and purpose, and edit for layout and publication. Guided by the High School Journalism Code of Ethics, the course examines how journalists inform the public, shape civic understanding, and give voice to their communities. Topics include news values, article structure, attribution and sourcing, photojournalism, sports features, arts reviews, letters to the editor, and editorials that explore news bias and opinion. Through readings, interviews, and real-world reporting experiences, students sharpen their research, writing, and critical thinking skills while reflecting on journalism's vital role in society.

FINE ARTS

Graduation Requirement: 1 credit

All students must complete the 1.0 credit Fine Art requirement with one year-long course or two semester-long courses in Music/Drama, Studio Arts, or Ballet.

Performing Arts	Studio Arts
Bel Canto Choir	Drawing and Design
Chamber Choir	Digital Art & Photography
VISTA Concert Band	Jewelry & Fibers
VISTA Orchestra	Painting
Art of Theatre Production	Pottery
Ballet	Printmaking
After School Ballet	Drawing II
Modern Band	Painting II

PERFORMING ARTS

Art of Theatre Production **One Semester Course (0.5 credit)**
Open to all students

From the storytelling roots to the modern, highly technical theatrical world today, the development of theatre and how it continues to impact the world is an exciting journey. This course is a hands-on, project-oriented, participatory experience where students learn the roles of Producer, Director, and Actor through role play and scene work. There will also be opportunities to learn about theatre spaces and technical aspects of production.

Bel Canto Choir **One Semester or Year Long Course (0.5 - 1 credit)**
Open to all students

Bel Canto is a performing choral ensemble that is open to all 9th, 10th, 11th, and 12th grade students. In this class students will be introduced to healthy singing, breathing, and performance techniques while also discovering skills for sight reading, basic music theory, and music composition. Each singer will be encouraged to explore their individual voice and how it will contribute to the larger ensemble. All of these skills will boost coordination and motor skills, enhance brain development and function, improve memory and focus, and increase dexterity and physical endurance while performing a varied repertoire of music from many different eras, cultures, and styles. This ensemble will perform on 4 curricular concerts, provide music for school masses, and participate in performance travel and community events.

Chamber Choir **Year Long Course (1 credit)**
Open to 10th-12th grade students
Evidence of Readiness: Successful completion of Bel Canto Choir
Permission from instructor to audition

Chamber Choir is a performing choral ensemble that is open to 10th, 11th, and 12th grade students who have completed one year of Bel Canto and/or have auditioned for the director. In this class students will continue to perfect healthy singing, breathing, and performance techniques while also discovering skills for sight reading, basic music theory, and music composition. All of these skills will boost coordination and motor skills, enhance brain development and function, improve memory and focus, and increase dexterity and physical endurance while performing a varied repertoire of music from many different eras, cultures, and styles. This ensemble will perform on 4 curricular concerts, provide music for school masses, and participate

in performance travel and community events. Students enrolled in this class can receive honors credit with additional work as determined by the instructor.

VISTA String Orchestra **One Semester or Year Long Course (0.5 - 1 credit)**
Open to all students with at least one year of prior instrumental experience
For students new to orchestra at Visitation, an audition with the director may be necessary.

The VISTA Orchestra is a dynamic, performance-based course where students actively rehearse and prepare music for concerts throughout the year while strengthening the core fundamentals of string playing. Through daily ensemble work, students refine technique, build music literacy through sight-reading and musical terminology, and develop effective practice habits. All of these skills will boost coordination and motor skills, enhance brain development and function, improve memory and focus, and increase dexterity and physical endurance while performing a varied repertoire of music from many different eras, cultures, and styles. Students will also gain a deeper appreciation for orchestral literature and the collaborative artistry of ensemble performance. Participation in all concerts and outside performances is required. Students enrolled in this class can receive honors credit with additional work as determined by the instructor.

VISTA Concert Band & Marching Band **Year Long Course (1 credit)**
Open to all students with two years of playing experience.

The VISTA Concert Band and Marching Band is open to all students with prior band experience. This ensemble presents three formal concerts each school year. The band also performs at athletic and community events. In addition to furthering personal growth as individual musicians, emphasis is placed on creating a unified musical expression by the entire ensemble through large group rehearsals, weekly private instruction and sectionals. Attendance at a limited number of rehearsals (including the August Marching Band camp) and performances outside the school day is expected of all members. Students may be invited by the instructor to do honors level work and participate in VISTA Jazz Band, placing an emphasis on private lessons or participation in auditioned ensembles that meet outside the normal school day.

Modern Band **One Semester or Year Long Course (.5 - 1 credit)**
Open to all students

Modern Band is a small ensemble course designed to explore performance techniques across a wide range of popular music genres using standard contemporary band instrumentation, including guitar, bass, drums, keyboards, and vocals. Students will develop practical musicianship skills such as stylistic interpretation, improvisation, collaborative arranging, and rehearsal techniques modeled after real-world band settings.. Students will engage in songwriting and original composition, applying foundational music theory through chord charts, lead sheets, and contemporary notation practices. Repertoire will reflect diverse artists, cultural influences, and eras within popular music to broaden students' musical understanding and appreciation. Leadership opportunities within ensembles will encourage initiative, problem-solving, and artistic ownership. Students will participate in several performances each semester, demonstrating professionalism, audience engagement, and growth in stage presence.

Ballet **One Semester or Year Long Course (.5 - 1 credit)**
Open to all students

This course studies the theory and practice of classical ballet, with an emphasis on alignment, strength, balance, and artistic expression. The class will introduce the students to barre and center exercises designed to teach basic ballet posture and the coordinated movement of the whole body to music. From these building blocks students will explore their artistry and enjoy an increased awareness and appreciation for their own bodies. Students will learn an extensive list of ballet terms and learn to recognize different time signatures and styles of music. They will also gain increased strength, balance, and flexibility. In addition to technique, the course includes some ballet history and viewing of video performances of professional dancers from the past and present. This course can be used toward Fine Art or PE credit.

After School Ballet **Year Long (1 credit)**
Open to all students with at least a semester of ballet training
This is a 1 hour and 45 minute class on Tuesdays and Thursdays from 3:15pm - 5:00pm

This course in classical ballet technique is designed to serve students with various levels of training with an emphasis on alignment, strength, balance, musicality and artistic expression. The class will include barre and center work, introduction to classical variations and for those who are qualified, work en pointe. As the students work through the curriculum they will have the opportunity to explore their artistry and enjoy an increased awareness and appreciation for their own bodies. As their proficiency and ballet vocabulary increases they will develop greater powers of memorization, recognition of music phrasing, and increased physical stamina and strength. In addition to technique, the course includes some ballet history and viewing of video performances of professional dancers from the past and present. This course can be used toward Fine Art or PE credit, or taken without credit as an extra curricular activity. Students enrolled in this after school offering will perform in the Ballet Showcase at the end of the year.

STUDIO ARTS

Course offerings will vary by semester based on student enrollment and scheduling needs. Honors level courses in each art form are available to students who have taken three semesters of art, including the art form of choice with an A– or better in both courses. A portfolio must be presented for departmental approval.

Drawing and Design **One Semester Course (0.5 credit)**
Open to all students

Students in this course learn to draw by drawing, as they strengthen visual perception and design skills that can be utilized in future art courses and art experiences. In addition to the development of drawing skills, students will be introduced to printmaking, photography and ceramics. Students will become familiar with skills and art vocabulary used across all art courses offered at Visitation. The Elements of Art and Principles of Design are introduced in this course and reinforced throughout all upper school art courses, therefore, this course is the prerequisite for ALL other visual art courses. A variety of techniques, tools and strategies help each student enhance their drawing skills regardless of previous drawing experience.

Drawing II **One Semester Course (0.5 credit)**
Evidence of Readiness: Completion of Drawing & Design

This semester course is designed to broaden basic drawing techniques, vocabulary, and thinking skills. The main goal of this course is to provide and reinforce student learning of ideas: to stimulate, prod and excite students to expand their drawing skills. Students will study from the masters and review their methods and techniques. They will create a portfolio of: still lifes, portraits, figure studies, urban and natural landscapes. Mediums used will be: graphite, pen and ink, conte crayon, charcoal, and india ink wash.

