

Shattuck St. Mary's School

COURSE GUIDE

2026-2027



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General INFORMATION





MINIMUM COURSE LOAD

Each student at Shattuck St. Mary's must be enrolled in a minimum of 5 core academic courses each semester. Students may achieve 5 core courses by doubling in a department with approval of the chair of the doubled department. Any exception to this policy must be approved by the Director of Studies.

DIPLOMA REQUIREMENTS

Students are required to take a minimum of 20 credits during the regular academic program. One-semester courses receive 0.5 credit and year-long courses receive 1 credit. The 20 credits must satisfy the specific requirements described below:

- **English:** 4 credits; students must be enrolled in English each semester
- **History:** 3 credits including 1 credit of United States History or Advanced United States History
- **Mathematics:** 3 credits including a minimum of 1 credit each in Algebra I, Algebra II, and Geometry or courses advanced beyond these levels; students must be enrolled in Mathematics each semester
- **Performing and Visual Arts:** 2 credits; with 0.5 credit taken during each year of attendance
- **Science:** 3 credits including 1 credit in Biology and 1 credit in either Chemistry or Physics
- **World Language:** 3 credits in the same language for 3 consecutive years during grades 9-12
- **Electives:** 4 additional elective credits from any department

Final course grades below D- will earn no credit in either one-semester or year-long courses. In addition, if a course is a year-long course and a student drops the course, is suspended from the course, or in any other manner fails to complete all the coursework required to receive a passing grade for the entire year, the student will receive no credit for the course.

All transfer students will submit their transcript of previous work to the office of the Registrar where an analysis will be performed to determine the number of credits the student can apply toward SSM graduation requirements.

DIPLOMA REQUIREMENTS FOR INTERNATIONAL STUDENTS

The diploma requirements listed previously apply to all international students with the following concessions:

- An international student whose first language is not English may qualify for a Shattuck St. Mary's diploma by passing ESL or English during each year of attendance and exiting ESL prior to senior year. All international students are expected to complete at least one year of mainstream English instruction; exit from ESL is a prerequisite for these courses.
- A student who enters Shattuck St. Mary's in the ESL program will be exempted from the World Language graduation requirement; however, further language study is recommended for students who exit ESL prior to the start of junior year.

Initial ESL placement is determined by a series of assessments, including SSM Admission application, Duolingo scores, transcript reviews, English teacher recommendations, Admissions interviews, and Admissions essays. Once accepted, a recent and full Duolingo assessment is required by June 20 or at a date agreed upon by Admissions. ESL exit is determined by the ESL Department through an examination of grades, written work, progress in ESL, and standardized tests.

The Director of Studies and the Director of ESL will review the academic performance of students who are not making sufficient progress in their ESL program and will make a recommendation to the Head of School regarding the student's potential to satisfy graduation requirements. Depending on the severity of the situation, recommendations may include mandatory additional Shattuck St. Mary's ESL instruction during the school year and/or summer, repeating a grade year, or dismissal.

SCHEDULE CHANGES

Every effort is made to accommodate the courses requested by students. Schedules are developed for the entire year and classes are carefully balanced for size. Since faculty are hired and course sections are allocated based on student requests, course changes after the year starts or between the semesters should occur only in special circumstances such as:

- The change is academically necessary as determined by the Department Head or the Director of Studies.
- A conflict in the schedule has prevented scheduling of core academic courses.
- The schedule does not meet the minimum load requirement or does not contain courses needed for satisfactory progress toward graduation.

The following situations do not justify schedule changes:

- The student wishes to change teachers or course periods.
- The student has a low grade in the course.

DROP/ADD PROCEDURES

In order to drop or add a course, the student must:

- Confer with teacher, advisor, department chair, and parent or guardian as appropriate and obtain approval/support for the requested change.
- Complete an online drop/add form.
- Make the request within the first week of the semester.

Students may not attend new classes until the drop/add procedure has been completed. The student will receive confirmation from the Registrar or Director of Studies, and the student's schedule will then be updated in PowerSchool.

DROPPING COURSES DUE TO PERSONAL CIRCUMSTANCES

In extreme situations, as called for by personal circumstances, students may drop courses after the drop/add period has ended at the discretion of and in consultation with their advisor or teachers, the Director of Studies, the Department Chair, and their parents. Parents and students must understand that should such a drop be initiated and approved, credit and grades accumulated to that point in a year-long course will be lost. In addition, a WF (withdrawal failing) or WP (withdrawal passing) will be entered on the student's permanent transcript.



Department
COURSE SEQUENCE

Academic SIGNATURE PROGRAMS

Shattuck St. Mary's Academic Signature Programs provide an outlet for students who wish to devote a significant portion of their day to pursuit of an academic passion. Students spend two class periods each day working within their discipline, take part in related field trips, work on an independent project, and complete a senior capstone presentation. Students must complete an application process before being accepted into an Academic Signature Program. Returning students interested in joining an Academic Signature Program for the next school year must submit their applications to the COE Director for approval no later than June 1st. Applications after June 1st will be evaluated on a case-by-case basis, and may be denied or deferred due to scheduling constraints. Upon successful completion of the program, students will graduate with a diploma specifying distinction in their area of interest.

BIOSCIENCE SIGNATURE PROGRAM

Prerequisites: B+ or higher in Biology, application to the program, Science Teacher Recommendation, BioScience Program Director permission.

To receive a diploma with Honors in BioScience students must:

- Be enrolled in the BioScience Program for at least two academic years
- Maintain good grades in their academic classes, including BioScience courses
- Make a 10-minute presentation to the SSM faculty summarizing their research
- Complete the following courses:
    - Applied Research Methods and Independent Project
    - BioScience: Senior Seminar
    - BioScience: Intro to Research Methods and Independent Project

ENGINEERING SIGNATURE PROGRAM

Prerequisites: On track to complete Physics and Calculus by graduation, an application to the program, Science Teacher recommendation, Engineering Program Director permission.

To receive a diploma with distinction in Engineering students enrolled in the program must maintain good grades in their academic classes, including Engineering courses, present a 10 minute capstone on their senior research, and complete the following required introductory classes:

- Honors Engineering: Modeling and Prototyping
- Honors Engineering: Basic Electronics and Programming
- Honors Engineering: Fabrication Processes

THE MAJOR SIGNATURE PROGRAM

Prerequisites: Application to and acceptance to the program.

To receive a diploma with distinction in The Major students enrolled in the program must maintain good grades in their academic classes and present a 10 minute capstone on their research.

BioScience Signature Program
COURSE DESCRIPTIONS

The BioScience COE courses, taught by Maren LaLiberty, MD, and Ellee Cook, Phd, are offered in a four-year rotation and are designed for students with an interest in the health sciences, including medicine, biomedical engineering, scientific research, bioethics, and public health. In addition to the traditional study of anatomy, physiology, and pathophysiology, courses will include applications of physics, chemistry, mathematics, language, literature, and history wherever relevant. Class discussions and lectures will be supplemented with organ dissections and laboratory experiments. Courses in bioethics and public health will extend the year's studies further into the social and moral dilemmas of the health sciences. Writing, both scientific and reflective, as well as writing revision will be emphasized in these courses. Students who enroll in the BioScience COE will work on a self-directed research project each year in addition to their work in the BioScience classes.

Prerequisites: B+ or higher in Biology, application to the program, Science Teacher recommendation, BioScience Program Director permission.

BIOSCIENCE ONE-SEMESTER COURSES

Offered to students in grades 9-11 enrolled in the BioScience Program

BIOSCIENCE: SKIN/SKELETAL/MUSCLE PHYSIOLOGY AND BIOETHICS I *(FALL 2025)*

(0.5 CREDIT)

This course will examine the group of organ systems (integumentary, musculoskeletal) that generally provides structural support and protection for the human body. This course will also examine the theories and standards used in making health-related ethical decisions. An introduction to ethical theory will be followed by the study of specific biomedical issues presented within the context of case studies. Emphasis will be placed on developing an understanding of and a proficiency at using a standard framework for analyzing ethical problems. Individual contributions to group discussion, supported by thorough and thoughtful reading and writing will be critical elements of this course. A combination of informal lectures, class discussions, small group activities, organ dissections, laboratory experiments, and multiple writings will be utilized to enhance learning in this course.

BIOSCIENCE: BIOETHICS II AND NERVOUS/ENDOCRINE PHYSIOLOGY *(SPRING 2026)*

(0.5 CREDIT)

This course will continue to examine the theories and standards used in making health-related ethical decisions. An introduction to ethical theory will be followed by the study of specific biomedical issues presented within the context of case studies. This course will also examine the group of organ systems (nervous, special senses, endocrine) that generally provides information transmission for the human body. A combination of informal lectures, class discussions, small group activities, organ dissections, laboratory experiments, and multiple writings will be utilized to enhance learning in this course.

BIOSCIENCE: CARDIAC SYSTEM AND RESPIRATORY I PHYSIOLOGY *(FALL 2026)*

(0.5 CREDIT)

This course examines the cardiovascular system and how it works together with the respiratory system to provide oxygen to the human body. A combination of informal lectures, class discussions, small group activities, organ dissections, laboratory experiments, and multiple writings will be utilized to enhance learning in this course.

BIOSCIENCE: RESPIRATORY PHYSIOLOGY II AND INTRO TO PUBLIC HEALTH *(SPRING 2027)*

(0.5 CREDIT)

This course will continue to examine the respiratory system and how it works together with the cardiovascular system to provide oxygen to the human body. This course will also serve as an introduction to the general concepts that form the foundation of community and public health with emphasis placed on the epidemiology and control of infectious diseases. In addition to class discussion and informal lectures, students will work on small group and individual projects throughout the course in order to come to their own understanding of the definition of public health.

BIOSCIENCE: DIGESTIVE AND RENAL I PHYSIOLOGY *(FALL 2027)*

(0.5 CREDIT)

This course examines the digestive system and how it works with all other organ systems to provide the nutritional elements necessary for cell survival. In addition, this course examines how multiple organ systems (urinary, digestive, respiratory, integumentary system) assist in removing waste products from the human body. A combination of informal lectures, class discussions, small group activities, organ dissections, laboratory experiments, and multiple writings will be utilized to enhance learning in this course.

BIOSCIENCE: RENAL PHYSIOLOGY II AND LABORATORY SCIENCE *(SPRING 2028)*

(0.5 CREDIT)

This course will continue examining how multiple organ systems (urinary, digestive, respiratory, integumentary system) assist in removing waste products from the human body. A combination of informal lectures, class discussions, small group activities, organ dissections, laboratory experiments, and multiple writings will be utilized to enhance learning in this course. In addition, students will learn and practice the skills required to work in a university research laboratory. These skills include laboratory safety, measurement of chemicals, preparation of solutions, separation techniques, the growth of living cells in culture media, and the acquisition of data using assays and tests. In addition, students will review and apply mathematical concepts routinely used in laboratory work including proportions, graphing and statistics. Following the conclusion of this course, students will be encouraged to begin their own independent laboratory research project.

BIOSCIENCE YEAR-LONG COURSES

Each of the following year-long courses will be offered each school year.

BIOSCIENCE :SENIOR SEMINAR

(1 CREDIT)

This year-long course is offered each year to students in grade 12 and to Post-Graduate students enrolled in the BioScience Program.

In this course, senior and post-graduate BioScience students will take part in a year-long seminar-type experience very similar to that offered in a university setting. Under the guidance of the BioScience Program Director, students will act as a partner in their own education by practicing and demonstrating the skills that are characteristic of mature, independent learners. While concentrating on one specific health care-related topic each semester, students will be expected to engage in independent background research on the topic, including identifying and reading related resource material online, in texts and in scientific articles. In addition, students will develop appropriate topic-related questions and points of interest in preparation for leading class discussions on the topic. The Spring semester will focus specifically on science writing and communication, and students will be required to complete the following: finalize the design of their final poster summarizing their research, make a PowerPoint summarizing their research and present it to the SSM faculty, and write up their research project in the form of a scientific article and submit it to a scientific journal.

BIOSCIENCE: INTRO TO RESEARCH METHODS AND INDEPENDENT PROJECT

(1 CREDIT)

In this course, first year non-senior BioScience students will a) be trained in how to read, understand and present scientific journal articles; b) become familiar with interacting appropriately with science professionals in academic settings outside of school; c) be introduced to the fundamentals of scientific research, including identifying a research question, conducting a literature review, developing and articulating a hypothesis, designing an experimental protocol, writing a research ethics plan, selecting a data-collection technique and an appropriate statistical tool for data analysis, presenting results, drawing conclusions from results, articulating the implications of these conclusions, explaining limitations of a study, and proposing future projects; and d) apply these skills by designing and conducting an experimental research project on a health science- related topic of their choice. At the end of each semester, each student will create a scientific poster summarizing the status of their project, and then present it to the faculty and students at a scheduled poster session.

BIOSCIENCE: ADVANCED RESEARCH METHODS AND INDEPENDENT PROJECT I

(1 CREDIT)

In this course, second year non-senior BioScience students will continue to improve the skills acquired in the previous year's course, "Introduction to Research Methods," including how to read scientific journal articles, how to interact with science professionals, and how to conduct authentic scientific research. Each student will either continue work on the previous year's research project or begin a new research project. At the end of each semester, each student will create a scientific poster summarizing the status of their project, and then present it to the faculty and students at a scheduled poster session.

BIOSCIENCE: ADVANCED RESEARCH METHODS AND INDEPENDENT PROJECT II

(1 CREDIT)

In this course, third year non-senior BioScience students will further develop the skills learned in the first two "Research Methods" courses, including how to read scientific journal articles, how to interact with science professionals, and how to conduct authentic scientific research. Each student will either continue work on their previous year's research project or begin a new research project. At the end of each semester, each student will create a scientific poster summarizing the status of their project, and then present it to the faculty and students at a scheduled poster session.

BIOSCIENCE: APPLIED RESEARCH METHODS AND INDEPENDENT PROJECT

(1 CREDIT)

In this course, senior and post-graduate BioScience students will be expected to apply all the skills and knowledge acquired in the previous "Research Methods" courses to the design and conduct of an original research project. This process will include identifying a research question, conducting a literature review, developing and articulating a hypothesis, designing an experimental protocol, writing a research ethics plan, selecting a data-collection technique and an appropriate statistical tool for data analysis, presenting results, drawing conclusions from results, articulating the implications of these conclusions, explaining limitations of their study, and proposing future studies. At the end of the Fall and Spring semesters, each student will create a scientific poster summarizing the status of their project, and then present it to the faculty and students at scheduled poster sessions. During the Spring semester, each student will present a 10-minute oral presentation of their research project to the SSM faculty.

Engineering Signature Program
COURSE DESCRIPTIONS

The Engineering Signature Program, taught by Alex Jones, are offered in a three-year rotation, and are directed at students who are considering a career in the field of engineering, information technology, manufacturing, or technical disciplines within the field of physical science. Students will begin their journey through an in-depth study of the engineering design process. Students acquire the skills to prototype their designs using 3D modeling programs from Autodesk. Students then begin to manufacture their designs using 3D printing. Then they pivot to exploring and building circuits which they can control using programming knowledge. Finally, students learn the workflow and design products to be cut using CNC technologies including lasers, routers and plasma cutters. Students use these skills throughout their time in the Engineering Signature Program to pursue their passions while working on their engineering projects each semester. Students are required to be always working on a project and present their work several times per year at a poster session event or a PowerPoint presentation to the community. Students also engage in a group design and prototype project with the NASA HUNCH program and present their work to NASA scientists and engineers. The next phase of academic work transitions students to think of engineering as a career opportunity. The coursework is designed to expose students to many branches of engineering so they can make more informed decisions in college when selecting their major. Students also study the ethical responsibilities of an engineer in many different contexts.

Prerequisites: On track to complete Physics and Calculus by graduation, application to the program, Science Teacher recommendation, and Engineering Program Director permission.

ENGINEERING INDEPENDENT PROJECT

Prerequisites: Acceptance into the Engineering Signature Program.

ENGINEERING LAB

(1 CREDIT)

This year-long course allows students to pursue a design or build project within the scope of their individual interests and passions. Students work closely with the Engineering faculty to brainstorm and select a project. After research has been completed, students give a project pitch where they outline the problem being solved, project constraints, design proposal, cost analysis, and resources needed for their project. When approved, students work closely with the engineering faculty to assist the student in managing their project. At the end of each semester, students present their work in the form of a poster or PowerPoint presentation. Alongside their own personal project, students engage in a small group design project for the NASA HUNCH program. NASA proposes several projects and the group selects one to design and prototype a product for NASA. Students present their work twice through a preliminary design review and a final critical design review. From these experiences, students will hone their technical communication abilities. By the end of each academic year, students will have first-hand experience of using the engineering design process from initial product brainstorming to evaluating and iterating designs of their prototype.

YEAR 1 STUDENTS

Prerequisites: Acceptance into the Engineering Signature Program.

HONORS ENGINEERING: DESIGN AND PROTOTYPING

(0.5 CREDIT)

Students begin their journey in the Engineering Signature Program by studying the role of the engineer in society, the skill sets required to be an engineer, and an in-depth analysis of the engineering design process. Students then transition to learning 2D (AutoCAD) and 3D (Fusion 360) modeling software from Autodesk. After recreating many drawings from parts diagrams, they use the modeling software to design their products during several design challenges. After they have had sufficient experience with these programs, they learn how to prototype their designs using 3D printing applications, and CNC laser and router machines. Students also use their design skills to fabricate projects using traditional woodworking tools. This course effectively introduces students to the complexities and challenges of the beginning stages of the engineering design process.

HONORS ENGINEERING: CIRCUITS AND ROBOTICS

(0.5 CREDIT)

In this course, students study the essential skills and resources to build and program components in electrical circuits focusing on robotics applications. Students begin by learning how to solder many types of electrical components onto a PCB board. Students then transition to prototype circuits using Arduino microprocessor units. Students will build and program several projects using various sensors to solve basic problems, similar to the function of a robot. Students also explore projects that utilize a Raspberry Pi and the Python programming language. For the fabrication portion of this class, students will learn techniques for cutting, drilling and bending metal. These skills will be used to fabricate a metal box used to mount many components in a circuit. This course effectively introduces students to the complexities of electronics projects and challenges them to create systems using electrical components to solve problems in our world.

YEAR 2-3 STUDENTS

Prerequisites: Successful completion of the First Year Engineering Curriculum.

HONORS ENGINEERING: STRUCTURES AND PUBLIC SYSTEMS *(FALL 2026)*

(0.5 CREDIT)

In the returning student curriculum, students transition their studies to learn about the many disciplines of engineering. In this course, students explore a few core topics within Civil Engineering. Students begin with exploring the various niches within Civil Engineering and learn about how most of the world's infrastructure depends on Civil Engineers to design and maintain it. Throughout the course, we explore ideas on land and in sea. On sea, students apply buoyancy concepts to make practical designs for boats. On land, we explore the basics of structural engineering and learn the core concepts of Statics. Students pivot these ideas to a practical design for carrying loads - bridge trusses. Students explore the different types of trusses and have the opportunity to design and manufacture a scale model of a truss and test its limits with an MTS load frame. During this testing, students learn core concepts of stress and strain by testing various materials in tension and compression. Throughout this course, students learn various public systems through field trips. Students explore the power grid, transportation systems (bridges), wastewater treatment facilities, and even an oil refinery!

HONORS ENGINEERING: PRODUCT DESIGN AND ENTREPRENEURSHIP *(SPRING 2027)*

(0.5 CREDIT)

In the returning student curriculum, students transition their studies to learn about the many disciplines of engineering. In this course, students explore a few core topics within Manufacturing Engineering. Students begin with exploring the various niches within Manufacturing Engineering and learn about how the world depends on the products that get produced in manufacturing facilities all over the world. The theme throughout this course is how to take an idea from conception, iterate the design, manufacture it, market the product, and ultimately start a small startup business to sell the product all over the world. We put special emphasis on the design of the product, in which we use 3D modeling software to ultimately prepare the product for manufacturing in a shop setting using CNC equipment, such as a laser, wood router, or plasma cutter. Students will spend a considerable amount of time in a shop setting, building their designs and keeping track of time and equipment so they can determine actual costs to manufacture something. After their product is designed and manufactured, it needs to be marketed, in which we explore various ways to effectively share their product with the world. Throughout this course, students will attend field trips to various manufacturing facilities where they will be able to see firsthand the ways in which companies optimize their workflows and the amazing equipment used to make stuff!

HONORS ENGINEERING: DESIGNING AND BUILDING ROBOTIC SYSTEMS *(FALL 2027)*

(0.5 CREDIT)

In the returning student curriculum, students transition their studies to learn about the many disciplines of engineering. In this course, students explore a few core topics within Mechanical Engineering. Students begin with exploring the various niches within Mechanical Engineering and then transition into designing and building robotic systems. Students begin with a core concept of building and testing electrical circuits. A problem will be presented where a robot will be built and put to the task. The engineering design process will be fully explored and implemented to establish the beginnings of a prototype robot. Students will evaluate the various options for the "brains" of the robot, either Arduino or Raspberry PI. The various motors, gear trains, sensors, levers, and pulleys will be evaluated based on the constraints of the project. Once the main hardware pieces are selected, students will design and construct a chassis to mount everything. Students will learn first hand the coding needed to make their robot interact with the real world. As their robot is being constructed, we will explore the fasten-ating world of fasteners which will hold their robot together. After many iterations and testing, we will put these robots to the test and make sure they solve our problem!

HONORS ENGINEERING: MACHINE LEARNING AND AI USING PYTHON *(SPRING 2028)*

(0.5 CREDIT)

In the returning student curriculum, students transition their studies to learn about the many disciplines of engineering. In this course, students explore a few core topics within Computer Engineering. Students begin with exploring the various niches within Computer Engineering. Students will be introduced to the basic ideas behind Artificial Intelligence (AI) and Machine Learning (ML) using the Python programming language. Students will learn how computers can find patterns in data, make predictions, and improve their performance through experience. We begin with fundamental Python programming skills and gradually move into simple machine learning concepts such as data collection, training models, and evaluating results. Students will work with real-world examples like image recognition, text classification, and prediction problems, using the TensorFlow library. Emphasis is placed on conceptual understanding, hands-on coding, and ethical considerations of AI, including responsible use. By the end of the course, students will be able to build and explain simple AI systems, understand how machine learning is used in everyday technology, and develop problem-solving and computational thinking skills.





The Major Signature Program
COURSE DESCRIPTIONS

The Major allows students to develop and undertake a series of dynamic experiences designed around their personal interests in a way that engages their critical inquiry skills and develops their passion for self-guided discovery. Each student is a member of a cohort of fellow students whom they support and challenge under the guidance of a dedicated faculty member who provides structure, guidance, and mentorship throughout the whole program. On campus, students have access to a wide range of facilities including Fayfield Hall, our state-of-the-art STEM Center, and the weCreate Center, which houses nine studios to provide students access to software such as Adobe Photoshop and Illustrator and FinalCut Pro. Students in The Major will travel beyond the Arch to complete their Signature Program experience as well, immersing themselves in locales as varied as their interests.

All students in The Major are enrolled simultaneously in a Lab class.

STUDENTS IN YEAR 1

(1 CREDIT)

Students in year one will explore a variety of topics with their teacher and peers as they work to identify their own research topic. Students will also begin to work on presentation skills. This work includes skills relevant to poster presentation, documentary style filmmaking, formal essays, and small group oral presentations.

STUDENTS IN YEAR 2 AND 3

(1 CREDIT FOR EACH YEAR)

Students in year 2 and 3 are encouraged to spend additional time working on their independent research projects. The director of The Major will meet with each student regularly to provide feedback and support. Group meetings will focus on presentation skills and peer feedback. Students will present their work through poster sessions, documentary style films, formal essays, and small group presentations. During the Spring semester, seniors will give a 10 minute capstone presentation on their research to faculty and peers.





Music
SIGNATURE PROGRAMS

Shattuck St. Mary's Signature Programs in Music provide an opportunity for students who have an intense interest in music, either instrumental or vocal, to devote a significant portion of their day to pursue their artistic passion.

GRADUATION REQUIREMENTS

Students in both the Pre-Conservatory Music and Vocal Performance programs have two hours of their school day devoted to music. This time may be used for independent practice or work with ensembles. Students are required to complete Music Theory during their 11th and 12th grade years.

REQUIRED COURSES

- Adv. Music Theory & Ear Training I
- Adv. Music Theory & Ear Training II

**Adv. Music Theory is taken during the 11th and 12th grade years.*

PRE-CONSERVATORY MUSIC

The Pre-Conservatory Program offers passionate musicians ample practice time, weekly lessons with private teachers, courses in music theory, chamber music ensembles, numerous performance opportunities, master classes with world-renowned guest artists, and access to concerts featuring world-class performers.

VOCAL PERFORMANCE PROGRAM

The Vocal Performance Program at Shattuck St. Mary's is a comprehensive, classical, and foundational music education centered around ensemble excellence and individual performance opportunities. Students perform as often as once per month in such events as school musicals, community showcase events, school chapel services, on and off campus holiday concerts, performances with local professional and semi-professional ensembles, recitals, and special on and off-campus school gatherings for visitors and alumni.






Music Signature Programs
COURSE DESCRIPTIONS

PRE-CONSERVATORY CLASS

(1 CREDIT)

Shattuck St. Mary's Pre-Conservatory program is designed for students interested in pursuing their passion for music while engaging in a college-preparatory academic program. This program offers the serious musician ample practice time scheduled during the school day, weekly lessons with a master teacher, a college-level music theory curriculum, numerous performing opportunities, and a college preparatory academic program.

VOCAL PERFORMANCE PROGRAM

(1 CREDIT)

The Vocal Performance Program is an auditioned program designed to give passionate music students extensive training in the vocal arts. Students receive a 60 minute private vocal lesson and a 30 minute private piano lesson each week. In addition, students audition for and are placed in one of our choirs, and have one period per day for individual practice. Juniors and Seniors are enrolled in a rigorous Music Theory/Ear Training Class. Students will also participate in studio classes, master classes, visiting guest artists recitals, and competitions in addition to a full calendar of performances both on and off campus.

ADVANCED MUSIC THEORY AND EAR TRAINING 1

(1 CREDIT)

Advanced Music Theory and Ear Training 1 is the first part of a 2-year curriculum designed for the student who wishes to pursue further study in the area of music. The course begins with the foundations of music theory (scales, key signatures, triads, intervals, etc.), and ventures into part-writing in 4 voices using diatonic harmonies. Additionally, the course addresses small musical forms and embellishment. The Ear Training portion of the course covers solfege systems, sight-singing, and various forms of diatonic musical dictation.

Prerequisite: ability to read music (both treble and bass clefs). A knowledge of key signatures and scales is also advised.

ADVANCED MUSIC THEORY AND EAR TRAINING 2

(1 CREDIT)

Advanced Music Theory and Ear Training 2 is the second part of a 2-year curriculum designed for the student who wishes to pursue further study in the area of music. The course begins with a brief review of the content covered in Advanced Music Theory and Ear Training 1, followed by discussions of chromatic harmonies including applied dominants, augmented sixths, and Neapolitan chords. The Ear Training portion of the course covers solfege systems, chromatic sight- singing, and various forms of chromatic musical dictation. Additionally, the course introduces students to music technologies and audio production with composition and recording projects.

Prerequisite: Advanced Music Theory and Ear Training 1

English Department
COURSE SEQUENCE

MIDDLE SCHOOL COURSES

SSM Middle School English courses are designed to introduce students to the reading, writing, and verbal skills they will need to succeed in their studies at Shattuck St. Mary's.