Digital Art and Photography **One Semester Course (0.5 credit)**
Evidence of Readiness: Completion of Drawing & Design

Students in this course will continue to develop their understanding of the elements and principles of design as they learn to observe and document the world through the camera lens. We will use digital cameras to become acquainted with both camera operation and compositional techniques. We will review the history of photography and learn to use photo editing software to manipulate and edit our photos.

Jewelry and Fibers **One Semester Course (0.5 credit)**
Evidence of Readiness: Completion of Drawing & Design

If students like to work with a variety of materials, this is the class for them. They will saw metal to make pendants and charms, experiment with printing jewelry on our 3-D printer, and form jewelry using precious metal clay and porcelain. Students will also braid coiled metal wire and sew leather Celtic inspired bracelets. The fiber portion of the class will focus on the wax resist technique of batik, handmade paper, and book binding. We finish the class by creating shadow boxes filled with handmade fibers, handmade metal and porcelain charms, and found objects.

Painting **One Semester Course (0.5 credit)**
Evidence of Readiness: Completion of Drawing & Design

This semester course will introduce basic techniques, vocabulary and concepts relevant to working with various painting mediums. Students are encouraged to paint subjects that reflect their individual experiences and ideas. In addition to working in the studio, students will research and present an art movement to the class, will compare and contrast paintings in a museum or gallery setting, and will present their own work for viewing.

Painting II **One Semester Course (0.5 credit)**
Evidence of Readiness: Completion of Painting

This semester course will continue to expand a student's basic techniques, vocabulary and concepts relevant to painting in several forms. Students will work in watercolor, oil, acrylic and gouache. An emphasis on portraiture and the human form using live models will be explored. Plein air (outdoor) painting will also be explored using Hanky's Garden as our classroom with the students capturing the essence of Visitation's beautiful campus on canvas.

Pottery (Ceramics) **One Semester Course (0.5 credit)**
Evidence of Readiness: Completion of Drawing & Design

Pots are useful containers made of clay. In this class, students learn several ways to make pots, including hand building methods and pottery wheel methods. Students learn how to make objects like mugs, bowls, vases, jars, teapots, boxes and plates. All of the functional ware made during this course can be used at home to eat and drink from, and can even be used to bake and microwave in. A variety of surface designs and glazing methods are explored, and the class studies the ways cultures have used clay throughout history. In addition to making functional ware, students also make sculptural pieces. Students fire most of their pieces in an electric kiln, but one of the highlights of the course is the day they spend outdoors doing a raku firing.

Printmaking **One Semester Course (0.5 credit)**
Evidence of Readiness: Completion of Drawing & Design

Unlike other art forms, printmaking allows the artist to easily create multiple copies of each work of art, often in a variety of colors. Printmaking involves the transfer of ink from one surface to another and includes a wide range of methods and techniques. Students carve linoleum, rubber blocks, and wood to create relief prints. They use the printing press to create monotypes, collographs and intaglio engravings. Hand-cut screen prints of photos manipulated on Photoshop round out the printmaking experience. Development of drawing skills and color theory are combined with personal expression and creativity in this course. A highlight is our field trip to the Highpoint Center for Printmaking.

Honors Levels
Evidence of Readiness: Instructor Approval

At the invitation of the instructor, students can pursue an honors-level course in one or more of the studio art disciplines after taking Drawing & Design and the non-honors course. This course will be scheduled during the non-honors level course, yet will require the student to work more independently than would be expected of non-honors level students.

LEADERSHIP

Graduation Requirement: 0.5 credits

Grade	Course
9	Leadership Seminar

Leadership Seminar **One Semester Course (0.5 credit)**

Required for ninth grade students

Leadership Seminar is an interdisciplinary course designed to cultivate the leadership potential inherent in every student while grounding leadership development in the Visitation traditions of faith, service, and community. Students will explore leadership theories, leadership styles, communication practices, strategic planning, collaboration, and ethical decision-making. Through the study of time management, stress management, and goal setting, students will develop practical skills necessary for effective leadership in academic, extracurricular, and community settings. Primary and secondary sources highlighting leadership examples, especially the contributions of women, will be analyzed to strengthen students' critical-thinking skills. Contemporary leadership scholarship and writings will provide engagement with current leadership thinking. By the end of the course, students will demonstrate a clear understanding of their own leadership identity and develop an action plan for applying their leadership skills within the school and wider community.

MATHEMATICS

Graduation Requirement: 3 credits

All upper school mathematics students must have a Texas Instruments TI-83 PLUS or TI-84 PLUS calculator for classroom use. Some funds are available to help families for whom the cost is prohibitive. Please contact upper school math department lead, LivAnda Asplund, for details.

Grade	Algebra Entry	Geometry Entry	Algebra II Entry
9	Ninth Grade Algebra	Geometry Honors Geometry	Algebra II Honors Algebra II
10	Geometry Honors Geometry	Algebra II Honors Algebra II	Functions, Statistics, & Trigonometry Math Analysis Honors Math Analysis
11	Algebra II Honors Algebra II	Functions, Statistics, & Trigonometry Math Analysis Honors Math Analysis	Math Analysis Calculus AP Calculus AB AP Statistics
12	Functions, Statistics, & Trigonometry Math Analysis Honors Math Analysis	Math Analysis Calculus AP Calculus AB AP Statistics	AP Calculus AB AP Calculus BC AP Statistics

Ninth Grade Algebra **Year Long Course (1 credit)**

Evidence of Readiness: Previous teacher recommendation and placement exam score.

Ninth Grade Algebra is designed for students who have mastered basic computational skills but need further practice in the problem-solving skills of Algebra. This course reviews linear topics of Algebra as well as extending into quadratic topics of Algebra. Topics include solving equations and inequalities, writing and graphing linear equations, solving linear systems, applying rules of exponents and radicals, as well as graphing, factoring, and solving quadratics. A strong background in Algebra skills is the backbone of future success in each upcoming level of mathematics. Students will gain confidence as they practice their algebraic skills over the scope of topics.

Geometry **Year Long Course (1 credit)**

Evidence of Readiness: Successful completion of Ninth Grade Algebra or previous teacher recommendation and placement exam score.

This course starts by reinforcing knowledge of algebra and leads to the development of deductive and logical reasoning skills to prove geometric applications. In this course, students will explore geometric relationships including properties of parallel lines, congruence, properties of quadrilaterals and circles, and trigonometric relationships. Students will complete activities to develop formulas for area and volume of objects and be able to apply geometric concepts in modeling situations. Technology applications such as Desmos Geometry and Geogebra are used to assist in teaching and learning.

Honors Geometry **Year Long Course (1 credit)**

Evidence of Readiness: A average in Ninth Grade Algebra or previous teacher recommendation and placement exam score. Department approval required.

As in the Geometry course, Honors Geometry starts by reinforcing knowledge of algebra and leads to the development of deductive and logical reasoning skills to prove geometric applications. In this course, students will experience a deeper exploration of geometric relationships including properties of parallel lines, congruence, properties of quadrilaterals and circles, and trigonometric relationships. Students will work in groups to complete activities to develop formulas for area and volume of objects and be able to apply geometric concepts in modeling situations. Technology applications such as Desmos Geometry and Geogebra are used to assist in teaching and learning. Additionally, Honors Geometry students are provided opportunities to participate in advanced, in-depth Geometric reasoning. This includes use of advanced geometry homework problems and assignments, and advanced quizzes and examinations that include in-depth reasoning and challenge problems. During the Honors Geometry semester, material is presented on an accelerated timeline allowing for presentation of additional geometric concepts such as triangle congruence proofs and deeper analysis of angles and segments within circles.

Algebra II **Year Long Course (1 credit)**

Evidence of Readiness: Successful completion of Geometry or Honors Geometry

Algebra II builds on the foundation of Algebra I and Geometry, taking familiar concepts and diving deeper in complexity and application. This course is designed for students seeking a more moderate pace and hands-on atmosphere. Calculator use will be allowed at all times. Algebra II is a celebration of patterns. We begin our studies with sequences as a pattern-based foundation for all our future topics, particularly functions in all their forms. Our year culminates in a study of trigonometry, which unifies ideas from both geometry and algebra. In addition to these academic topics, students will develop their critical thinking skills through application-based analysis as well as problem-solving skills.. Upon completion of this course, students will be ready for precalculus topics in the Math Analysis course or the Functions, Statistics, and Trigonometry course. They would also be prepared to dive deeper into statistics in the AP Statistics course.

Honors Algebra II **Year Long Course (1 credit)**

Evidence of Readiness: A average in Geometry or B average in Honors Geometry. Department approval required.