The Middle School classes, English 6/7, 8, and 9, nurture reading and writing, supporting paths to critical analysis. Vocabulary, grammar, syntax, as well as an appreciation for prose and poetry is emphasized.

- English 6/7 (6th and 7th grades)
- English 8 (8th grade)

GRADUATION REQUIREMENTS

Students are required to complete a minimum of 4 credits in English in grades 9-12. Students begin with survey courses in 9th and 10th grade before moving into elective classes as juniors and seniors. Writing as a process is emphasized in all classes with the goal of providing students with a solid basis for successful English study in college. Students must be enrolled in an English class every semester.

REQUIRED COURSES

- Composition & Literature (9th grade)
- World Literature (10th grade)

  OR
- Adv. World Literature (10th grade)
- English Electives (Grade 11 and 12), semester-long courses, a minimum of one per semester

  OR
- AP Language and Composition

  (Prerequisite: recommendation from current English teacher and departmental permission.)

  OR
- AP Literature and Composition

  (Prerequisite: recommendation from current English teacher and departmental permission.)

  **Students may be recommended for AP English from either the regular or the advanced classes.*

English Department
COURSE DESCRIPTIONS

In their English classes Shattuck St. Mary's students practice, demonstrate, and evince clear thinking, writing, and speaking. They learn that listening is a key to masterful communication. In all grades at SSM, English teachers are committed to our school's mission of nurturing global citizens of integrity who demonstrate engagement, openness and persistence.

Critical thinking, nurtured and practiced through reading, writing, and discussions, is the basis of the SSM English curriculum. Teachers are committed to helping students understand and answer questions with sharp, relevant, and insightful words, sentences, paragraphs, essays, projects, discussions, speeches, and presentations. The English faculty emphasize writing as a process: Prewriting or brainstorming; organizing ideas; writing drafts--revising, editing and proofreading; and finally "publishing." Students advance their academic vocabulary, develop their analysis skills, and recognize and develop their own aware, engaged, global voices. They are trained in MLA citation and ethical writing practices. They are taught how to use AI and how not to use it. They read about, discuss, and analyze character as a literary device as they contemplate what it means to be a person of strong character, one who manifests integrity, engagement, honesty, courage, loyalty, and fortitude.

YEAR-LONG CORE ENGLISH CLASSES

Each of the following core English classes is taught in a year-long survey format. Students receive a final grade for the year which is then applied toward their cumulative GPA. Students in grades 9-12 receive 1 credit upon the successful completion of each course.

ENGLISH 6

This course places an equal emphasis on literature and writing. Students engage with a variety of literary forms, including short stories, novels, and poetry to develop concepts of setting, character, and conflict. Students also engage with nonfiction through news articles, mini-research projects, memoirs, and current events. Reading skills are developed and reinforced in each genre. Students learn what it means to be active readers, explore what lights up their literary minds, and practice how to find solutions to their own confusion.

Students also write letters, make presentations, and work in collaborative groups; they study vocabulary and grammar consistently throughout the year. They create a unique children's picture book each spring, a cumulative unit that evinces year-long learning. The class is designed to meet the developmental needs of each student and welcome students to Shattuck St. Mary's.

ENGLISH 7

This course, like English 6, equally emphasizes literature and writing. Students continue to experience a range of literature--short stories, novels, and poetry-- and nonfiction, but their understanding of literary devices, form, setting, character, and conflict become integral to the message. We ask the questions, "Why do these writers choose these tools to deliver their message?" and "How do these tools support the intentions of the authors?" Reading skills are further developed through deliberate and conscious practice; thereby, we foster understanding the power of words, delivering the opportunity for students to appreciate and honor the power of their own voices.

Students continue to practice brainstorming, drafting, revising, and polishing of their written work and grow in their understanding that writing is a process. They become their own best editors as they move into embracing their own voices. They also create a unique children's picture book each spring as part of our Janes Book project. This curriculum continues our school's mission to foster global citizens of integrity and explores what it means to be a young person in the world today. Like English 6, this course class is designed to meet the developmental needs of each student and welcome students to Shattuck St. Mary's.

ENGLISH 8

English 8 builds upon the skills acquired in the seventh grade, meets the needs of new students, and further digs into how SSM students become engaged and aware global citizens who manifest human integrity. Reading, writing, and verbal skills are still the priorities of the class, with an emphasis on more formal expression and the study of grammatical structures. Students jump into Latin roots and prefixes via academic vocabulary acquisition. They develop their writing in regular journal exercises, short creative pieces, in-class prompts, and multi-draft formal essays. They acquire and practice the terminology of literary analysis. In addition to short stories, poems, dramatic monologues and dialogues, and selections of nonfiction, reading includes selected novels and plays. A Spring semester project focuses on a global topic or concern. Texts may include Everything Sad is Untrue, Global, When Stars are Scattered, and a wide selection of choice books.

COMPOSITION AND LITERATURE *(9TH GRADE)*

(1 CREDIT)

Students read, analyze, and discuss a range of literature from around the world and throughout time as a reflection of our mission to create global citizens of integrity, people who are aware of others, who question and think. This course ensures that students receive grounding in grammar, academic Latin-based academic vocabulary, literary analysis, and the writing process, as well as developing research skills and an understanding of source veracity. English 9 students practice research and analytic and expository writing and are encouraged to value a well-wrought thesis and worthy, thoughtful, and relevant support. Reading is selected from the traditional canon but also includes award-winning, important voices that are no longer marginalized. Texts may include *Twelfth Night, Romeo and Juliet, Dear Martin, Born a Crime,* film, poetry, nonfiction, and a wide selection of choice books.

WORLD LITERATURE *(10TH GRADE)*

(1 CREDIT)

World Literature is a year-long survey course that ushers SSM students into the literature of different cultures, sharpens their critical analysis, advances their research and documentation skills, and develops their academic writing. Academic vocabulary is deliberately taught and further developed. The course includes literature from across time, continents, and cultures, stories that deepen their understanding of "home" and bring forward lives that manifest global integrity. As they consider fiction, nonfiction, drama, and poetry, students expand and generate critical thinking and develop their understanding of the claim, its evidence, and the art of the argument. They discover universal themes and archetypal motifs in works that range from the classic Greeks to young, contemporary female voices. Readings may include works by Homer, Shakespeare,, and multi-cultural selections of poetry and short stories from around the globe.

ADVANCED WORLD LITERATURE *(10TH GRADE)*

(1 CREDIT)

Advanced World Literature is a year-long survey course designed to advance students' research and documentation skills, further develop their academic writing, and bring them to an understanding of the literary archetype and message. The course includes literature from across time, continents, and cultures. Academic vocabulary is deliberately taught and further developed. As they consider fiction, nonfiction, drama, and poetry, students expand and generate critical thinking and academic writing and empower their voices with an ever-expanding academic vocabulary. They discover universal themes and archetypal motifs that build a firm understanding of what it means to be a citizen of integrity. From Homer to new contemporary voices, World Literature embraces a variety of genres and times. Readings may include *The Odyssey, Macbeth,* and works by Bill Bryson, Kiran Desai, Jamaica Kincaid, Christy Lefteri, Sayaka Murata, Dylan Thomas, and others.

Prerequisite: recommendation from current English teacher and departmental permission.

ADVANCED PLACEMENT ENGLISH: LANGUAGE AND COMPOSITION *(11TH GRADE)*

(1 CREDIT)

This course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods. Students are given Latin-based academic vocabulary, which empowers them to write effectively and confidently, defend a thesis or position, and develop claims, a line of reasoning, and evidence. Larger writing assignments include synthesis, argumentative, and rhetorical analysis essays.

Shorter writing assignments may focus on writing a speech analysis, business letters, rhetorical analysis, and argumentative paragraphs. Class readings include: "How to Argue with a Cat", "Just Mercy", "Letter from Birmingham Jail", student selected research, and choice books that are either memoirs or contemporary nonfiction selections. Students will be required to do extensive reading and critical analyses, including timed essay tests, in the same format as the AP English exams offered each May. Students may earn college credit if they score well on the AP exam issued by The College Board in May.

Prerequisite: recommendation from current English teacher and departmental permission.

ADVANCED PLACEMENT ENGLISH: LITERATURE AND COMPOSITION *(12TH GRADE)*

(1 CREDIT)

"Novels, at their best, name the world," writes the Irish novelist Ian McEwan. Students in AP Literature and Composition practice college-level rhetorical writing by engaging in the careful reading and critical analysis of great works of poetry, short stories, drama, novels, and essays. Through the consistent practice of rigorous and deep analysis of literary works, students build and extend their understanding of how the written word helps to "name the world" and the human experience of living in it. They develop their voices as active thinkers via frequent writing and discussions. Academic vocabulary is deliberately taught, as are advanced sentence structures and rhetorical devices. By exploring a diversity of literary voices both traditional and contemporary, this course reinforces the SSM mission to nurture global citizens of integrity. Students keep a working portfolio and develop and maintain their Work Areas on a document they use to become their own best editors. This course follows the curricular requirements described in the College Board's AP English Literature and Composition course. Students may earn college credit if they score well on the AP exam issued by the College Board in May.

Prerequisite: recommendation from current English teacher and departmental permission.

2026-27 ENGLISH ELECTIVES

Our elective offerings empower students with a firm understanding of what it means to be human— the obstacles we face, our triumphs, the voices with which we tell our stories, and the lessons we learn from one another. The topics and text selections draw from the traditional canon, but also include award-winning and lauded modern and contemporary works that feature voices from around the globe. Designed for students in their junior and senior years, SSM Electives continue to stress the importance of active, engaged, aware citizenship in the larger world through the exploration of different perspectives offered by diverse literature, while building towards the realization that, in the words of Chimamanda Ngozi Adichie, there is a danger of holding on to just "a single story."

These courses continue to guide students on their path of acquiring college-ready writing skills, with an emphasis on crafting specific thesis statements, structuring their thoughts in paragraphs and the five-paragraph essay format, substantiating their ideas with textual evidence, and citing sources in the MLA style. Students also develop vocabulary necessary for reading at the college level by studying word units built from Greek and Latin roots.

Elective topics may include:

Journalism, Shakespeare, Existentialism, Afrofuturism, Bildungsroman, Nature Literature, Minnesota Writers, and Playwriting, among others.

English as a Second Language
COURSE SEQUENCE

MIDDLE SCHOOL COURSES

SSM Middle School ESL courses are designed to provide the English language support and instruction students need to successfully move into mainstream English and History classes. Students are placed according to ability.

- Culture and Conversation
- Middle School ESL Academic Reading and Writing I
- Middle School ESL Academic Reading and Writing II
- Middle School ESL Academic Reading and Writing III

GRADUATION REQUIREMENTS

Upper School ESL classes can be used to help fulfill the 4 English credits required for graduation; however, students must exit ESL and complete one full year in mainstream English prior to graduation. Upper School Introduction to Historical Studies counts to meet the US History graduation requirement.

REQUIRED COURSES

- Varies depending on placement.

  **Students must complete one year of mainstream English to graduate.*

UPPER SCHOOL COURSES

All Upper School ESL courses are full-year classes with the exception of ESL Seminar; students may exit Seminar mid-year if they demonstrate adequate proficiency to participate and engage in a mainstream course without additional ESL support.

- Culture and Conversation
- ESL Academic English II
- ESL Academic English III
- ESL Seminar

English as a Second Language
COURSE DESCRIPTIONS

In their ESL classes Shattuck St. Mary's students practice, demonstrate, and evince clear thinking, writing, and speaking. ESL teachers are committed to our school's mission of nurturing global citizens of integrity who are engaged with an ever- changing world.

Our comprehensive ESL program offers a scaffolded curriculum that nurtures the further development of English speaking, reading, listening, and writing and to help students develop academic and conversational English. Initial ESL placement is determined by a transcript and Admissions packet review by the ESL Chair and the Director of Studies, including incoming Duolingo scores, and an Admissions interview. Placement for subsequent years is evaluated each spring. All ESL classes are year-long with the exception of the Academic Seminar, Public Speaking, and Culture and Conversation. English credit is granted for ESL, but all students must exit ESL and complete one year of mainstream English to meet graduation requirements. There are no fees for our ESL program.

MIDDLE SCHOOL ESL

CULTURE AND CONVERSATION

Culture and Conversation is designed to widen the contacts and support our International student's acclimation to campus life in Minnesota, USA. Guest conversationalists include a rich array of community members including our bus drivers, the Head of School, our faculty, Facilities and Finance staff, COE directors, and other students--often veteran international students who are happy to share their experiences. This is a one-semester class offered Fall semester and occasionally Spring semester.

MIDDLE SCHOOL ESL ACADEMIC READING AND WRITING I

This class is offered to Middle School students with low to intermediate English proficiency. The goal is twofold: to support all ESL students' enrollment in mathematics, science, and history classes; and to further and foster the development of academic and conversational English. The course focuses on reading comprehension strategies, vocabulary, grammar, and various types of academic writing, beginning with the simple sentence. Requirements include text readings and exercises; core course readings; authentic literature readings; formal Spring writing exercises; the creation of a PowerPoint and oral presentations; and a Winter project or exam. A Spring Duolingo test, overall academic progress, and a Spring semester writing assessment are used to determine placement into the next level of ESL or ESL exit.

MIDDLE SCHOOL ESL ACADEMIC READING AND WRITING II

This class is offered to Middle School students with intermediate English proficiency. The course focuses on reading comprehension strategies, vocabulary, grammar, and various types of academic writing, beginning with the simple sentence and ending with the academic essay. The academic paragraph and content-response to instructional prompts is stressed. Requirements include selected text readings; authentic readings from the literature discipline; formal writing exercises; presentations; a major project; semester exams and a final exam. A Spring Duolingo test, overall academic progress, and a Spring semester writing assessment are used to determine placement into the next level of ESL or ESL exit.