Honors Algebra II builds on the foundation of Algebra I and Geometry, taking familiar concepts and diving deeper in complexity and application. This course is designed for students seeking a faster, more rigorous pace. Portions of some lessons and assessments will prohibit calculator use. Honors Algebra II is a celebration of patterns. We begin our studies with sequences as a pattern-based foundation for all our future topics, particularly functions in all their forms. Our year culminates in a study of trigonometry, which unifies ideas from both geometry and algebra. In addition to these academic topics, students will develop their critical thinking skills through application-based analysis as well as problem-solving skills Upon completion of this course, students will be ready for precalculus topics in Math Analysis or Honors Math Analysis. They would also be prepared to dive deeper into statistics in the AP Statistics course.

Functions, Statistics, and Trigonometry **Year Long Course (1 credit)**

Evidence of Readiness: Successful completion of Algebra II

This course offers students a chance to combine all the skills they've learned in previous math courses, digging deeper to make connections across topics and apply ideas in real-world contexts. Students will expand their understanding of the graphs of exponential and trigonometric functions as they model population growth, weather, finance, and more. Within these applications, data analysis offers a practical opportunity to exercise statistics skills. This course keeps an eye toward the future, giving students a chance to strengthen their understanding of core math concepts before continuing on to higher level courses such as Math Analysis, AP Statistics, or college math classes.

Math Analysis **Year Long Course (1 credit)**

Evidence of Readiness: Successful completion of Algebra II or Honors Algebra II

Designed to prepare students for Calculus, this course includes more in-depth study involving problem-solving skills, advanced graphing, rational functions, polynomials, trigonometry, exponentials, logarithms, vectors, polar coordinates, sequences, and series. Students take a deep dive into the study of trigonometry and encounter each topic in more depth than in previous coursework. Students are challenged to apply the skills they learn as they encounter new and unique problems.

Honors Math Analysis **Year Long Course (1 credit)**

Evidence of Readiness: A average in Algebra II or B average in Honors Algebra II
Department Approval

Designed to prepare students for Calculus, this course includes more in-depth study involving problem-solving skills, advanced graphing, rational functions, polynomials, trigonometry, exponentials, logarithms, vectors, polar coordinates, sequences, series, and an introduction to Calculus. Students take a deep dive into the study of trigonometry and encounter each topic in more depth than in previous coursework. Students are challenged to apply the skills they learn as they encounter new and unique problems. This course is for students with high ability and motivation in mathematics. Honors Math Analysis is faster paced and more in-depth than regular Math Analysis.

Calculus **Year Long Course (1 credit)**

Evidence of Readiness: Successful completion of Math Analysis or Honors Math Analysis

Calculus is an introductory course designed to provide students with a foundational understanding of calculus concepts without the advanced placement level rigor. Throughout the year, students will delve into the fundamental principles of calculus, focusing on both differential and integral calculus. In addition, students will apply calculus concepts to analyze and solve real-world problems, as well as develop critical thinking skills and problem-solving abilities. Upon completion of this course, students have a strong foundation in calculus that will serve them well in their future academic pursuits.

AP Calculus AB **Year Long Course (1 credit)**

Evidence of Readiness: B average or higher in Honors Math Analysis. Department approval required.

This course is for students with high ability and motivation in mathematics and offers an exciting opportunity for students to delve deep into the world of calculus, a field of mathematics that has wide-ranging applications in science, engineering, economics, and many other disciplines. Students will explore the principles of limits, derivatives, and integrals. In addition, students will apply calculus concepts to analyze and solve real-world problems, as well as develop critical thinking skills and problem-solving abilities. Upon completion of this course, students are prepared to take the AP® Calculus AB Test in May and have a strong foundation in calculus that will serve them well in their future academic pursuits.

AP Calculus BC **Year Long Course (1 credit)**

Open to 12th grade students

Evidence of Readiness: Successful completion of AP Calculus AB or A average in Honors Math Analysis (with departmental invitation)

Since AP Calculus BC is the most rigorous of the Calculus courses, we approach the course with a team-centered support system. We work together to build our skills in four core mathematical practices: (1) implementing mathematical processes, (2) connecting representations, (3) justification, and (4) communication and notation. In the short-term, this course prepares students for the AP® Calculus BC exam in May. More importantly, this course takes giant steps in our journey to understand the inner workings of the universe. Mathematics is the language in which the principles are written for everything from astrophysics

to biological populations to microeconomics. The skills students build here give them critical thinking and problem solving tools they can use in any future they choose.

AP Statistics **Year Long Course (1 credit)**

Evidence of Readiness: Successful completion of Algebra II or Honors Algebra II. Department approval required.

This course is designed for high school students who wish to develop a strong foundation in statistical reasoning. It gives students a comprehensive introduction to the principles and techniques of statistical analysis. Students will develop skills in data analysis and interpretation, making it a valuable course for those pursuing fields in science, social science, business, and beyond. This course is built around four main topics: exploring and analyzing data, planning a study and producing data, probability as it relates to distribution of data, and inferential reasoning. Upon completion of this course, students will have the statistical knowledge and reasoning skills necessary to take the AP® Statistics Exam in May and apply statistical methods in various academic and professional settings.

Honors Math and Science Research **Year Long Course (1 credit)**

Open to 11th and 12th grade students with approval from math or science department

In this year-long honors level course, students will experience the entire process of scientific research, including planning, executing, analyzing, and communicating original research projects. Students will learn to analyze scientific data, develop and interpret statistics, and present scientific information including their research results from a guided project. Students will practice interpreting and communicating research outcomes in both written and verbal formats. Due to the independent nature of the course, students must display a high level of self-discipline and self-motivation in order to be successful.

Principles of Investing **One Semester Course (0.5 credit)**

Open to all students

Is it possible to "beat the market," or is slow and steady the way to win? Principles of Investing moves beyond the basics of saving and dives into the high-stakes world of capital markets. This course transforms students from passive consumers into active investors. Students will master the language of Wall Street, learning how to analyze company health, interpret market trends, and build a diversified portfolio. Whether students are interested in the ethics of Socially Responsible Investing (SRI) or the adrenaline of day-to-day trading, they will gain the analytical tools to make informed financial decisions. Students will play The Stock Market Game and will research a "Top Pick" and defend their investment thesis before an oversight board of finance professionals.

PHYSICAL EDUCATION & HEALTH

Graduation Requirements: 0.5 credit of PE

0.5 credit of Health

Visitation Upper School graduation requirements include 0.5 credit of Health taken during 9th grade and 0.5 credit of Physical Education completed during grades 9-11. The 0.5 Physical Education credit can be fulfilled through the completion of Physical Education courses, Blazer Sport, Intro to Ballet, or After School Ballet.

Grade	Course
9	Health
9-12	Blazer Sport Recreation Sports Fit for Life: Hybrid First Aid & Injury Care Racquet Sports Pilates & Yoga Ballet After School Ballet

Health **One Semester Course (0.5 credit)**

Required for ninth grade students

The 9th grade Health class is designed to give students the knowledge, skills and confidence to maintain lifelong health. By engaging them as critical thinkers in the realm of health education, we support our school motto, "*Non Scholae, Sed Vitae."* Through group projects, individual research, hands-on activities, class discussions, guest speakers and videos, students are provided with diverse opportunities for growth. Topics include: First Aid, Character Education, Body Systems, Nutrition, Drugs/Alcohol/Tobacco, Reproduction and the Life Cycle, STD's/HIV and AIDS and Diseases.

Recreational Sports **One Semester Course (0.5 credit)**

Open to all students

This course is offered during the school day for students interested in developing personal physical fitness through a combination of strength training, aerobic and fitness related activities. Students design their own personal training programs, research specific aspects of fitness and learn and practice practical aspects of fitness. Proper technique and safety are stressed.

Fit for Life: Hybrid **One Semester Course (0.5 credit)**

Approval of Director of Secondary Education required

This course is designed for students who are committed (8-10 hours/week) to an athletic activity outside of Visitation. Students who choose this option will be required to complete some coursework and will be assigned a study hall during the semester. See Dr. Barter for more information. This course will be completed for a letter grade.

Blazer Sport **Two Athletic Seasons (0.5 credit)**

Students may earn 0.5 PE Credit by participating in a single Visitation sport for two seasons or participating in two different Visitation sports during their 9th, 10th or 11th grade years. Students who choose this option must meet the participation requirements of the sport(s) and its coaches. This course is graded Pass/Fail.