MIDDLE SCHOOL ESL ACADEMIC READING AND WRITING III

This class is offered to intermediate and advanced ESL students to nurture proficiency in reading, writing, speaking and listening. The course focuses on reading comprehension strategies, vocabulary, grammar, and various types of academic writing. Further, academic, active, reasoned, rhetorical debate and discussion is nurtured and rewarded. Requirements include selected readings, formal writing exercises, presentations, a short research paper, semester exams, and a final exam. A Spring semester Duolingo test, overall academic progress, and a Spring semester writing assessment are used to determine placement into the next level of ESL or ESL exit.

UPPER SCHOOL ESL

CULTURE AND CONVERSATION

(0.5 CREDIT)

Culture and Conversation is designed to widen the contacts and support International student acclimation to campus life in Minnesota, USA. Guest conversationalists include a rich array of community members including our bus drivers, the Head of School, our faculty, Facilities and Finance staff, COE directors, and, often, other students, often veteran international students who have found their second home and are happy to share their experiences. This is a one-semester class offered Fall Semester and occasionally Spring Semester.

ESL ACADEMIC ENGLISH II – UPPER SCHOOL

(1 CREDIT)

This English class is designed to answer the needs of students whose academic English is actively developing and needs intensive and focused support at the low-intermediate to intermediate level. Sustained silent reading is a major component of this class. Fall semester is dedicated to the immediate building of math, science, and history vocabulary and academic study skills. Throughout the course, students will read a wide variety of texts, including fiction, non-fiction, and poetry. Reading strategies are explicitly taught and rehearsed to encourage deeper reading comprehension. Vocabulary and grammar instruction is integrated into reading and writing activities. The writing focus of ESL Academic English II is on the development of sentences, paragraphs, and the essay. Speaking and listening are practiced in large and small group discussions and through oral presentations.

Requirements: Selected readings; 4-5 written works per semester; 1 oral presentation; semester assessments; and a final exam. A Spring semester Duolingo test, overall academic progress, and a Spring semester writing assessment are used to determine placement into the next level of ESL or for ESL exit.

ESL ACADEMIC ENGLISH III – UPPER SCHOOL

(1 CREDIT)

This class is offered to students at an advanced intermediate level of English proficiency in the areas of reading, writing, speaking, and listening. The course focuses on using academic English to understand, analyze, and evaluate ideas explored through reading, writing, class discussion, and other activities. Academic, active, reasoned, rhetorical debate and discussion are nurtured. Students receive significant individualized feedback to support the development of their language skills, with an emphasis on academic reading and writing.

Requirements: Selected readings; 4-5 formal writing exercises per semester; 1 oral presentation; 1 research paper; semester assessments; and a final exam. A Spring semester Duolingo test, overall academic progress, teacher recommendation, and a Spring semester writing assessment are used to determine placement, including exit from the program.

ESL SEMINAR – UPPER SCHOOL

(1 CREDIT)

This full-year tutorial course focuses on student weaknesses in order to best support them at SSM. ESL Seminar is a companion class for students who have been given entrance to World Literature. Enrollment is determined by the ESL Chair and the Director of Studies. Focus is on writing the well-developed essay, but also stresses mastery of grammar, syntax, diction, and semantics. Students who have exited ESL may not use this class as a substitute for an English class. At the discretion of the Director of Studies , a previously exited student may be required to enroll.

History Department
COURSE SEQUENCE

MIDDLE SCHOOL COURSES

SSM Middle School History courses are designed to introduce students to concepts and skills related to the study of History.

- Themes in U.S. History (taken in both 6th and 7th grade)
- Global Studies (taken in 8th grade)
- Middle School Introduction to Historical Studies (MS)

GRADUATION REQUIREMENTS

Students are required to complete 3 credits of history in grades 9-12; 1 credit must be earned in a class that focuses on United States History. Once students complete their required United States History course, they are free to take any combination of AP or elective courses to fulfill their requirement.

REQUIRED COURSES

- World History (taken in 9th grade)
- United States History (taken in 10th grade)

  OR
- Advanced United States History (taken in 10th grade)

  OR
- Introduction to Historical Studies (US) (if taken in 9th grade, ESL students are required to take World History in 10th grade)

AP HISTORY ELECTIVES

AP History electives are blended courses.

- AP United States Government and Politics *(Prerequisite: Completion of US History; recommendation from your current teacher and departmental permission.)*
- AP Microeconomics *(Prerequisite: Completion of Algebra II; recommendation from your current teacher and departmental permission.)*
- AP Macroeconomics *(Prerequisite: Completion of Algebra II; recommendation from your current teacher and departmental permission.)*
- AP Psychology *(Prerequisites: Completion of Biology; recommendation from your current teacher and departmental permission.)*

2026-27 JUNIOR/SENIOR HISTORY ELECTIVES

Electives give students a chance to dig into a specific topic in history and the social sciences through questioning, research, and discussion. While the topic may vary, the approach remains the same: to think like social scientists. Using a wide range of primary and secondary sources, students practice essential skills such as sourcing, corroboration, research, and evidence-based argumentation. They assess the reliability of sources, consider bias and perspective, and weigh different interpretations before reaching their own conclusions. Coursework may include source analysis, student-led discussions, group investigations, independent research, and structured debates. No matter the theme, elective courses cultivate curious, critical thinkers who use inquiry and evidence to deepen their understanding of the world.

Examples of elective courses include: *Human Geography, The History of Latin America, Global Women's Studies, Supreme Court & Society, Indigenous History of North America, Minnesota History, Introduction to Cultural Anthropology, among others.*

History Department
COURSE DESCRIPTIONS

YEAR-LONG CORE HISTORY CLASSES

Each of the following core history classes is taught in a year-long format. Students receive a final grade for the year which is then applied toward their cumulative GPA. Students in grades 9-12 receive 1 credit upon the successful completion of each course.

THEMES IN U.S. HISTORY

This full-year course for 6th and 7th grade explores United States history, anywhere from its pre-colonial period to the present-day. Instead of investigating this history as a chronological timeline of events, names, dates, and places, we investigate history through the lens of major trends and themes. Throughout the year, special focus is placed on the skills that enable students to think and act like a historian such as asking good questions about the past, looking at history from multiple perspectives, finding and analyzing historical sources, and drawing conclusions based on evidence. During Spring semester, students participate in National History Day, where they complete an in-depth historical research project of their choice that relates to the annual theme culminating in a school exhibition of projects at the end of the semester.

GLOBAL STUDIES

Global Studies is a year-long course for 8th grade students that explores the important relationship between people and place in order to develop the skills and knowledge that enable students to make decisions and solve problems within an increasingly interdependent and changing world. Major topics include how to think spatially; how to read, use, and create maps; world places and regions; culture; population; migration; government and economy; and globalization. Students explore these topics in a variety of ways, including readings, discussion, examining case studies, individual blog assignments, projects, debates, mock trials, and essays. Current events discussions are woven throughout the course in the form of daily news discussions and larger units in which students closely examine a specific global issue or event.

INTRODUCTION TO HISTORICAL STUDIES - MIDDLE SCHOOL

(1 CREDIT)

This survey class offers students a preview of American, ancient, and European history. In addition, the class covers Minnesota history to give students an understanding of their new home. Designed to offer low to intermediate English proficient students the opportunity to learn about history in a sheltered environment, this class is a full survey class and fosters development of note-taking, listening, reading, and academic discussion. MS IHS is offered to 6th through 9th grade. Entrance is determined by the ESL Director and the Director of Studies. Requirements include selected readings, writing exercises, class presentations, map quizzes, reading assessments, a major project, semester exams, and a final exam.

WORLD HISTORY

(1 CREDIT)

World History, a 9th grade course, is a year-long exploration of the factors that have influenced human behavior and the development of civilization. Themes include religion, conflict, global connections, technology, and government & society. Students will explore the scope of world history through the lens of these recurring themes. Analytical reading, discussion, collaboration, research, and essay-writing are some of the important skills that are developed in this class.

UNITED STATES HISTORY

(1 CREDIT)

United States History studies the growth of America from pre-Columbian the signing of the Declaration of Independence through the development of the United States as a world power in the twentieth century. Focusing on the political and social development of the United States, students gain an appreciation for the complexities of America's past. Special emphasis is placed on analysis of primary documents, essay writing, and discussion.

ADVANCED UNITED STATES HISTORY

(1 CREDIT)

This course, which selected students may take in lieu of the standard U.S. history course, considers the American experience from colonial history through the 20th century. The pace of the course is quicker than the standard course with a strong focus on critical reading and historical analysis. The course emphasizes developing skills such as analyzing primary source documents, making evidence-based historical claims, and evaluating cause-and-effect relationships. Multiple styles of writing are introduced and practiced throughout the year and students have the option of taking the AP United States History exam in the spring.

Prerequisite: departmental permission.

INTRODUCTION TO HISTORICAL STUDIES – UPPER SCHOOL

(1 CREDIT)

Introduction to Historical Studies introduces low to intermediate proficient English language learners to United States History while developing English language skills and historical studies skills. The students will begin with the earliest Americans and travel through United States History up to, but not limited to, the Civil Rights era. While studying the content students will concentrate on utilizing primary sources to contextualize, corroborate, source, and critically think about the continuity and change of the human experience throughout the history of the United States. Assessments will include a variety of activities with a variety of sources. Students will be asked to take Cornell Notes, engage in discussion, collaborate with peers, perform presentations, write academically, research, complete quizzes, tests, and final exams, as well as learn content specific vocabulary and analyze primary sources.

ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS

(1 CREDIT)

AP U.S. Government and Politics provides a nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the general trends and changes that occurred. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and give speeches on a variety of topics. Finally, students will complete a final project on the Civil Rights Movement.

Prerequisite: completion of US History and departmental permission.

ADVANCED PLACEMENT MICROECONOMICS

(1 CREDIT)

This year-long college-level Advanced Placement course explores the behavior of individuals and firms, starting with the core concept of scarcity and the laws of supply and demand. Students will analyze business decisions regarding production, costs, profit-maximation, and hiring, while also examining how government policy affects market outcomes and individual firms. Emphasis is placed on logic, graphical analysis and critical thinking to understand real-world economic scenarios. This course is excellent preparation for students pursuing future college degrees in Business Administration, Management, International Business, Finance, Accounting, or Data Analytics. This course is excellent preparation for students pursuing future college degrees or careers in Business Administration, Management, Finance, Accounting, Data Analytics, or Engineering.

Prerequisite: completion of Algebra II and departmental permission.

ADVANCED PLACEMENT MACROECONOMICS

(1 CREDIT)

This year-long, college-level course examines the principles governing the national and world economy. The curriculum begins with basic concepts of scarcity, supply and demand, then moves into the foundational measures of economic health: Gross Domestic Product (GDP), inflation, and unemployment. Students investigate how the federal government and the banking system influence the business cycle through policy measures such as interest rates and the bond market. Logic, graphical analysis, and critical thinking are used to understand and model real-world scenarios. This is a practical choice for students considering future majors or careers in Business Administration, Government, Political Science, International Relations, or International Business.

Prerequisite: completion of Algebra II and departmental permission.

ADVANCED PLACEMENT PSYCHOLOGY

(1 CREDIT)

AP Psychology is a year-long course covering all the basic topics of a college level introductory course in psychology, which is defined as the study of human behavior and mental processes. The course covers topics such as the biological and developmental bases of behavior, cognitive focus, and socio-cultural topics. AP Psychology provides many opportunities for active learning, such as classroom demonstrations, experiments, and personal and group reflection. This course provides a high level of inquiry for motivated students; it serves as a unique AP level course that appeals to students who are interested in improving their scientific literacy. Psychology shares methods with chemistry, biology, and other sciences, and in personal and society-level decision making, and so it has a unique relevance to their daily lives.

Prerequisite: completion of Biology and departmental permission.

Mathematics Department
COURSE SEQUENCE

MIDDLE SCHOOL COURSES

Middle School Mathematics courses are designed to provide the foundational skills students need to succeed in their study of Algebra, Geometry, Trigonometry and beyond. Students are placed according to ability, so some students in grades 6-8 may be placed in upper level courses. Mathematics courses taken in sixth through eighth grade may not be applied to the Upper School Mathematics graduation requirement.

- Mathematics
- Pre-Algebra

GRADUATION REQUIREMENTS

All students are required to be enrolled in a mathematics class every year. To graduate, students must earn a minimum of 3 credits in mathematics, including a minimum of 1 credit each in Algebra I, Algebra II, and Geometry or courses advanced beyond these levels.

REQUIRED COURSES

Algebra I

- Geometry OR Advanced Geometry
- Algebra II OR Advanced Algebra II
- **A competitive college application will include mathematics courses through at least Pre-Calculus.*

AP MATHEMATICS ELECTIVES

AP Mathematics Electives are full-year blended courses.

- AP Pre-Calculus
  (Prerequisite: A- or better in Algebra II or B+ or better in Adv. Algebra II and departmental permission.)
- AP Calculus AB
  (Prerequisite: A- or better in Pre-Calculus or B+ or better in Adv. Pre-Calculus and departmental permission.)
- AP Calculus BC
  (Prerequisite: B or better in AP Calculus AB and departmental permission.)
- AP Computer Science Principles
  (Prerequisites: B or better in Pre-Calculus or a grade of B or better in Intro to Programming and departmental permission)
- AP Computer Science A
  (Prerequisites: B or better in Pre-Calculus or a grade of B or better in Intro to Programming and departmental permission.)
- AP Statistics
  (Prerequisite: B or better in Pre-Calculus and departmental permission.)