Racquet Sports **One Semester Course (0.5 credit)**
Open to all students

This course is designed to give students an engaging introduction to racquet and paddle sports while building skills that support lifelong physical activity. Students will develop fundamental movement skills, including hand-eye coordination, agility, balance, and reaction time, through skill-based drills and modified game play. Instruction focuses on proper technique, rules, strategies, and safe participation. Students will participate in a variety of racquet and paddle sports which may include the following: Racquetball, Pickleball, Badminton, Tennis, Table Tennis and Speedminton.

First Aid & Injury Care **One Semester Course (0.5 credit)**
Open to 10th-12th grade students

Students will gain the knowledge and skills needed to recognize and respond confidently to common medical emergencies. Topics covered include: basic first aid for common injuries such as wounds, burns, choking, and bleeding with hands-on practice using training mannequins to build confidence and skill accuracy. Along with First Aid, students will learn procedures and techniques in the prevention and care of athletic injuries, taping techniques, and the trainer's role in the care of injuries. Students will also have the possibility of earning a First Aid/CPR certification after completion of the course and passing the required tests. This course does not fulfill the PE graduation requirement.

Pilates & Yoga **One Semester Course (0.5 credit)**
Open to all students

This course invites students to explore the power of movement as both a form of self-expression and a path to physical fitness. Throughout this course, students will develop strength, flexibility, coordination, and spatial awareness. Emphasis will be placed on collaboration, personal expression, and the creative process, allowing students to gain confidence, refine motor skills, and connect with their body. By the end of the course, students will not only improve their fitness and coordination but also discover new ways to express themselves through the art of movement.

Ballet and After School Ballet (see Fine Arts section for descriptions)

RELIGION

Graduation Requirement: 4 Credits

The Visitation Religion Department is rooted in the Roman Catholic faith tradition and strengthened by the shared vision of Salesian Spirituality inspired by the founders of the Visitation, St. Jane de Chantal and St. Francis de Sales. In collaboration with their families, the mission of the department is to make Jesus Christ known, loved and served in the lives of the students. All students are required to take religion classes all four years and to participate in liturgical and para-liturgical service programs.

Grade	Semester 1	Semester 2
9	Introduction to Sacred Scripture	Christology: The Study of Jesus as The Christ
10	Catholic Church History	Sacraments, Worship, and Prayer
11	World Religions	Ethical and Moral Issues
12	Salesian Leadership and Ministry	Salesian Leadership and Ministry
Electives	Art and the Bible Women's Spirituality: 30 AD-present	

Introduction to Sacred Scripture **First Semester Course (0.5 credit)**
Required for 9th grade students

The purpose of this course is to give students a general knowledge and appreciation of the Sacred Scriptures. Through their study of the Bible they will come to encounter the living word of God, Jesus Christ. In the course they will learn about the Bible authored by God through Inspiration, and its value to people throughout the world. Woven into the course is the study of the Salesian charism, the practice of prayer and the commitment to Christian service.

Christology: The Study of Jesus as The Christ **Second Semester Course (0.5 credit)**
Required for 9th grade students

The purpose of this course is to introduce students to the mystery of Jesus Christ, the living Word of God and the Second Person of the Blessed Trinity. In this course, students will understand that Jesus Christ is the ultimate Revelation to us from God by studying the events of Jesus' life up to his Passion. In learning about who He is, the students will also learn who He calls us to be. Woven into the course is the study of Salesian charism, the practice of prayer and the commitment to Christian service.

Sacraments, Worship and Prayer **First Semester Course (0.5 credit)**
Required for 10th grade students

Our semestral course aims to be an introduction to the Catholic Church's sacramental life and theology, with its most relevant historical, biblical, and liturgical aspects. Sacraments have been traditionally defined as "visible signs of an invisible reality" and they are more than just ritual ways in which to experience God in the liturgy. Faith is first the recognition of Christ's presence and actions: the seven Sacraments of the Catholic tradition are gifts that give us the privilege to express and live our faith. Students will reflect on their experience and get to know the biblical roots, historical development, central beliefs, and practice of the individual Sacraments, while learning about the nature of the sacramental system in Catholic worship and the key concepts and understandings and religious practices.

Catholic Church History **Second Semester Course (0.5 credit)**
Required for 10th grade students

Church History takes students on a journey from the inception of the Catholic Church at the Feast of Pentecost to the modern Church under the leadership of Pope Francis. Students learn about the growth and

development of the Catholic Church under the Roman Empire and the development of early Christian doctrine. Students look into the Middle Ages and analyze the role of monasticism in developing theological studies, missionary activities, and habits of living the life of Christian virtue. While looking into the Catholic Church in the modern era, students look into the development of the Salesian Charism through the lives of St. Francis de Sales and St. Jane de Chantal as well as the development of Catholic Social Teaching. Lastly, the course is presented to students from the perspective of the women saints and scholars of the Catholic Church.

World Religions **First Semester Course (0.5 credit)**
Required for 11th grade students

In this semester-long course, students will explore the religions that have shaped history, civilizations, and your next-door neighbors' views. We will learn about the founders, the history, and essential teachings of each of these major religions: Indigenous Religions, Hinduism, Buddhism, Confucianism, Taoism, Judaism, Islam, plus brief descriptions of other religions and religious practices.

Ethical and Moral Issues **Second Semester Course (0.5 credit)**
Required for 11th grade students

This semester-long course asks and examines some of life's perennial and deep questions: What does it mean to be happy? What does it mean to exercise virtue? How is virtue connected to human happiness? How is prayer connected to a life of virtue? How does having a moral compass serve a person in life's challenging moments? How do prayer, virtue, and ethics impact the common good? Students will study the universal appeal of ethics in global and historical contexts before looking at the ways in which the person of Jesus Christ and the Gospel infuses the study of ethics with a culture of encounter–an encounter of the individual with both God and neighbor. As the course progresses students will examine both the inherently relational nature of Catholic Social Teaching and Salesian Spirituality as guides to growing in virtue, happiness, flourishing, and promotion of the common good.

Salesian Leadership and Ministry **Year Long Course (1 credit)**
Required for 12th grade students

In this course, students will explore Christian leadership in the Salesian tradition by learning about Jesus' leadership of loving service and the examples of St. Jane de Chantal and St. Francis de Sales as imitators of Jesus' selfless service. In addition, it explores programs of outreach, service and prayer, emphasizing necessary procedures and skills. Students will understand leadership and service to be a response to our baptismal call to Christian discipleship. Students will learn to "Live Jesus" through an awareness of personal talents for leadership, the practice of prayer and spiritual growth, the development of practical leadership skills, and a personal commitment to service in order to effect the positive transformation of our local and global communities. Special emphasis is placed on training for peer ministry, as students explore their own gifts and talents and learn and practice the skills needed to lead group discussions, direct group activities or minister to those in need in a variety of situations. Students will also begin to explore the importance of right relationships with God, self, and others, the call to Christian service and vocation, Social Justice issues as related to Catholic Social Teaching and Salesian Spirituality, and the sacramentality of Christian life.

Art and the Bible **One Semester Course (0.5 credit)**
Open to 10th-12th grade students

In this course, students will read famous passages from our Sacred Scriptures through the eyes of artists and their work. From first-century graffiti and popular art to Byzantine and medieval art, the Renaissance, and modern-day lay and religious artists, students will examine how biblical stories have been interpreted and visually expressed in art. Students will consider how the texts and stories of the Bible have been presented both to wealthy patrons and to the everyday faithful, helping all people engage more deeply with the mystery

of God revealed in Scripture. Throughout history, the Bible has been accessible to the People of God not only through its inspired books but also through the creativity of artists who brought its stories to life. Through image, light, material, and even lyrical expression, the stories of Scripture were transformed into works of beauty that both teach the faith and invite deeper reflection on the mysteries they reveal.

Women's Spirituality: 30 AD-present **One Semester Course (0.5 credit)**
Open to all students

In this course, students will explore the voices of women theologians from early Christians to modern-day lay and religious writers. Students will read primary source texts, participate in prayer practices, and deepen their own spirituality while reflecting on essential questions about faith, prayer, theodicy, and women's place in the church. Although often overlooked in narratives of church history, women's actions and writings have shaped the foundation of the church, our understanding of theology, and as models for living out a life of holiness. Students will examine the role women have played in our history and how they, as the next generation of women, can continue to grow in their personal faith and build up the kingdom of God.