GENERAL MATHEMATICS ELECTIVES:

- Algebra I
- Geometry
- Advanced Geometry
- Intermediate Algebra
- Algebra II
- Advanced Algebra II
- College Prep Algebra and Trigonometry
- Pre-Calculus
- Calculus
- Statistics
- Intro to Programming

Mathematics Department
COURSE DESCRIPTIONS

Placement in mathematics courses is dependent on ability and previous work in mathematics, not on age or grade. For returning Shattuck St. Mary's students, the current math teacher makes a placement recommendation in early spring for the next academic year. This may confirm or supersede student requests. For newcomers to Shattuck- St. Mary's, placement is determined by the Mathematics Department Chair, based on careful review of records and recommendations from previous school(s), standardized test results, and if necessary placement testing. The overriding concern is to place each student in the mathematics course that will best present an appropriate level of challenge, reinforcement, and advancement. At many levels of the curriculum, several options are available to ensure that all students can progress at an appropriate pace. Prerequisites are noted for many courses in this guide, and they should be viewed as necessary conditions for enrollment, but not sufficient to guarantee placement. Enrollment in Advanced Placement courses also requires approval of the Department Chair.

Students in Pre-Algebra, Algebra I, and Geometry are expected to purchase a calculator and bring it to class each day—at a minimum, an inexpensive scientific calculator that can handle exponents, square roots, and basic trigonometric functions. At various points during the Algebra I courses, students are introduced to certain features of the Texas Instruments TI-84 graphing calculator. To support this instruction, "loaner" calculators are available for classroom use. This introductory work is intended to foster an emerging understanding of the capabilities and limitations of the graphing calculator and to lay a foundation for broader use in upper level courses. As such, students in Algebra I are permitted, but not expected, to purchase their own TI-83 or TI-84 graphing calculator. At the Algebra II level, the TI-83 or TI-84 graphing calculator is recommended; in all courses beyond Algebra II, students are expected to purchase their own TI-83 or TI-84 graphing calculator. A word of caution: the Texas Instruments TI-83 is an appropriate substitute for the TI-84, but the TI-86 and TI-89 calculators are not compatible and should be avoided.

MATHEMATICS

Mathematics is a course designed to strengthen and extend skills and reasoning in arithmetic and number theory, operations with whole numbers, decimals and fractions, as well as ratio, proportion, and percent problems. Measurement skills, geometric concepts, and area and volume formulas also are included. Students explore a variety of problem-solving strategies throughout the year.

PRE-ALGEBRA

Pre-Algebra has a dual emphasis: firmly establishing the quick and accurate computation skills required for the study of Algebra I and beginning to represent quantities and situations with variable expressions. Concepts studied are fractions, decimals, percentages, coordinate graphing, formulas, probability, simple statistics, operations with signed numbers, exponents, and factoring. Throughout the year, students work with variables, variable expressions, simple algebraic equations, and a variety of problem-solving strategies.

ALGEBRA I

(1 CREDIT)

Topics in Algebra I include properties of the real number system, variables, functions, graphing, solving first degree equations and inequalities, basic operations on polynomials and rational expressions, systems of linear equations in two variables, exponents, radicals, quadratic equations, and solving word problems.

Prerequisite: C or better in Pre-Algebra or an equivalent course.

GEOMETRY

(1 CREDIT)

This course examines the topics of Euclidean geometry. Throughout the year the emphasis is on learning to reason logically, accurately, abstractly and creatively. Students learn to develop and present deductive proofs and to solve problems dealing with lines, angles, polygons, circles, and some three-dimensional figures. Hands-on manipulatives are used to enrich our study of theorems and postulates.

Prerequisite: A grade of C or better in Algebra I is expected, prior to beginning Geometry.

ADVANCED GEOMETRY

(1 CREDIT)

Advanced Geometry examines the topics of Euclidean geometry, but with more in-depth discussion and more challenging problem sets. Throughout the year the emphasis is on learning to reason logically, accurately, abstractly and creatively. Students learn to develop and present deductive proofs and to solve problems dealing with lines, angles, polygons, circles, and some three-dimensional figures. Hands-on manipulatives are used to enrich our study of theorems and postulates.

Prerequisite: A grade of A- or better in Algebra I is expected, prior to beginning Geometry.

INTERMEDIATE ALGEBRA

(1 CREDIT)

Intermediate Algebra is a course designed for students who have had considerable experience with algebraic concepts from a previous course, but are not ready for Algebra II. It begins with a condensed review of solving and graphing linear equations and inequalities, and then proceeds to the study of exponents, radicals, polynomials, rational expressions, and quadratic equations and graphs. More time is devoted to these topics than would be possible in a single-year Algebra I course. The Aleks program is used to personalize student's learning so that they work on the topics that they are ready to learn. As they move through the program they will master those topics and will be introduced to increasingly more challenging material. Completion of the course will prepare them for success in Algebra II.

Prerequisites: A passing grade in Algebra I (this course is strongly encouraged for students who earned a grade of C- or lower in a previous Algebra I course).

ALGEBRA II

(1 CREDIT)

This year-long course reinforces and develops the concepts introduced in Algebra I. Additional topics include complex numbers, conic sections, exponential and logarithmic functions, trigonometry, probability, and the binomial theorem. Graphic display calculators or web-based applications are used to promote student exploration and assist in visualizing relationships.

Prerequisites: A grade of C or better in Algebra I and successful completion of Geometry.

ADVANCED ALGEBRA II

(1 CREDIT)

Advanced Algebra II is designed for students who enjoy more in-depth discussions of the mathematical concepts presented in the regular course. Additional topics include three-dimensional space, matrices and determinants, and further work with series and sequences. Graphic display calculators are used to promote student exploration and assist in visualizing relationships.

Prerequisites: A grade of A- or better in both Geometry and Algebra I and departmental permission.

COLLEGE PREP ALGEBRA AND TRIGONOMETRY

(1 CREDIT)

This course provides students with the opportunity to consolidate their understanding of Algebra II and basic trigonometry before tackling Pre-Calculus. It is designed for students who have found that they benefit from frequent reinforcement in previous mathematics courses. The course begins with a thorough review of essential topics from Algebra II and goes on to examine the behavior of elementary functions (quadratic, polynomial, exponential, and logarithmic). Trigonometric functions are introduced, and students examine their properties, graphs, and applications. The Aleks program is used to personalize student's learning so that they work on the topics that they are ready to learn. As they move through the program they will master those topics and will be introduced to increasingly more challenging material. Completion of the course will prepare them for success in Pre-Calculus.

Prerequisite: Completion of Algebra II.

PRE-CALCULUS

(1 CREDIT)

Methods of graphing as well as the solving of equations are reviewed and extended. The course emphasizes applications of trigonometry to the real world using the Law of Sines, the Law of Cosines, and other theorems. Polynomial, rational, exponential, and logarithmic functions introduced in previous algebra courses are re-examined from a more unified, sophisticated point of view.

Prerequisite: A grade of B or better in Algebra II.

ADVANCED PLACEMENT PRE-CALCULUS

(1 CREDIT)

This rigorous college-level course prepares students for the Advanced Placement Pre-Calculus exam and the challenges of calculus and other advanced mathematics in following years. At the outset, the function concept is introduced, and polynomial and rational functions are quickly reviewed. Exponential and logarithmic functions are introduced next, followed by a comprehensive study of trigonometry. Other topics may include matrices, complex numbers, parametric equations, and an introduction to sequences and series.

Prerequisites: A grade of A- or better in Algebra II, or a grade of B+ or better in Advanced Algebra II, and departmental permission.

CALCULUS

(1 CREDIT)

Although time will be taken as needed to review topics in algebra, trigonometry, and functions, this class presents the foundation of differential and integral calculus. This Calculus course does not prepare the student for the Advanced Placement examination in May, but rather provides the bridge from advanced algebra and elementary functions to the level of calculus taught in college. Throughout the year students explore functions, limits, derivatives, and integrals using traditional algebraic methods, while the understanding of these topics is enhanced by numerical and graphical explorations with a graphic display calculator or web-based applications.

Prerequisite: A grade of B- or better in Pre-Calculus.

STATISTICS

(1 CREDIT)

This Statistics course is designed as an alternative for students not taking advanced courses such as Calculus or AP Statistics and who are interested in an introduction to the important topics of statistical analysis. Students will study sampling, surveys, designing of experiments, normal distributions, chance, probability, simulation, and inference. This course will include hands-on experiments as well as several projects designed to reinforce the concepts being discussed.

Prerequisites: College Prep Algebra or Pre-Calculus (or Geometry and Algebra II with departmental permission.

ADVANCED PLACEMENT STATISTICS

(1 CREDIT)

This course follows the curriculum established by the CEEB (College Entrance Examination Board) Advanced Placement Committee in statistics. AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes, with appropriate emphasis given to each:

- Exploring Data: Describing patterns and departures from patterns
- Sampling and Experimentation: Planning and conducting a study
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- Statistical Inference: Estimating population parameters and testing hypotheses

Students who are successful on the AP Examination may be eligible to earn college credits for an introductory statistics course.

Prerequisites: A grade of B or better in Pre-Calculus and departmental permission.

ADVANCED PLACEMENT CALCULUS AB

(1 CREDIT)

This course follows the curriculum established by the CEEB (College Entrance Examination Board) Advanced Placement Committee in mathematics and is designed to parallel a first semester university-level calculus course. The emphasis is on the concepts, techniques, and applications of differential calculus and basic integral calculus. Students explore functions, limits, derivatives, and integrals using traditional algebraic methods, and the understanding of these topics is enhanced by numerical and graphical explorations with a graphic display calculator. Throughout the year, students engage in AP Exam-type problem solving and practice tests in preparation for the AP Examinations in May. Students who are successful on the AP Examination may be eligible to earn college credits for a first semester calculus course.

Prerequisites: A grade of A- or better in Pre-Calculus, or a grade of B+ or better in Advanced Pre-Calculus, and departmental permission.

ADVANCED PLACEMENT CALCULUS BC

(1 CREDIT)

This course follows the curriculum established by the CEEB (College Entrance Examination Board) Advanced Placement Committee in mathematics and is designed to parallel a second semester university-level calculus course. This course includes an accelerated study and application of topics from AP Calculus AB . A variety of topics unique to the Calculus BC curriculum extend these studies, which includes a variety of integration techniques and applications, first order differential equations, infinite series, parametric functions, and polar coordinates and functions. Throughout the year, students practice AP Exam-type problem solving and take practice tests in preparation for the AP Examination in May. Students who are successful on the AP Examination may be eligible to earn college credits for a second semester calculus course.

Prerequisites: A grade of B or better in AP Calculus AB and a score of 3 or better on the AP Calculus AB Exam and departmental permission.

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

(1 CREDIT)

This course follows the curriculum established by the CEEB (College Entrance Examination Board) Advanced Placement Committee. Students learn to apply fundamental programming structures, such as loops, conditionals, variables, lists, and functions to create their own interactive software applications. Students will also learn a broad spectrum of concepts that critically affect the foundation of computer science, from the binary number system, to the design and function of the Internet, to ethical use of technology and the inequities that result in the Digital Divide. The AP exam for this class is composed of a 70 multiple-choice question section and a Create performance task section. For the Create performance task, students will independently develop a program that aims at solving a problem of their choosing, demonstrating their program's use and then answering a series of questions that demonstrate their knowledge of their program's design.

Prerequisites: A grade of B or better in Precalculus or a grade of B or better in Introduction to Programming and departmental permission.

ADVANCED PLACEMENT COMPUTER SCIENCE A

(1 CREDIT)

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. Prior programming experience or approval from the instructor is required. A laptop computer (Mac or PC) is recommended.

Prerequisites: A grade of B or better in Pre-Calculus or a grade of B or better in Introduction to Programming and departmental permission.

INTRO TO PROGRAMMING I & II

(0.5 CREDIT EACH SEMESTER)

Introduction to Programming is an entry-level study of the fundamental logic and structure of a computer program. In the first semester, students use the Scratch programming environment to develop a series of programming challenges. In the second semester, students use the Python programming language, accompanied by the Pycharm learning environment. In both semesters, students learn how input, output, variables, lists, loops, conditional statements, and functions are used in a variety of contexts, in each of these programming environments. Throughout the year, students are shown demonstrations of programming applications, which they then use as they develop their own related programs. Each semester is capped with a student-designed final project.

Prerequisite: Completion of or concurrent registration in Algebra II.

Performing and Visual Arts
COURSE SEQUENCE

Students in grades 6 and 7 are introduced to the Arts with a two year cycle of arts classes. These classes may include courses such as Middle School Art, Intro to weCreate, WeSew, Digital Audio, Beginning Instrumental Music, Dance, Vocal Music, and Theatre.

Students Grades 8-9 are able to take these offerings:

- Advanced Acting - Players *(by invitation)*
- Arch Dance Company *(by invitation)*
- Acting
- Chamber Choir *(by invitation)*
- Chamber Orchestra
- Dance
- Drawing
- Digital Audio
- Digital Photography
- Digital Video
- Introduction to WeCreate
- Guitar
- Painting
- Piano
- Pottery
- Sculpture *(9th grade only)*
- WeSew
- WeSew II
- WeCreate
- Wind and Percussion

In addition to the above courses, Upper School students Grades 10-12 are able to take these courses which are designed for upper school students only:

- Experimental Painting
- Drawing Light and Space
- Intermediate Dance
- Advanced Dance
- Advanced Studio Art 1
- Advanced Studio Art II
- AP Studio Art
- Creative Problem Solving

GRADUATION REQUIREMENTS

Students are required to complete one semester of Performing and Visual Arts (0.5 credits) for each year of enrollment. Students may complete this requirement in any of the performing and visual arts classes.

REQUIRED COURSES

0.5 credit per year of enrollment

ADVANCED AND AP VISUAL AND PERFORMING ART ELECTIVES:

Department permission required. All Advanced and AP classes are full year courses.

- Advanced Studio Art I *(Prerequisite: Completion of two introductory visual art classes; permission of the instructor)*
- Advanced Studio Art II *(Prerequisite: Completion of two introductory visual art classes; permission of the instructor)*
- AP Studio Art *(Prerequisite: Completion of Studio Art; permission of the instructor after a review of the student's portfolio)*
- Arch Dance *(Prerequisite: prior dance experience and audition)*
- Advanced Acting - Players *(Prerequisite: prior theatre experience and interview)*
- Chamber Choir *(Prerequisite: audition)*

VISUAL ARTS ELECTIVES:

- Digital Photography
- Digital Video
- Drawing
- Drawing: Light & Space
- Painting
- Experimental Painting
- Sculpture
- weCreate
- weSew
- weSew II

PERFORMING ARTS ELECTIVES:

- Dance
- IntermediateDance
- Advanced Dance
- Chamber Choir
- Chamber Orchestra
- Wind and Percussion
- Guitar
- Piano
- Advanced Acting - Players
- Acting
- Digital Audio

Performing and Visual Arts
COURSE DESCRIPTIONS

DANCE

DANCE

(0.5 CREDIT)

Dance will introduce the student to a variety of dance forms through movement, performance viewing, group work, and corresponding history and terminology. Class will include a warm-up, locomotors, and a movement combination, also called a phrase. Students will further be encouraged and challenged to express themselves through writing, class discussions and student choreography. All enrolled students will be required to perform in the semester Performing Arts or Dance Showcase.

INTERMEDIATE DANCE

(0.5 CREDIT)

Intermediate Dance allows students to further develop their understanding of different dance styles and corresponding backgrounds through daily technique, improvisation, performance viewing and choreography. Additionally, we will explore the importance of dance in different cultures. All enrolled students will be required to perform in the semester Performing Arts or Dance Showcase.

Prerequisite: Beginning Dance and/or teacher approval.

ADVANCED DANCE

(0.5 CREDIT)

Advanced Dance class is designed for students looking to develop an advanced understanding of the concepts of Modern Dance including additional dance styles: jazz, ballet, hip-hop, and cultural dance forms. Students will further practice choreography techniques and learn to develop a personal choreographic style, practice improvisation and be introduced to creating dance for video. All enrolled students will be required to perform in the semester Performing Arts or Dance Showcase.

Prerequisite: Intermediate Dance and/or teacher approval.

ARCH DANCE COMPANY

(1 CREDIT)

The Arch Dance Company supports the school and extended community by scheduling numerous performances throughout the year with a repertoire that includes a wide variety of dance styles.The group enjoys visits from touring companies, takes master classes from guest artists, and performs off campus at various venues. Additionally, on campus performances are given several times each year. Additional, after-school rehearsals are required and fulfill the boarding student co-curricular activity requirement. By audition only.

THEATER ARTS

ACTING

(0.5 CREDIT)

This course is designed for students new to acting or those looking to strengthen their performance skills. Students will explore improvisation, character development, and scripted scene work, while learning essential techniques such as stage movement, vocal variety and staging. Students will also explore the history and development of theater through the ages. Emphasis is placed on creative story telling, collaboration, and creative risk-taking. By the end of the course, students will have a solid foundation in the craft of acting and the tools to confidently connect with an audience.

ADVANCED ACTING - PLAYERS

(1 CREDIT)

This year-long class, open to grades 8-12, is for students passionate about theater. This class can be taken multiple times. Each year, the students will produce a small show from start to finish, allowing students to practice key aspects of theater, including audition preparation, character development, acting techniques, improvisation, script analysis, directing, and theatrical design. Students will also plan and participate in smaller theatrical activities throughout the year and have opportunities to travel to other theaters to analyze and learn from their productions. Some after-school rehearsals or events (such as tech rehearsals, workshops, or attending outside productions) may be required.

Prerequisite: Previous experience or instructor approval

MUSIC

CHAMBER CHOIR

(1 CREDIT)

The Shattuck St. Mary's Chamber Choir is an auditioned ensemble made up of students, in grades 8-12 with varying degrees of musical experience. Students study choral literature encompassing all musical styles while developing good vocal technique, music reading skills, and other skills necessary to become an independent musician. The Choir performs regularly at Chapel, and at community, alumni, and student activities. Attendance at concerts is required.

CHAMBER ORCHESTRA

(1 CREDIT)

Any student who has played an orchestral instrument for at least one year is eligible to participate in the orchestra. The core repertoire is taken from composers Bach, Handel, and Mozart, among others. The students in Chamber Orchestra have the opportunity to perform small ensemble chamber music, string orchestra music, and full symphonic orchestral music when combined with the Wind Ensemble. Great attention is given to musical expression and orchestral precision. Performance opportunities are offered on the Shattuck Campus, honors orchestras, and Twin Cities Youth Orchestras. Students are expected to practice outside of class, both for their individual development and to prepare ensemble music before rehearsal. Private instruction is available for an additional fee.

WIND & PERCUSSION

(1 CREDIT)

Winds and Percussion is open to any student, grades 6-12, with at least one year of experience. Placement will be determined by experience, skill level and student goals. Emphasis is placed on performing a wide variety of ensemble repertoire. The Wind Ensemble class focuses on the fundamentals of music theory, ear training, and large and small ensemble playing. Rehearsal and performance etiquette are also taught. Students in the Wind Ensemble play a large variety of music genres including standard wind repertoire, jazz, and orchestral works when combined with the Chamber Orchestra. Students are given opportunities to perform throughout the year in concerts, recitals and at various assemblies and functions. The students have the opportunity to audition for various honor bands and youth orchestras throughout the Twin Cities. Students are expected to practice outside of class, both for their individual development and to prepare ensemble music before rehearsal. Private instruction is available for an additional fee.

PIANO

(0.5 CREDIT)

Piano is designed to teach students the basics in playing piano. Concepts covered and practiced in these introductory courses include proper technique and posture, learning to read music on the staff (treble and bass), reading rhythms and dynamics, pedaling, basic chording and more. Daily work will include working through a progression of exercises and musical pieces that help students thoughtfully and systematically build their playing skills. Students are encouraged to bring songs to class that they want to learn. This course is graded on attendance, effort, and completion of in-class performances.

GUITAR

(0.5 CREDIT)

These courses are designed to teach the students the basics in playing the guitar. The instructor covers music literacy by educating students to learn to read notes on a staff, (tab) tablature, and chord symbols. The students are given the opportunity to learn and perform several basic and intermediate chords which will allow them to play a variety of songs. The students also learn several short songs, melodies, and riffs used in classical, blues, rock, and popular music. Students are encouraged to bring songs to class that they want to learn. This course is graded on attendance, effort, and completion of in-class performances.

DIGITAL AUDIO

(0.5 CREDIT)

This course introduces students to the basic principles and practice of both digital production and recording sound. While we will briefly touch on the history of recording and recording technologies, this course will focus on actual audio recording and production through a series of projects. Students will learn to create a recording environment for acoustic sound, produce recordings using minimal mobile devices, consumer-level recording equipment, audio interfaces, and professional microphones. Finally, students will learn how to edit their recordings with industry-standard software. By the end of the course, students will have produced several short recordings and will be equipped to engage in their own recording projects.

VISUAL ARTS

ADVANCED STUDIO ART I

(1 CREDIT)

The Advanced Studio portion of this class can be begun in the student's sophomore or junior year. In this class students are given focused assignments that are open to a high level of personal creativity. Some of the work completed in this course can be used in the students' AP portfolio.

Prerequisite: two first level classes and one second level course, or permission of instructor

ADVANCED STUDIO ART II

(1 CREDIT)

The Advanced Placement portion of this course involves artistically advanced students developing a portfolio that shows the breadth of their artistic experience as well as their ability to explore, in a series, one particular concentration. Over the course of the year AP students work on building this portfolio, and in the spring their work is sent to the College Board of Advanced Placement for evaluation.

Prerequisite: Advanced Studio Art 1 or II

DIGITAL PHOTOGRAPHY

(0.5 CREDIT)

In Digital Photography students learn how to use their cameras effectively under varying lighting circumstances and with varying subject matter. The digital darkroom (Photoshop) will be covered extensively giving the students the ability to alter and adjust their pictures for optimum quality.

DIGITAL VIDEO

(0.5 CREDIT)

This course gives students the opportunity to explore several genres of filmmaking. Students rethink the moving image as not only a form of entertainment, but also a versatile means of documentation, communication, and expression. Students learn to use digital video equipment and to edit and prepare projects for presentation using video editing software. Students will produce a variety of some of these projects; a random footage and video, a video essay on a filming technique, a short documentary film, and an original short film. The final short film project will require learning the steps required to plan and execute a film from script to screen. In addition to learning the basic skills to navigate filmmaking tools, students will learn the fundamentals of film and media criticism. It is intended to offer valuable skills that can be applied to creative projects in other classes. This course will also give students the opportunity to analyze a variety of films, advertisements, and television content which will serve to develop media literacy and provide a new vocabulary for critiquing visual culture.

DRAWING

(0.5 CREDIT)

Drawing is an overview of the elements of line, shape, form and value and the principles of variety, pattern, unity, observation (seeing vs. knowing), proportion and scale. Students will maintain a sketchbook they will use for assignments and demos. We begin the semester with a study of line using graphite. What can we do in terms of creating an artistic image using line alone and what are the different ways we can use line to achieve what we want in our work? Through our assignments and projects, we strive to provide and answer. The course moves on to shape vs. form and linear ways of conveying 3D space. The second half of the semester we study value, light on form and observation. Using charcoal and graphite we create value scales to use as a constant reference. Students will "slow down" and observe a still life in front of them. They will learn to "draw what they see, not what they think they know." Drawing is a challenging exercise in perception. Students must train their eyes to record what they see in reality, not what they think they see in their minds. We will learn how to effectively use line and value to make dynamic and expressive drawings from life. Subject matter may include but not be limited to still life, landscape & portraiture. We will also discuss the constant internal dialog we use while creating an observational work. Becoming a skilled draftsman has much to do with actively learning from mistakes on a regular basis, asking ourselves questions and practicing new skills. Students will become familiar with the process of drawing while gaining confidence along the way.

DRAWING: LIGHT AND SPACE

(0.5 CREDIT)

This course is designed to challenge students who have taken Drawing 1 while remaining skill and techniques based for students who have not. As in Drawing 1 students will keep a sketchbook for assignments, demos and homework. The class will begin with an in-depth demo review of line variety, shape, form and the value scale. Students will do a series of contour line exercises based on the still life to sharpen observational and drawing skills. New students will build and returning students will refine their line drawing, value and shading skills. The class will progress to all students learning spatial relationships, sight measuring, rules of light on form, 1 and 2 point perspective, internal dialog, composition and conceptualizing. Students will complete a Perspective Project and study the proportions and features of the human face to help them complete a portrait project. Drawing 1 is a beneficial but not required prerequisite.

PAINTING

(0.5 CREDIT)

Painters are in the business of light and color. Good painters must have a broad understanding of color relationships and also must consider lighting conditions and their effects. Students will use the color wheel as a tool for color mixing and will study color schemes. There will be opportunities to explore a variety of transparent and opaque painting processes such as acrylic, watercolor, and oil. The course's emphasis is on studio production, but art criticism, art history, and aesthetics will also be explored. The development of technical skills and artistic vocabulary is emphasized as students create artwork, which often begins in the sketching and drawing stages, then progresses into final paintings. Drawing is a creative tool that will be utilized often to develop skills and ideas. Painting students should be prepared to question and critique their own work as well as the work of other artists and are expected to approach each painting process with an open mind and positive attitude.

EXPERIMENTAL PAINTING

(0.5 CREDIT)

While Painting offers a taste of different painting material and techniques, Experimental Painting allows students a more in-depth experience with watercolor and oil paints. This class will go more into color theory and application within the context of the two very different painting mediums. Students will do a series of small studies and complete a master painting copy in both mediums after conducting a palette study of the painting they choose. Students will follow along with the instructor to complete a still life in both mediums. After almost a full semester of "experimenting," for the final project, students will have the opportunity to choose their medium either watercolor or oil. Painting 1 is beneficial but not a required prerequisite.

POTTERY

(0.5 CREDIT)

In this course, students learn how to utilize the potter's wheel to make several vessel forms, including but not restricted to: cylinders, bowls, mugs, lidded jars and pitchers. In addition to those skills, students learn the basics of electric kiln firing and methods of glazing and finishing pottery.

SCULPTURE

(0.5 CREDIT)

Students learn how to produce sculptures using reductive and additive methods. In this course the basic principles and elements of the three dimensional arts are covered extensively, as well as techniques and materials used to create sculpture.

weCREATE

(0.5 CREDIT)

This class is designed to allow students to spend more time doing a deep dive in one or two of the weCreate studios. Students work with the weCreate Director to complete projects in the Recording, Graphic Design, Architecture, Video Editing, Fashion Design, or E-design studio. This class is more independent in nature; students will be expected to take the lead in designing and implementing one or two projects they wish to work on over the course of the semester.

weCREATE: SEWING, TEXTILES, & FABRICS (weSEW)

(0.5 CREDIT)

Intro to Sewing, Textiles, & Fabrics. Students will learn sewing fundamentals and develop basic sewing skills. Students will learn how to choose fabrics, basic construction techniques, pressing skills, and will learn how to use a sewing machine. Students will have the opportunity to complete several projects, such as a pillow case, fabric wallet, pajama bottoms, simple stuffed animal, bag, quilt, etc.

weCREATE: SEWING, TEXTILES, & FABRICS II (weSEW II)

(0.5 CREDIT)

Students will continue to expand their knowledge of different techniques, while choosing their own projects, such as apparel or quilting. Students will also expand their knowledge of different technology available in weSew, such as creating and digitizing embroidery files, exploring what a serger can do and using the Cricut. Students may also choose other fiber arts, such as knitting, crocheting, smocking, hand embroidery, etc.