SCIENCE

Graduation Requirement: 3 Credits

Grade	Standard	Honors	Advanced Placement	One Semester
9	Biology			
10	Chemistry	Honors Chemistry		
11/12	Environmental Science Physics	Honors Physics Honors Math & Science Research	AP Biology AP Environmental Science	Intro to Engineering Principles of Engineering Anatomy & Physiology Genetics

Biology **Year Long Course (1 credit)**
Required for 9th grade students

Biology is an introductory course that builds the foundation for further coursework in the sciences in high school and college. Biology focuses on core biological concepts, with emphasis on the themes of structure and function, and the unity and diversity of living things. Topics include the chemistry of life, cells and cellular functions, genetics, microbiology, taxonomy, evolution, and ecology. This course emphasizes the scientific method, experimental design, laboratory techniques, problem solving, use of models, and data collection and analysis skills, and learning to communicate results and reasoning.

Chemistry **Year Long Course (1 credit)**
Required for 10th grade students

Chemistry is a college-preparatory introduction to inorganic chemistry. Topics include structure and properties of matter, chemical reactions, stoichiometry, acid-base theory, and nuclear chemistry. The course will draw many connections between everyday phenomena and basic chemistry concepts. This is a lab-based course that will introduce new laboratory techniques and use many forms of sensors and technology to collect and analyze data.

Honors Chemistry **Year Long Course(1 credit)**
Required for 10th grade students not enrolled in Chemistry
Prerequisites*:* Biology, concurrent or previous enrollment in Algebra II
Evidence of Readiness: A minimum grade of A- for each semester of 9th grade Biology. Departmental approval required.

This course is an introduction to inorganic chemistry. Topics include models of the atom, chemical symbols, reactions, the VSEPR theory, bond energy, stoichiometry, reaction rates, equilibrium, acid-base theory, and nuclear chemistry. This is a lab-based course; experiments will build on skills learned in previous science and math courses and use many forms of technology to solve problems. Honors chemistry involves many equations and mathematical problem solving. Strong math skills are essential for success in this course.

Environmental Science **Year Long Course (1 credit)**
Open to 11th and 12th grade students
Prerequisites: Successful completion of Biology and Chemistry

Environmental Science is a course that explores the relationships between and among living things and their natural environment, with an emphasis on how human beings impact those relationships. We will learn primarily through lab work, projects, simulations and activities, in addition to discussions about the pros and cons of various human behaviors and choices. These activities will be supported by outside reading and brief lectures. Each student will have something unique and valuable to contribute to these activities. Initial topics of study will focus on the workings of the natural world, and will include Earth science, ecology, biodiversity, and Earth's biomes. We will then explore how human beings impact these relationships through the concept

of sustainability. Topics include agriculture, human population and its impacts, mineral resources, water resources and pollution, air pollution, and climate change. Our emphasis will be on scientific inquiry, the demand for evidence, and thoughtful analysis of data and experimental results.

Physics **Year Long Course (1 credit)**
Strongly encouraged for 12th grade students
Evidence of Readiness: B average or higher in all Science and Math courses

This course requires an above-average level of independent learning and self-discipline. Student-designed laboratory experiments are used to develop critical thinking skills needed to successfully merge physical concepts with mathematical descriptions and predictions. The first semester covers mechanics, including velocity, acceleration, forces, projectiles and energy. The third quarter covers wave theory, including sound, light and optics. The fourth quarter is dedicated to electricity and magnetism, including field theory, circuits and induction. An average of 30 minutes of daily study outside of the classroom is required to successfully complete the course requirements.

Honors Physics **Year Long Course (1 credit)**
Strongly encouraged for 12th grade students
Evidence of Readiness: Overall GPA of 3.80 or higher. A- average or higher in all Science and Math courses. Should have taken calculus or be concurrently enrolled. Departmental approval required.

The course requires a very high level of independent learning and self-discipline. The Honors Physics curriculum, which is calculus based, moves at an accelerated rate, allowing students to study more advanced topics but requiring students to be more focused. Student-designed laboratory experiments are used to enhance critical thinking skills and to merge physical concepts with mathematical descriptions and predictions. The first semester covers mechanics, including acceleration, forces, projectiles, energy, momentum and thermodynamics. The third quarter covers wave theory, including sound, light and optics. The fourth quarter is dedicated to electricity and magnetism, including field theory, circuits and induction. A minimum of 45 minutes of daily study outside of the classroom is recommended to successfully complete the course requirements.

AP Environmental Science **Year Long Course (1 credit)**
Open to 10th-12th grade students
Prerequisites: Completion of Biology and Chemistry/Honors Chemistry
Evidence of Readiness: B+ average in math and science courses. Departmental approval required.

AP Environmental Science is a course that explores the relationships between and among living things and their natural environment, with an emphasis on how human beings impact those relationships. We will learn primarily through lab work, projects, simulations and activities, in addition to discussions about the pros and cons of various human behaviors and choices. These activities will be supported by outside reading and brief lectures. Making the most of in-class activities will require students to be responsible for reading and note-taking outside of class, similar to the expectations in a college course. Students will have something unique and valuable to contribute to these activities. Initial topics of study will focus on the workings of the natural world, and will include ecology, biodiversity, and Earth's biomes. We will then explore how human beings impact these relationships through the concept of sustainability. Topics include agriculture, human population and its impacts, mineral resources, water resources and pollution, air pollution, and climate change. The pace and depth of the course is rigorous and will prepare the student for the AP exam offered in May. Our emphasis will be on scientific inquiry, the demand for evidence, and thoughtful analysis of data and experimental results.

AP Biology **Year Long Course (1 credit)**

Open to 11th and 12th grade students

Evidence of Readiness: Overall GPA of 3.80 or higher. A- average in honors math and science courses. Departmental approval required.

AP Biology is an in-depth study of the themes within biology including the relationship between structure and function, and the unity and diversity among living things. It is excellent preparation for a typical college introductory biology course, and uses an equivalent text. Topics include biochemistry, cellular energetics, heredity, genetics, evolutionary biology, and ecology. Students will apply scientific reasoning and data collection and analysis skills in laboratory investigations, and other activities and projects. Course content is at the college level, and therefore a minimum of 45 minutes of daily preparation and study outside of class is recommended. Students will be prepared to take the AP Biology Science exam in the spring.

Honors Math and Science Research (see description in Mathematics section)

Anatomy and Physiology **Second Semester Course (0.5 credit)**

Open to 10th-12th grade students

This course is designed to increase the student's awareness of the human body's structure and functions and the careers that rely on this knowledge. Topics covered include: homeostasis, organ systems and careers in healthcare. Experiments use computer simulations and students' own physiology to acquire, graph and analyze data. Students will also have the opportunity to hear from guest speakers who have careers in healthcare. Dissection of a vertebrate is required.

Genetics **First Semester Course (0.5 credit)**

Open to 10th-12th grade students

Genetics is the study of how traits are passed from one generation to the next in living things. It is one of the most interesting and active areas of scientific study and innovation. You will learn about the history of genetic discoveries, making genetic predictions, and the molecular basis of our understanding of DNA and the mechanisms of genetic transmission. We will conclude with a study of biotechnology. The course involves a combination of class discussion and activities, labs, and research into current developments in this rapidly changing field.

Introduction to Engineering Design **First Semester Course (0.5 credit)**

Open to 10th-12th grade students

This is a project-based learning course. Students will be given four major problems to solve by working in teams on long-term projects that may incorporate design, technology, chemistry, biology, materials, physics and technical writing. Work will be done in small groups. The teacher will guide students but students will be the sole researchers for each project. Each problem will have specific outlines to follow from grading standards, concepts, budgets and design outcomes. This course requires organizational and time management skills, as well as a clear understanding of the scientific method.

Principles of Engineering **Second Semester Course (0.5 credit)**

Open to 10th-12th grade students

This is a project-based learning course. Students will focus on the engineer design cycle and the improvement of their problem-solving skills. Select topics are introduced such as evaluating consumer products, destructive testing, aids for people with disabilities, and product development to improve the lives of people. be given four major problems to solve by working in teams on long-term projects that may incorporate design, technology, Students integrate mechanical engineering, electrical engineering, and computer aided design into their projects. Business applications are also explored such as marketing, cost analysis, and business models.

SOCIAL STUDIES

Graduation Requirement: 4 credits (Class of 2030+)
3.5 credits (Class 28, 29)
3 credits (Class of 27)

Grade	Standard	Advanced Placement
9	Civics and Civil Discourse (1 Semester) Early World History (1 Semester)	
10	Modern World History	AP World History: Modern
11	United States History	AP US History
12	US Govt., Econ., and Global Issues	AP US Government and Politics
10-12 Electives	Global Women's Issues Introduction to Law Psychology	AP Macroeconomics AP Microeconomics

Civics and Civil Discourse **One Semester Course (0.5 credit)**
Required for 9th grade students

Civics and Civil Discourse introduces first year high school students to the essential elements of a Social Studies education. Students will begin the course learning the origin and development of the United States government including its basic functions, structure, checks and balances, and its emphasis on civil rights and civil liberties. The course will also emphasize the essential skill of civil discourse where students learn to enter into discussion of social studies topics poised to achieve mutual understanding of different positions. Students will also be introduced to the skills of critical inquiry, reading, writing, and analysis while evaluating topics in civics.

Early World History **One Semester Course (0.5 credit)**
Required for 9th grade students

Early World History is a required course that provides students with a one semester survey of world civilizations from the origins of agriculture and settled societies around the globe through the rise of empires, trading networks, and complex social structures by 1200 CE. Students will encounter and analyze how technological developments, religious practice, oral and written traditions, and the exchange of ideas, materials, and culture shape human societies. Close reading of primary sources provides students with opportunities to directly engage with the authors and creators of ideas and events that have shaped human development. By reading primary sources students develop their critical thinking and historical reasoning skills. Additionally, close reading of secondary sources provides students with opportunities to grow in their comprehension of historical ideas. Through examination of secondary sources students observe and learn how scholars present historical inquiry by making claims using historical evidence and reason in order to present their findings to a general audience. Students then apply this knowledge and develop critical thinking skills by examining evidence, drawing conclusions, making claims, and supporting their ideas and conclusions with historical evidence in both discussion and in writing. By examining historical voices and the myriad of perspectives in global historical context students develop empathy, historical reasoning, and clear understanding of how past actions and beliefs have direct impact on the present.

Modern World History **Year Long Course (1 credit)**
Required for 10th grade students not enrolled in AP World History: Modern

Modern World History provides students with a year long historical survey from the 1200 CE to the present. Students engage with pivotal ideas and events that transform interconnected societies including: networks of

trade and exchange, the expansion of empires, the opening of the Atlantic, Industrialization, and ideas and revolutions. Students will continue to read history from those who lived it by means of primary sources and students will further develop their critical thinking skills by asking questions that include: whose perspective is shared in this document? What perspective(s) pivotal to this moment in history is absent? What types of documents might provide insight into the absent perspective(s)? Additionally students will continue to analyze the ways in which history is presented in secondary sources and apply their learning analysis in their own presentations and writing. Students will synthesize the presentation of their study by demonstrating their comprehension in writing and presentation that demonstrates how history can be presented in a way that builds empathy, understanding of multiple perspectives, and to show direct connections between past and present.

AP World History: Modern **Year Long Course (1 credit)**

Required for 10th grade students not enrolled in Modern World History

Evidence of Readiness: Overall cumulative GPA of 3.8 or higher
A- or above in 9th Grade Social Studies and 9th Grade English
Recommendation of 9th Grade Social Studies & English teachers

AP World History: Modern is a course developed by the College Board that provides students with an opportunity to explore history at the college level. Beginning in 1200 CE students will examine how the world became globally interconnected through expanding trade networks and land based empires and how an interconnected global world transformed through cultural exchange, technological development, industrialization, social and cultural changes, revolutionary political and economic ideas. Throughout their study a central goal of the course is to train students in the methods of study and analysis used by historians to draw conclusions about the past. These methods include close reading analysis of primary and secondary sources, developing historical arguments by identifying and explaining historical connections using historical reasoning. Such study permits students to view a global event, idea, or transformation through multiple perspectives, allowing for students to develop empathy, assess continuity and change over time, and to draw conclusions of how the past informs the present.

United States History **Year Long Course (1 credit)**

Required of 11th grade students not enrolled in AP United States History

U.S. History is a challenging, introductory survey history course, which examines the nations' political, diplomatic, intellectual, cultural, social, and economic history from 1491 to the present. A variety of instructional approaches will be employed, and a college level textbook is supplemented by primary and secondary sources. US History is designed to provide students with the skills and factual knowledge necessary to critically analyze the problems and issues in U.S. History and prepares students for intermediate and advanced level college courses and is equivalent to those made by full-year (two semesters) introductory level college courses. Students will learn to assess historical materials and to evaluate the evidence and interpretations presented in historical scholarship. The course will develop authentic relationships with a human touch, the skills necessary to arrive at conclusions based on an informed judgment and to present such conclusions in a persuasive essay.

AP United States History **Year Long Course (1 credit)**

Required for 11th grade students not enrolled in United States History

Evidence of Readiness: Overall GPA of 3.8 or higher
A average in World History or B average in AP European History
10th Grade History teacher's recommendation

A.P. U.S. History is a challenging, introductory college-level history course, designed by College Board, which examines the nations' political, diplomatic, intellectual, cultural, social, and economic history from 1491 to the present. A variety of instructional approaches will be employed, and a college-level textbook is supplemented by primary and secondary sources. APUSH is designed to provide students with the skills and factual

knowledge necessary to critically analyze the problems and issues in U.S. History. APUSH prepares students for intermediate and advanced level college courses and is equivalent to those made by full-year (two semesters) introductory-level college courses. Students will assess historical materials and evaluate the evidence and interpretations presented in historical scholarship. APUSH students will develop the skills necessary to arrive at conclusions based on an informed judgment and to present such conclusions in a persuasive essay.

United States Government, Economics and Global Issues **Year Long Course (1 credit)**
Required for 12th grade students not enrolled in AP U.S. Government and Politics

This course covers the structure, function, and operation of the government of the United States. Students will learn about government and economic concepts. Subjects include the foundations of democracy, the branches of government, civil liberties and rights, political ideologies, and political participation. Current events will be discussed. Students will be introduced to microeconomics and macroeconomics. A goal of the course will be to provide students with the knowledge, skills and motivation to use their citizenship skills to effectively participate in the democratic process. Domestic and global political and economic current events will be discussed.

AP United States Government & Politics **Year Long Course (1 credit)**
Required for 12th grade students not enrolled in United States Government, Economics and Global Issues
Evidence of Readiness: Overall GPA of 3.8 or higher
A- or higher in U.S. History or B- or higher in AP U.S. History
11th Grade History teacher's recommendation

AP United States Government & Politics is a college-level course designed to give students an analytical perspective on politics and government. Subjects include democracy and the Constitution, the branches of government, civil rights and civil liberties, political ideologies, and political participation. Domestic and global political and economic current events will be discussed. Students will be introduced to microeconomics and macroeconomics. A goal of the course will be to provide students with the knowledge, skills and motivation to use their citizenship skills to effectively participate in the democratic process. Students will read and interpret data, make comparisons and contrasts, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. Students who complete this course may take the AP exam for possible college credit.

Global Women's Issues **One Semester Course (0.5 credit)**
Open to 10th, 11th and 12th grade students

This course studies the socio-historic impacts on the lives of women. This course brings women's voices to the center and explores their place and perspectives in the world. The course begins by investigating the origins of the feminist movement in the United States. In addition we will discuss how and why certain societal, global issues affect women, for example: the representation of women in the media and sports, maternal mortality rates in the United States, and the lack of educational opportunities for girls and women in developing nations. Using history texts, literature, the arts, public policy and leadership theory, students in this elective course will study the cultural, historical, political and economic experience of women of different times and backgrounds, and the ways in which gender distinctions have affected their expectations and experience. Readings, research projects, presentations, and some writing will be required.

Introduction to Business **One Semester Course (0.5 credit)**
Open to all students

This introductory course provides students with a foundational understanding of how businesses operate in today's economy. Students explore key topics such as entrepreneurship, marketing, finance, management, and ethical decision-making while developing practical skills in communication, teamwork, and problem-solving. Through real-world case studies, projects, and simulations, students learn how ideas become products and

services, how organizations make decisions, and how individuals can prepare for future careers in business and related fields.