Prerequisites: weCreate: Sewing, Textiles, & Fabrics (weSew)

CREATIVE PROBLEM SOLVING

(0.5 CREDIT)

This course provides the chance to explore and engage with contemporary and historic practices in the creative fields, principally in art and design, through a series of personal and creative activities. This course promotes the exploration of new media as well as traditional practice through personal involvement in creativity and creative practice. Central to the mission of the course is the development of your personal traits of creativity, thoughtful analysis, ingenuity, experimentation, and the ability to solve problems. The goal of this course is to create a lasting, permanent, and integrated connection between the student, their own creativity, and the creative fields.

Students in this course will earn three credits through the University of Minnesota.

Science Department
COURSE SEQUENCE

MIDDLE SCHOOL COURSES

SSM Middle School Science courses are designed to introduce students to concepts and skills related to the study of Life, Physical, and Earth Science.

- Science 6/7 (taken in both 6th and 7th grade)
- Science 8 (taken in 8th grade)

GRADUATION REQUIREMENTS

Students are required to complete 3 credits of science. Biology, usually taken in 9th grade, is the introduction to SSM Science. After completing Biology, students may take any combination of the courses listed below depending on student interest, scheduling, completion of prerequisites, and student readiness. Students are required to complete either Chemistry or Physics any year during 10th–12th grade.

REQUIRED COURSES

- Health and Wellness (one semester course taken in grade 9)
- Biology (taken in 9th or 10th grade)
- Chemistry (usually 10th or 11th)

  OR
- Physics (usually 11th or 12th)

**A competitive college application will include both Chemistry and Physics*

AP SCIENCE ELECTIVES

Departmental permission required. All AP Science electives are full-year blended courses.

- AP Biology *(Prerequisite: Biology, Chemistry, and departmental permission.)*
- AP Chemistry *(Prerequisites: Chemistry, completion of or concurrent registration in Pre-calculus, and departmental permission.)*
- AP Environmental Science *(Prerequisites: Biology, completion of or concurrent enrollment in Chemistry, and departmental permission.)*
- AP Physics C *(Prerequisites: Physics, completion of Calculus or concurrent registration in AP Calculus AB, and departmental permission.)*

GENERAL SCIENCE ELECTIVES

- Earth Science *(year-long; recommended for 10th grade students in Geometry)*
- Ecology Elective Series *(Two one-semester electives; each course stands alone)*
  - Field Ecology (Fall Semester)
  - Systems Ecology (Spring Semester)
- Human Anatomy and Physiology I & II *(Two one-semester electives; each course stands alone)*
  - Skeletal and Muscular System (Fall Semester)
  - Digestive System, Nutrition, Cardiorespiratory Systems (Spring Semester)

Science Department
COURSE DESCRIPTIONS

MIDDLE SCHOOL SCIENCE

The middle school science program at Shattuck St. Mary's School involves students in the sixth, seventh and eighth grades. The curriculum is designed to introduce students to concepts and skills related to the study of Life, Earth, and Physical Science. New concepts are accompanied by laboratories or interactive experiences that allow students to use inquiry and the scientific method to discover the meaning of the topics.

SCIENCE 6/7

Science 6/7 is a multi-aged two year course of study in which the students will explore the following topics: Year A Life Science - cells and heredity, diversity of living things, human biology and health and ecology; Year B Earth Science—exploring planet Earth, Earth's changing surface, Earth's water, weather and climate, geology, and Human impact on the Earth's systems. The students will engage in project creation, delving into the exploration of science.

SCIENCE 8

In the eighth grade year, students will gain a foundation in basic science skills such as measurement, experimental design and graphing of data. Students will then study chemical building blocks including atomic structure, organization of the Periodic Table of Elements and chemical and physical properties of matter. Students will also study forms of energy, waves and forces and motion. The course is heavily lab-based; students spend several class periods a week in the lab.

UPPER SCHOOL SCIENCE

HEALTH AND WELLNESS

(0.5 CREDIT)

This course is required for all 9th grade students. Students meet formally as a class two days each week and attend a teacher supervised work period three days each week. Throughout the semester of Health and Wellness, the following dimensions of health are covered: physical health, emotional and mental health, sexual health, and drugs and alcohol. In the blended course model, we provide many activities and opportunities for discussion on health issues. This allows each student to explore and strengthen their own concept of health.

BIOLOGY

(1 CREDIT)

This course, required for all SSM students grades 9-12, provides an introduction to the life sciences. The course begins with the common characteristics of life—what makes something alive? We will then move on to a variety of biology topics, including ecology and the environment, biochemistry, cell structure and function, genetics and heredity, and the evolution of life on Earth. This course has students working frequently in the lab and in small groups. Emphasis is placed on writing and many assessments are essay-based.

EARTH SCIENCE

(1 CREDIT)

This course combines skills from the core academic science disciplines while exploring topics in geology, evolution, astronomy, and climate science. The overarching themes include dataset investigation, cause-and-effect reasoning, types of modeling, and examining levels of complexity. The goal of the course is to prepare students for further studies in science, as well as to motivate students to become global citizens and environmental stewards. This course is intended for rising sophomores who have not met the math prerequisites for Chemistry or Physics or who prefer to delay enrollment in those courses.

Prerequisite: Biology

CHEMISTRY

(1 CREDIT)

Through lectures, demonstrations, problem-solving sessions, and laboratory experiments, this full-year course blends traditional and inquiry-based learning approaches to present the fundamental concepts of chemistry. Topics include nomenclature, reaction types, stoichiometry, atomic structure, periodicity, chemical bonding, molecular structure, intermolecular forces, thermochemistry, the gas laws, and solution chemistry focusing on acids, bases, and electrochemistry.

Prerequisite: Completion of or concurrent registration in Algebra II.

PHYSICS

(1 CREDIT)

This full-year course presents the fundamental concepts of physics with relevant applications. Topics include kinematics, dynamics, work, energy, power, momentum, uniform circular motion, gravity, oscillations, mechanical waves, sound, electrostatics, magnetism, and circuits. An emphasis is placed on problem-solving methods, inquiry based activities, and laboratory experiments. Students learn to discover relationships from acquired sets of experimental data using current technology and how to apply basic data analysis techniques to the data they have collected. The course is aligned with the College Board's AP Physics 1 curriculum so that a motivated student may prepare for and opt to take the AP exam if they so desire.

Prerequisites: Completion of or concurrent registration in Pre-Calculus.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

(1 CREDIT)

This course provides students with the scientific principles, concepts, and methodologies required to understand the interconnectedness of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The course is interdisciplinary and embraces a wide variety of topics from different areas of study. There are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. The following themes provide a foundation for the structure of the course: science is a process, energy conversions underlie all ecological processes, the Earth itself is one interconnected system, humans alter natural systems, environmental problems have a cultural and social context, and human survival depends on developing practices that will achieve sustainable systems.

Prerequisites: Departmental permission, Biology and completion of or concurrent enrollment in Chemistry.

ADVANCED PLACEMENT BIOLOGY

(1 CREDIT)

The AP Biology course is a year-long elective designed to be the equivalent of a college-level introductory biology course. The intent of the course is to expose students to higher-level biological principles, concepts, and skills. Students will also practice applying knowledge to real-life applications. The course covers the main fields of biology: evolution, cellular biology, chemistry of life, developmental biology, genetics, and ecology. Students will learn not by memorization of facts but through content and concept application via AP Biology science practices.

Prerequisites: Departmental permission, completion of Biology and Chemistry (Concurrent enrollment in Chemistry with departmental permission)

ADVANCED PLACEMENT CHEMISTRY

(1 CREDIT)

This elective course is equivalent to college freshman chemistry and is based on the syllabus prepared by the College Entrance Examination Board. Lectures, demonstrations, and laboratory experiments prepare students for the Advanced Placement examination given in May.

Prerequisites: Departmental permission, completion of Chemistry, and completion of or concurrent enrollment in Pre-calculus.

ADVANCED PLACEMENT PHYSICS C

(1 CREDIT)

This full-year, college-level course is based on the Physics C Syllabus prepared by the College Board. This curriculum is modeled after a standard first-year, calculus-based Physics course at the college or university level. One half of the year is spent on mechanics, the remainder on electricity and magnetism. Calculus is widely used throughout the course. Lectures and experiments prepare the students for the AP examination given in May.

Prerequisites: Departmental permission, completion of Physics and Calculus (Concurrent enrollment in AP Calculus AB with departmental permission).

FIELD ECOLOGY

(0.5 CREDIT)

This Fall semester elective course examines the principles of ecology and conservation biology through laboratory and field research. Students will participate in projects emphasizing analyses of biodiversity, population dynamics, interspecific relationships, community succession, and ecological cycles.

Prerequisite: Biology (may be concurrently enrolled).

SYSTEMS ECOLOGY

(0.5 CREDIT)

This is an interdisciplinary Spring semester elective course that examines the complex and varied systems of interaction between human societies and the natural world, including nature's historical impact on societal development, human population demographics, and urbanization patterns around the globe. Several broad topics are also explored in the context of locally-specific activities, such as food production systems (maple syruping) and societal impacts on biodiversity (discovering SSM's endemic endangered species).

Prerequisite: Biology (may be concurrently enrolled).

HUMAN ANATOMY AND PHYSIOLOGY: SKELETAL AND MUSCULAR SYSTEM

(0.5 CREDIT)

This elective course offers an in-depth study of several systems of the human body, both at rest and during exercise. During the Fall semester, students will study the skeletal and muscular systems, as well as the microanatomy of skeletal muscle. From there the class will examine the sliding filament theory of muscle contraction. Various strength training methods and how they improve strength and endurance will also be discussed.

Prerequisite: Biology

HUMAN ANATOMY AND PHYSIOLOGY: DIGESTIVE SYSTEM, NUTRITION, CARDIORESPIRATORY SYSTEMS

(0.5 CREDIT)

During the Spring semester, the digestive system is examined with a particular focus on the body's energy systems. We discuss the role of specific nutrients in our diet, and how to optimize nutrition to elevate athletic performance. We end the semester with a study of the cardiovascular and respiratory systems, and how these two body systems function during exercise in normal and extreme environments.

Prerequisite: Biology

World Language Department
COURSE SEQUENCE

MIDDLE SCHOOL COURSES

The Middle School language program is designed to introduce students to the study of world languages. Students engage with diverse cultures and develop language skills and study strategies that lay the groundwork for continued language learning.

- 6/7 Exploring World Language (taken in both 6th and 7th grade)
- 8th graders have the option of beginning Level 1 of a language.

GRADUATION REQUIREMENTS

All non-ESL students are required to complete 3 credits of the same language during grades 9-12. Strong students are encouraged to pursue further study. Students who opt to begin level 1 of a world language in middle school can advance further in their studies in the target language and possibly reach the AP level in their 11th or 12th grade year. 9th graders can either begin Level 1 of a language or continue with Level 2 if they started a language in 8th grade. (Some students may test into a higher language level to best meets their needs as determined by the department.)

International students who do not speak English as their first language have the option to enroll in a world language class once they have successfully exited ESL.

LANGUAGES OFFERED

- American Sign Language
- French
- Mandarin Chinese
- Spanish

AP WORLD LANGUAGE ELECTIVES

All AP World Language courses are full year courses taught in a blended format.

- AP French Language and Culture *(Prerequisite: completion of French IV or French V and departmental permission.)*
- AP Spanish Language and Culture *(Prerequisite: completion of Spanish IV or Advanced Conversational Spanish and departmental permission.)*

WORLD LANGUAGE ELECTIVES

All World Language classes are full year courses. Level I and Level II classes are taught in a traditional five-day-a-week format. Starting at level III classes are all taught in a blended format.

- American Sign Language I, II, III, IV, V
- French I, II, III, IV, V, AP
- Mandarin Chinese I, II, III, IV, V
- Spanish I, II, III, IV, V, AP, Post-AP

World Language Department
COURSE DESCRIPTIONS

MIDDLE SCHOOL LANGUAGE PROGRAM

The middle school language program is designed as an introduction to the various languages available at SSM. Students explore different cultures and foster language acquisition skills and study habits in order to build a foundation for further study. Students in grades 6 and 7 take a two year rotation of exploratory world language class in which they get an overview of two languages each year. In eighth grade, students may choose to begin level I Spanish, French, Mandarin Chinese, or American Sign Language. Language courses taken in sixth through eighth grade may not be applied to the Upper School World Language graduation requirement. In ninth grade, students can either begin Level 1 of a language or continue with Level 2 if they started a language in 8th grade.

EXPLORING WORLD LANGUAGES: 6TH & 7TH GRADE

This is a class to promote a positive attitude towards learning a World Language and develop a base on which to build the four language skills: listening, speaking, reading and writing. Over the course of the two year rotation, students will experience American Sign Language, French, Mandarin Chinese, and Spanish.

8TH GRADE

In eighth grade, students may choose to begin level I Spanish, French, Mandarin Chinese, or American Sign Language. See those course descriptions below. Language courses taken in 6th – 8th grade may not be applied to the Upper School World Language graduation requirement.

UPPER SCHOOL LANGUAGE PROGRAM

Shattuck St. Mary's modern and classical world language curriculum stresses the development of the four basic skills of listening, reading, writing, and speaking. Authentic materials are implemented to facilitate and engage students in an interactive exploration of a variety of social, cultural, and traditional customs of the representative language they are studying—especially in languages such as Spanish, French, and Mandarin Chinese. Courses in American Sign Language (ASL) teach grammatical competence and communicative skills for interpreting a variety of topics, along with an awareness and sensitivity to the socio-cultural patterns and use of ASL.

The Department's goal is to enable students to communicate in and understand the target language, and throughout their language production, employ linguistically accurate language skills. Therefore, students should expect all courses to be conducted in the target language. In ninth grade, students will begin level I Spanish, French, Mandarin Chinese, or American Sign Language. See those course descriptions below. Some students may test into higher language levels to best meet their needs as determined by the department. Our language requirement stipulates that each student must complete a minimum of three consecutive years in the same language in grades 9 - 12, though we encourage students to continue in their course of study through their senior year.