Introduction to Law **One Semester Course (0.5 credit)**
Open to 10th, 11th and 12th grade students

This elective course is designed to introduce students to the philosophical, historical, and pragmatic questions of law. A goal of the course will be to provide a deeper understanding of how the legal system works as well as the impacts law has within society. Elements of the course may include and are not limited to civil, criminal, and business law.

Psychology **One Semester Course (0.5 credit)**
Open to 10th, 11th and 12th grade students

This elective course is an introductory course in psychology designed to provide students with basic knowledge of the concepts of psychology. Psychological concepts will be learned through creative activities including group projects, class activities and assessments. The psychology course at STA is not available to Visitation students.

AP Macroeconomics **One Semester Course (0.5 credit)**
Open to 11th and 12th grade students

AP Microeconomics is an elective course designed by the College Board that introduces students to the principles of economics that apply to the economic system as a whole. Emphasis includes study of national income and price-level determination. The course also provides students familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

AP Microeconomics **One Semester Course (0.5 credit)**
Open to 11th and 12th grade students

AP Microeconomics is an elective course designed by the College Board that introduces students to the principles of economics that apply to the functions of individual economic decision-makers (households, investors, entrepreneurs). The course also develops students' understanding of supply and demand; production, cost, and the perfect competition model; imperfect competition; factor markets; and market failure and the role of government. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

WORLD LANGUAGE

Graduation Requirement: 3 credits and through Level III of one language

Grade	Entering at Level I	Entering at Level II
9	Chinese I French I Spanish I	Chinese II French II Spanish II
10	Chinese II French II Spanish II	Chinese III French III Spanish III
11	Chinese III French III Spanish III	Honors Chinese IV Honors French IV Honors Spanish IV/V
12	Honors Chinese IV Honors French IV Honors Spanish IV/V	AP Chinese AP French AP Spanish

CHINESE

Chinese I **Year Long Course (1 credit)**

Open to all students

Chinese level I provides students with a foundation in oral proficiency, the fundamentals of grammar and introduction to Chinese language and culture. This year-long course is designed for beginners with no or little experience learning Chinese as a world language. Students will grow in the communicative skills of listening, speaking, reading and writing about everyday topics while working within the modalities of interpersonal, interpretive, and presentational communication. Students will also have opportunities to learn about Chinese cultural practices such as food, games, music, and festival traditions. Upon satisfactory completion of the course, students will be expected to perform at the Novice-Mid level as defined by the American Council of Teaching Foreign Languages (ACTFL) as well as be prepared to enroll in Chinese II.

Chinese II **Year Long Course (1 credit)**

Evidence of Readiness: Successful completion of Chinese I or equivalent

Students will further develop their proficiency in the communicative skills of listening, speaking, reading and writing while working within the modalities of interpersonal, interpretive, and presentational communication. Students will also grow in their understanding of Chinese cultural practices such as traditions of different Chinese holidays and research of Chinese history. Upon satisfactory completion of the course, students will be expected to perform at the Novice-High level to Intermediate-Low levels as defined by the American Council of Teaching Foreign Languages (ACTFL). At these two levels, students are expected to successfully handle a limited number of uncomplicated communicative tasks and to express personal meaning by combining and recombining what they have learned into short statements and discrete sentences. Students are also expected to read and write short, non-complex texts in Chinese on familiar topics. Students who successfully finished Chinese II will be prepared to enroll in Chinese III.

Chinese III **Year Long Course (1 credit)**

Evidence of Readiness: Successful completion of Chinese II or equivalent

This year-long course is a continuation of Chinese Level II. Students will further develop their proficiency in the communicative skills of listening, speaking, reading and writing while working within the modalities of interpersonal, interpretive, and presentational communication. More specifically, this course emphasizes vocabulary, grammar, reading, writing, and conversation with a more intensive study of cultural practices that include Chinese art, music and holiday celebrations. Students will also be introduced to Chinese poetry. Upon satisfactory completion of the course, students will be expected to perform at the Intermedia-Mid level defined by the American Council of Teaching Foreign Languages (ACTFL). At this proficiency level, students are expected to be prepared to understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. Students who successfully finished Chinese III will be prepared to enroll in Honors Chinese IV.

Honors Chinese IV **Year Long Course (1 credit)**
Evidence of Readiness: Successful completion of Chinese III and department approval.

This year-long course is a continuation of Chinese Level III. Students will further develop their proficiency in the communicative skills of listening, speaking, reading and writing while working within the modalities of interpersonal, interpretive, and presentational communication. More specifically, this course emphasizes vocabulary and advanced grammar structures as well as a more intensive study of cultural practices that include folk stories and current events. Upon satisfactory completion of the course, students will be expected to reach Intermediate-High level defined by the American Council on the Teaching of Foreign Languages (ACTFL). At the Intermediate-High proficiency level, students are able to understand and converse, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can also read and write compositions and simple summaries related to work and/or school experiences. Students who successfully finished Honors Chinese IV will be prepared to enroll in Honors Chinese V and/or AP Chinese.

AP Chinese Language **Year Long Course (1 Credit)**
Open to 11th and 12th grade students
Evidence of Readiness: B or higher in Honors Chinese IV and departmental approval.

This year-long course is a continuation of Honors Chinese Level IV. Students will further develop their proficiency in the communicative skills of listening, speaking, reading and writing while working within the modalities of interpersonal, interpretive, and presentational communication. Students who enroll in this course already have a command of the language that will enable them to support the rigor of the curriculum. Additionally, vocabulary and grammar will be introduced and reviewed according to the topics and material studied. The instructional material includes primary textbooks and authentic resources created by and intended for native Chinese speakers as well as authentic audio and video files and authentic written texts from the Chinese speaking world. Upon satisfactory completion of the course, students are expected to reach an Advanced-Low to Advanced-Mid level of proficiency defined by the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines as well as be prepared to take the AP exam for possible college credit.

FRENCH

French I **Year Long Course (1 credit)**
Open to all students

This year-long course is designed for beginners with no or little experience learning the French language and culture. French I provides students with a foundation in oral proficiency, the fundamentals of grammar and introduction to cultures of several French and Francophone countries. Students will grow in the communicative skills of listening, speaking, reading and writing about everyday topics while working within the modalities of interpersonal, interpretive, and presentational communication. Students will build

proficiency via the study of, and practice with, basic grammar and vocabulary sequences. Students will gain cultural competence through regular exploration of the cultural products, practices and perspectives of the French- speaking world. Upon satisfactory completion of the course, students will be expected to perform at the Novice-Mid to Novice-High level of proficiency as defined by the American Council of Teaching Foreign Languages (ACTFL) as well as be prepared to enroll in French II.

French II **Year Long Course (1 credit)**

Evidence of Readiness: Successful completion of French I or equivalent

This year-long course is a continuation of French I. Students will review previously discussed concepts extensively and more in-depth in order to strengthen their proficiency in the communicative skills of listening, speaking, reading and writing while working within the modalities of interpersonal, interpretive, and presentational communication. Through an essentially inductive approach, students will also build communicative proficiency via the study of, and practice with, more vocabulary sequences and advanced grammar (building on from present tense and adding past tense, as well as impersonal commands). Students will engage in conversations and prepare presentations such as future career aspirations, etc. Students will also build cultural competence through regular exploration of the cultural products, practices, and perspectives of the French-speaking world. Upon satisfactory completion of the course, students will be expected to perform at the Novice High-or Intermediate Low level of proficiency as defined by the American Council of Teaching Foreign Languages (ACTFL) as well as be prepared to enroll in French III.

French III **Year Long Course (1 credit)**

Evidence of Readiness: Successful completion of French II or equivalent

This year-long course is a continuation of French II. Students will review previously discussed concepts extensively and more in-depth in order to strengthen their proficiency in the communicative skills of listening, speaking, reading and writing while working within the modalities of interpersonal, interpretive, and presentational communication. Students will also build communicative proficiency via the study of, and practice with, more vocabulary expressions and advanced grammar sequences (adding in the present perfect, future and conditional tenses. Students will also build cultural competence through regular exploration of the cultural products, practices, and perspectives of the French-speaking world. Topics of study include the French school system, compare and contrast housing between the US and French-speaking countries, future goals and aspirations, Christmas celebrations in France and Francophone-speaking countries, and travel. Upon satisfactory completion of the course, students will be expected to perform at the Novice High to Intermediate Low level of proficiency as defined by the American Council of Teaching Foreign Languages (ACTFL) as well as be prepared to enroll in Honors French IV/V.

Honors French IV/V **Year Long Course (1 credit)**

Evidence of Readiness: B or higher in French III

This year-long course is a continuation of French III. This course is a pre-Advanced Placement language course as students will review previously discussed concepts extensively and more in-depth in order to strengthen their proficiency in the communicative skills of listening, speaking, reading and writing while working within the modalities of interpersonal, interpretive, and presentational communication. The course objectives are 1) The ability to understand spoken French in various contexts, such as authentic conversations, lectures, oral presentations, radio and television 2) The development of a French vocabulary sufficient for reading authentic texts, such as internet articles, literary texts,, short stories and other non-technical writings without dependence on a dictionary 3) The ability to express oneself coherently, resourcefully, and with reasonable fluency and accuracy both in written and spoken French, using strategies for distinct audiences. Upon satisfactory completion of the course, students will be expected to perform at the Intermediate High level of proficiency as defined by the American Council of Teaching Foreign Languages (ACTFL) as well as be prepared to enroll in AP French Language and Culture.

AP French Language **Year Long Course (1 credit)**
Evidence of Readiness: B or higher in Honors French IV

This year-long course is a continuation of Honors French Level IV/V. It is a college-level course that emphasizes the use of French in active communication as students strengthen their proficiency in the communicative skills of listening, speaking, reading and writing while working within the modalities of interpersonal, interpretive, and presentational communication. The course objectives are 1) The ability to understand spoken French in various contexts, such as authentic conversations, lectures, oral presentations, radio and television 2) The development of a French vocabulary sufficient for reading authentic newspaper and magazine articles, literary texts, letters, instructions, Internet articles, short stories and other non-technical writings without dependence on a dictionary. 3) The ability to express oneself coherently, resourcefully, and with reasonable fluency and accuracy both in written and spoken French, using strategies for distinct audiences. Students meet these objectives within the context of six overarching themes: Families in Different Societies, The Influence of Language on Culture and Identity, Influences of Beauty and Art, How Science and Technology Affect Our Lives, Factors that Impact Quality of Life and Environmental, Social and Political Challenges. Upon satisfactory completion of the course, students are expected to reach an Advanced Low-Advanced-Mid of proficiency defined by the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines as well as be prepared to take the AP exam for possible college credit.

SPANISH

Spanish I **Year Long Course (1 credit)**
Open to all students

This year-long course is designed for beginners with no, or little, experience learning the Spanish language. Spanish I provides students with a foundation in oral proficiency, the fundamentals of grammar, and an introduction to cultures of several different Spanish-speaking countries. Students will grow in the communicative skills of listening, speaking, reading and writing about everyday topics while working within the modalities of interpersonal, interpretive, and presentational communication. Students will build proficiency via the study of, and practice with, basic grammar and vocabulary sequences. Students will gain cultural competence through regular exploration of the cultural products, practices and perspectives of the Spanish speaking world. Upon satisfactory completion of the course, students will be expected to perform at the Novice-Low to Novice-Mid level of proficiency as defined by the American Council of Teaching Foreign Languages (ACTFL) as well as be prepared to enroll in Spanish II.

Spanish II **Year Long Course (1 credit)**
Evidence of Readiness: Successful completion of Spanish I or equivalent

This year-long course is a continuation of Spanish I. Students will review previously discussed concepts extensively and more in-depth, in order to strengthen their proficiency in the communicative skills of listening, speaking, reading and writing, while working within the modalities of interpersonal, interpretive, and presentational communication. Students will also build communicative proficiency via the study of, and practice with, more vocabulary expressions and advanced grammar sequences (building on from present tense and adding in the preterite and imperfect, present progressive, and informal (tú) commands).
Students will also build cultural competence through regular exploration of the cultural products, practices, and perspectives of the Spanish-speaking world. Upon satisfactory completion of the course, students will be expected to perform at the Novice-Mid level of proficiency as defined by the American Council of Teaching Foreign Languages (ACTFL), as well as be prepared to enroll in Spanish III.

Spanish III **Year Long Course (1 credit)**
Evidence of Readiness: Successful completion of Spanish II or equivalent

This year-long course is a continuation of Spanish II. Students will review previously discussed concepts extensively and more in-depth in order to strengthen their proficiency in the communicative skills of listening, speaking, reading and writing while working within the modalities of interpersonal, interpretive, and presentational communication. Students will also build communicative proficiency via the study of, and practice with, more vocabulary expressions and advanced grammar sequences (adding in the present perfect, future, and conditional tenses, as well as the present subjunctive mood). Students will also build cultural competence through regular exploration of the cultural products, practices, and perspectives of the Spanish-speaking world. Topics of study include describing one's interests and pastimes, interpersonal relationships,the civil war in Guatemala, holiday celebrations in Spanish-speaking countries, health and well-being, as well as digital technology. Upon satisfactory completion of the course, students will be expected to perform at the Intermediate-Mid level of proficiency as defined by the American Council of Teaching Foreign Languages (ACTFL), as well as be prepared to enroll in Honors Spanish IV/V.

Honors Spanish IV-V **Year Long Course (1 credit)**
Evidence of Readiness: Successful Completion of Spanish III

This year-long course is a continuation of Spanish III. This course is a pre-Advanced Placement language course as students will review previously discussed concepts more in-depth in order to strengthen their proficiency in the communicative skills of listening, speaking, reading and writing while working within the modalities of interpersonal, interpretive, and presentational communication. The course objectives are 1) The ability to understand spoken Spanish in various contexts, such as authentic conversations, lectures, oral presentations, radio and television 2) The development of a Spanish vocabulary sufficient for reading authentic newspaper and magazine articles, literary texts, letters, instructions, Internet articles, short stories and other non-technical writings without dependence on a dictionary 3) The ability to express oneself coherently, resourcefully, and with reasonable fluency and accuracy both in written and spoken Spanish, using strategies for distinct audiences. Students meet these objectives within the context of themes such as racism, human rights, food justice, and immigration. Upon satisfactory completion of the course, students will be expected to perform at the Intermediate-High level of proficiency as defined by the American Council of Teaching Foreign Languages (ACTFL) as well as be prepared to enroll in AP Spanish Language.

AP Spanish Language **Year Long Course (1 credit)**
Open to 10th-12th grade students
Evidence of Readiness: B or higher in Honors Spanish IV/V

This year-long course is a continuation of Honors Spanish Level IV/V. It is a college-level course that emphasizes the use of Spanish in active communication as students strengthen their proficiency in the communicative skills of listening, speaking, reading and writing while working within the modalities of interpersonal, interpretive, and presentational communication. The course objectives are 1) The ability to understand spoken Spanish in various contexts, such as authentic conversations, lectures, oral presentations, radio and television 2) The development of a Spanish vocabulary sufficient for reading authentic newspaper and magazine articles, literary texts, letters, instructions, Internet articles, short stories and other non-technical writings without dependence on a dictionary. 3) The ability to express oneself coherently, resourcefully, and with reasonable fluency and accuracy both in written and spoken Spanish, using strategies for distinct audiences. Students meet these objectives within the context of six overarching themes: Families in Different Societies, The Influence of Language on Culture and Identity, Influences of Beauty and Art; How Science and Technology Affect Our Lives; Factors that Impact Quality of Life; and Environmental, Social and Political Challenges. Upon satisfactory completion of the course, students are expected to reach an Advanced Low to Advanced-Mid level of proficiency defined by the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines, as well as be prepared to take the AP exam for possible college credit.

Peoples & Cultures of the World **One Semester Course (0.5 credit)**
Open to all students

This course offers a socio-historic study and investigation of peoples and cultures around the world. Students will learn about the rich history and stories behind and within world cultures, with particular emphasis on the influence of Chinese, French and Spanish cultures, languages, identities and communities both in local and global contexts. The course bases curriculum and instruction on the College Board AP World Languages and Cultures six themes of study: global challenges, contemporary life, beauty and art, family and the community, personal and public identities, and science and technology. Students will define and gain cultural and linguistic perspectives through art, dance, music, storytelling, the history of social movements and literature, to name a few examples. Ultimately, this course seeks to promote a love and an appreciation for histories, cultures, languages and communities that form part of our global human family and experience.