American Sign Language (ASL)

ASL I

(1 CREDIT)

This course is designed for students who have little or no previous knowledge of sign language. It features an introduction to the basics of ASL (American Sign Language). Conversational lessons introduce vocabulary and key grammar structures in the context of situational dialogues. Skill lessons focus on introducing numbers, fingerspelling, spatial elements and other supporting skills. Cultural lessons focus on behaviors that enable students to act in linguistically and socially acceptable ways. Information about Deaf culture and Deaf history will be introduced.

ASL II

(1 CREDIT)

ASL II features an intermediate level of American Sign Language that gives students the opportunity to develop conversational competency and continued development of receptive and expressive skills. In addition, videos and Deaf community events will be combined to form interesting receptive and expressive skills. Students will expand their knowledge of the Deaf Culture.

ASL III

(1 CREDIT)

This course is a continuation of ASL II. It is designed to develop further communication competencies in ASL above the intermediate level. Students will continue with ASL sentence types, time, numbers, fingerspelling, classifiers, spatial referencing and develop storytelling and narrative skills. and temporal and distributional aspects. Students will also continue to expand their knowledge about Deaf Culture and history.

ASL IV & V

(1 CREDIT)

This course expands on the development of American Sign Language (ASL) vocabulary and grammar, including the use of two to three character role shifts. Students describe settings and explain or discuss everyday objects and their use, step-by-step processes, cause and effect, and culturally significant topics relating to the Deaf Community. .

French

FRENCH I

(1 CREDIT)

Students learn first year vocabulary and the basic grammatical structures of French in this introductory course. Class emphasis is on the development of all four communication skills: reading, writing, listening, and speaking. Textual reading serves to reinforce vocabulary and grammar, and introduces students to the cultures of French-speaking people.

FRENCH II

(1 CREDIT)

After a review of the material in French I, students advance to more complicated grammatical structures and vocabulary. Communication proficiency is the primary objective as student expertise is developed in all skill areas, especially in reading and writing. Short stories and cultural articles broaden the students' awareness of those peoples whose native language is French.

FRENCH III

(1 CREDIT)

This course is designed to review and refine further the knowledge of French grammar for the student with a strong background in the language–at least two years of a comprehensive high school course. Emphasis is on development of oral and written communication with classes conducted mostly in French. Through cinema, short stories, articles, videos, and poetry, students learn cultural information as they further their language skills.

FRENCH IV

(1 CREDIT)

The final component of the standard college preparatory high school French series, the course is conducted almost entirely in French and geared toward the student with reasonable fluency in the spoken language as well as a solid background in grammar. The syllabus encompasses considerable grammar review, refinement, and drill, as well as reading a variety of texts (plays, poetry, short stories, news/magazine articles, films, and music) to serve as the basis for writing, oral expression, critical analysis, and interpretation. After successful completion of French IV, students who wish to continue with French may go on to either French V or AP French, depending on teacher recommendation.

FRENCH V

(1 CREDIT)

French V is an advanced French course that gives students and opportunity to further develop conversational competence, along with their writing, listening, and reading skills. Throughout the year, students will learn a variety of cultural information by watching, analyzing, and discussing several films from different parts of the French-speaking world. Readings are drawn from a variety of fiction and non-fiction sources.The course includes both new structures and grammar review and refinement. With the goal of increasing ease and accuracy in using French, the activities the teacher assigns and topics the class chooses to explore may be tailored to the group's particular needs, or to the needs of individual learners.

ADVANCED PLACEMENT FRENCH

(1 CREDIT)

The course is designed to prepare motivated students for the Advanced Placement Language Exam through in-depth and supplemental coursework and more advanced language utility required for successful completion of the AP French Language and Culture examination given in the spring. The course is conducted almost entirely in French and geared toward the student with relative fluency in the spoken language as well as a solid background in grammar and writing. Films, readings, discussions and assignments are grouped around the six themes of the AP exam: global challenges, science and technology, beauty and aesthetics, contemporary life, families and communities, and public and personal identities. In addition to grammatical review, extra emphasis is placed on expanding writing skills (particularly essays and formal emails), vocabulary, and spoken language skills (particularly formal and informal conversations and presentations). This course may co-meet with French V.

Prerequisite: French IV or French V, and departmental permission.

Mandarin Chinese

MANDARIN I

(1 CREDIT)

Mandarin I is a beginning Chinese language course intended for students with no prior knowledge of any Chinese dialect or written Chinese. Mandarin is based on the Beijing dialect and is the national standard language of the People's Republic of China and the Republic of China (Taiwan).The emphasis in this class is on vocabulary building and sentence patterns. Throughout the year, students will expand their ability to carry out simple conversations in Chinese on a range of topics. Reading and writing (using both traditional and simplified characters) will be developed in conjunction with speaking and listening skills. Students will be expected to speak, read, and write all new words that appear in vocabulary lists in the main textbook unless otherwise noted by the instructor.

MANDARIN II

(1 CREDIT)

Mandarin II is a Chinese language course intended for students who have completed Mandarin I or the equivalent. The emphasis in the second year continues to be on vocabulary building and learning sentence patterns. By the end of the course students will be able to place a simple restaurant order, tell time, talk about daily activities, discuss appointments and holidays, describe clothing and homes, make and respond to suggestions, and ask for and give opinions. Students will also be able to read and write 400 or more simplified and traditional characters and their corresponding pinyin Romanization.

MANDARIN III

(1 CREDIT)

Mandarin III is a Chinese language course intended for students who have completed Mandarin I and II or the equivalent. Though we will continue to discuss material in Chinese and practice speaking, the emphasis in the third year will be on reading and writing. By the end of the course students will have had practice writing paragraphs, speeches, and email. They will be able to discuss school related topics (e.g., studying and visiting the library), to talk about living abroad in Taiwan or China (e.g., how to rent a house, send letters, and set up a bank account), and to ask directions. Students will also continue to learn both simplified and traditional characters.

MANDARIN IV

(1 CREDIT)

Mandarin IV is taught based on the students' language skills acquired in Mandarin III. Students continue to develop language skills in listening, speaking, reading, and writing comprehension and use of basic structures through speaking, and writing. The vocabulary for reading and writing will increase to approximately 1,000 characters.

MANDARIN V

(3 CREDITS)

Mandarin V is offered for students who wish to expand upon the skills learned in Mandarin IV. Students will continue to develop skills in the areas of vocabulary, idiomatic expression, grammatical structures, pronunciation, and character writing. The course will also develop the students' awareness and appreciation of the culture of Chinese-speaking people. Students will be able to express their personal views in the target language on a variety of topics upon completion of the course.

Spanish

SPANISH I

(1 CREDIT)

This introductory course provides students with a foundation in the grammatical structures in Spanish. Class emphasis is on communication skills through speaking, listening, writing, and reading exercises. The course stresses practical vocabulary development and use. The readings used build on the structural foundations to provide continual review and practice as well as an introduction to the societies and cultures of Spanish-speaking peoples.

SPANISH II

(1 CREDIT)

This second-year course provides adequate review before moving to more advanced grammatical structures. Continued vocabulary development, basic readings, short stories, and oral presentations further develop the students' ability in the language. The process is sequential in all areas, and skills are practiced to provide for maximum growth and awareness both linguistically and culturally.

SPANISH III

(1 CREDIT)

Spanish III is designed to develop and strengthen the student's ability to communicate in the Spanish language. An oral approach is used in the classroom and the student is expected to use the target language as much as possible. The units in the textbook are based on culture and practical vocabulary used in everyday situations. The units also contain appropriate grammatical structures and exercises. Supplementary readings and activities (art, music, skits, projects) are also used to increase cultural awareness and to provide the student with opportunities to develop reading, writing, speaking, and listening skills in Spanish.

SPANISH IV

(1 CREDIT)

This course has an emphasis on conversation and focuses on an in-depth fine-tuning of the four skills of listening comprehension, speaking, reading, and writing which are needed to communicate proficiently in Spanish. A variety of methods and strategies will be used to practice the four skills including technology, projects, games, etc., and students will be introduced to some major literary works. Students will also expand their knowledge of history, art, politics, and social structure of Spanish speaking countries as well as the culture and customs of the Hispanic people.

SPANISH V

(1 CREDIT)

Advanced Conversational Spanish will give students the opportunity to develop conversational competence and rely on more developed listening and speaking skills. Topics of conversations that reflect real-world issues will be incorporated in this class. Students will review the grammar and syntax of the language and other fun activities with music, games, technology, poetry, art, etc. will be part of the course. In addition, videos and news articles will combine to form interesting integrated reading, writing, and speaking skills. Students will expand their knowledge of Hispanic cultures as well as the customs and traditions of the Hispanic people.

AP SPANISH

(1 CREDIT)

The AP Spanish Language Course is intended for students who wish to develop proficiency, and integrate their already acquired language skills using authentic materials and sources. The class is conducted almost entirely in the target language. It is assumed that the students have already acquired the grammar and syntax of the language as well as strong skills in speaking, reading, writing, and understanding Spanish. This course will help prepare students to demonstrate their level of Spanish proficiency across three communicative modes: Interpersonal (interactive communication), Interpretive (receptive communication), and Presentational (productive communication). Fun activities with music, games, poetry, art, etc., and cultural activities will be incorporated in the course. Students take the AP Spanish Exam in May.

Prerequisite: Spanish IV or V and departmental permission.

POST AP SPANISH *(PASS/FAIL)*

(1 CREDIT)

This independent study course is designed for students who have completed AP Spanish and are eager to continue to enhance their language proficiency, deepen their cultural awareness and refine their ability to use Spanish effectively in a variety of contexts. With a focus on real-world communication, the course emphasizes advanced conversational practice, written expression, and cultural exploration.

Students will engage in self-directed learning, working on personalized projects that reflect their interests and language goals. They will interact with digital platforms, podcasts, media, and other resources to expand their understanding of the language in practical situations. Through structured assignments and guided reflection, students will strengthen their ability to communicate confidently, both formally and informally, in Spanish.

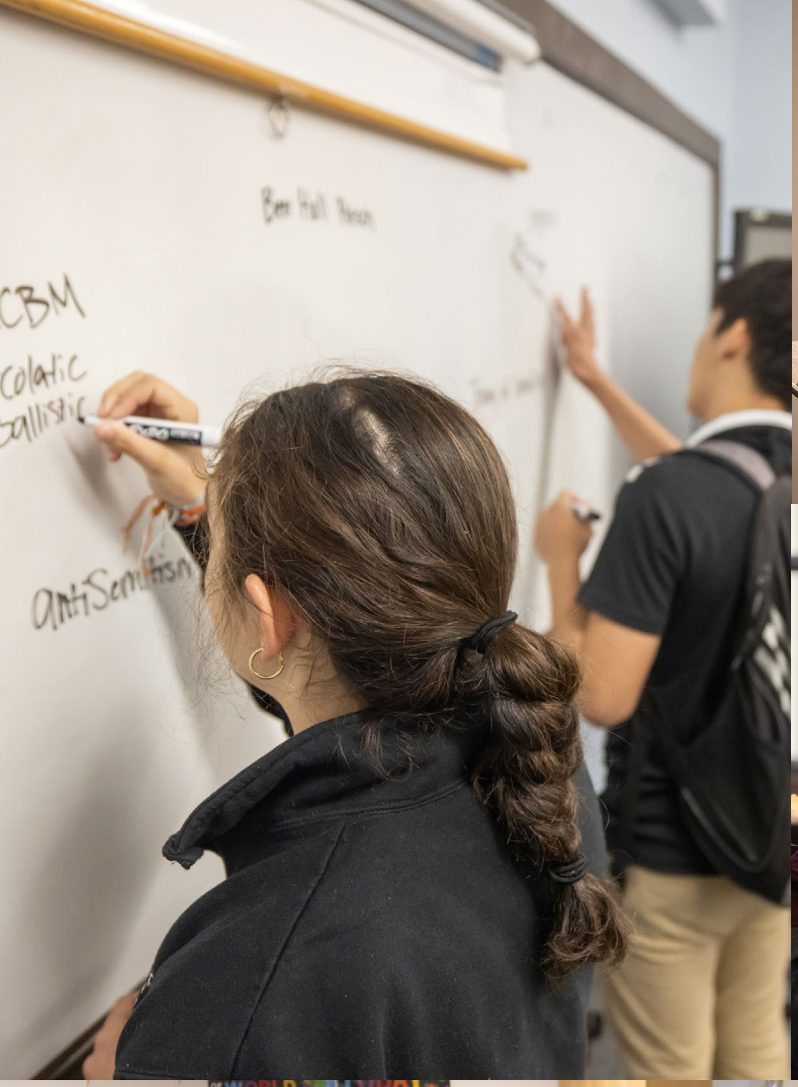
Prerequisite: AP Spanish and departmental permission.

Center for Academic ACHIEVEMENT

The Center for Academic Achievement is designed to meet the learning needs of our student population. Our goal is to foster the academic success of students by providing them with the academic skills and learning strategies that will help them make the most of their time at our school and become independent and confident lifelong learners.

ACADEMIC SKILLS PROGRAM TUTORIALS

The Academic Skills Program is designed to recognize and enhance the potential of students with learning differences. The program provides support and limited remediation within the traditional academic curriculum. Students learn academic skills and strategies that will help them realize their potential and meet the expectations set by the school, their families, and themselves. Enrollment is through permission of the program director only, and tutorials are taught by the Learning Specialists. Tutorials have a 3:1 student to teacher ratio; this program requires an additional fee.


CBM










COURAGE

Our Mission

We are a global community defined by engagement, openness, and persistence. Through immersive learning and our signature programs, we empower students to shape and accelerate their goals, grow as individuals, and lead with integrity.

SHATTUCK
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