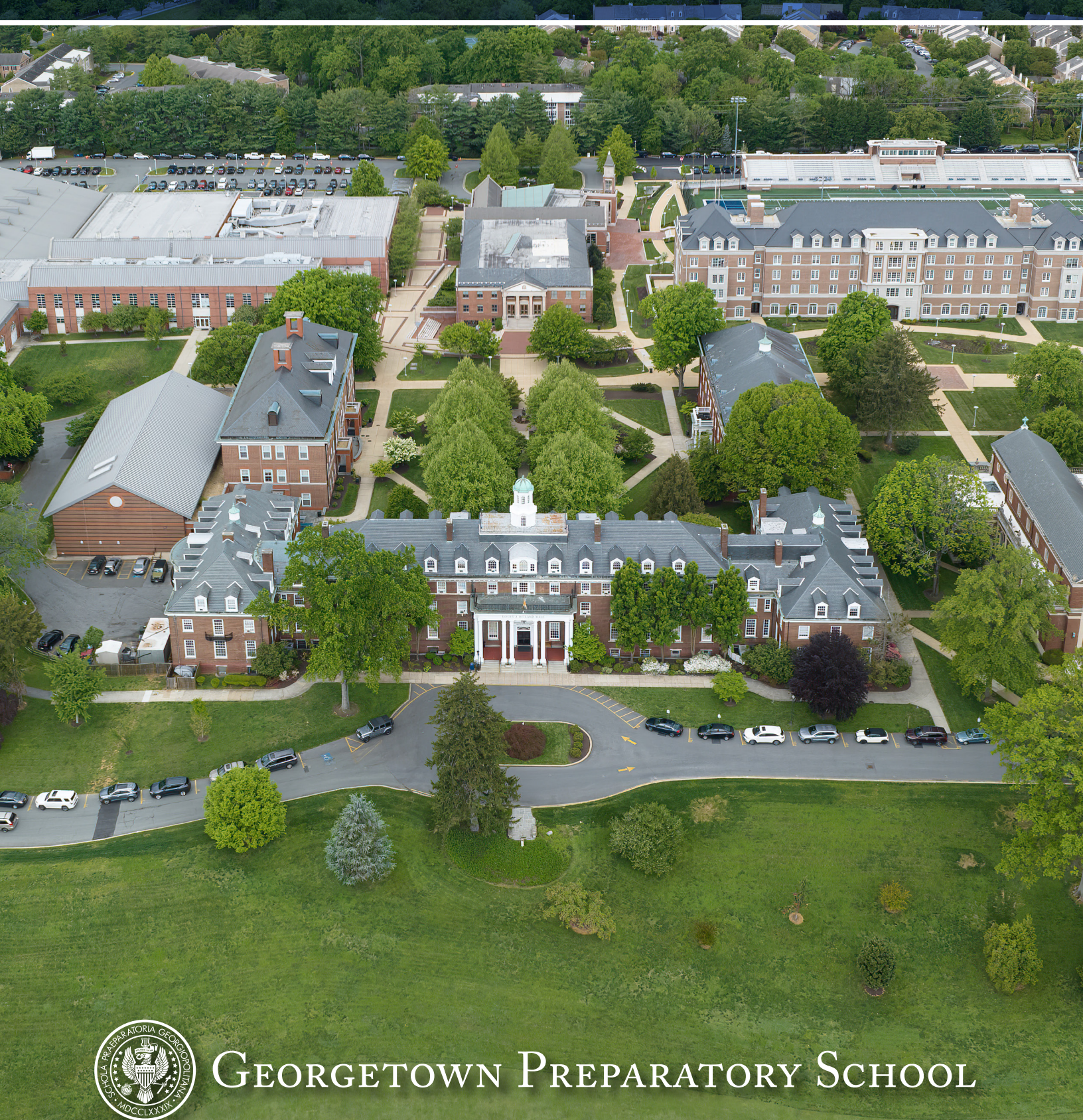


2026–2027 ACADEMIC CATALOGUE



GEORGETOWN PREPARATORY SCHOOL

CONTENTS

Profile of a Graduate at Graduation	3
Academic Regulations	4
Course Registration Information	7
Academic Course Offerings	8
Classical Languages	9
English	11
English for Speakers of Other Languages (ESOL)	14
Fine Arts	15
Visual Art	15
Music	16
Performance Groups	16
Mathematics	18
Modern Languages	22
Chinese (Mandarin)	23
French	25
German	26
Spanish	26
Science	29
Social Studies	31
Theology	34
Beyond the Classroom	36
Standardized Testing for College Admission	37
Opportunities for International Study	38
Service Programs	39
Retreat Programs	41
Athletics	42
Co-Curricular Activities	43
Administration and Faculty	44

PROFILE OF A GRADUATE AT GRADUATION

The Profile of a Georgetown Prep Graduate is a model and framework for each student to consider, aspire to, and reflect upon. The concept of the “Graduate at Graduation” is unique to the Jesuit mission of education and is embraced by the entire network of Jesuit schools in the United States. It was first developed in 1980 by the Jesuit Secondary Education Association (now known as the Jesuit Schools Network).

The characteristics of the Profile describe the graduate from various perspectives. Jesuit education, however, is, has been, and always will be focused on the education of the whole person: mind, spirit, and body. Jesuit education accomplishes this through *cura personalis* (personalized care and concern for the individual) and through a holistic curriculum. We aim to form lifelong learners imbued with an Ignatian approach to living shaped by the knowledge, understanding, and use of the interplay of experience, reflection, and action (the dynamic at the heart of the Spiritual Exercises). Jesuit education also aims to graduate students who possess the desire and the personal resources to be men and women for and with others. Thus, the Profile always needs to be viewed within the context of the mission of Jesuit education and not merely as a list of achievable outcomes for the Jesuit high school graduate.

Open to Growth

The Georgetown Prep student at the time of graduation has matured as a person — emotionally, intellectually, physically, socially, religiously — to a level that reflects some intentional responsibility for his own growth. The graduate is beginning to reach out in his development, seeking opportunities to stretch his mind, imagination, feelings, and religious consciousness.

Intellectually Competent

By graduation the Georgetown Prep student will exhibit a mastery of those academic requirements for advanced forms of education. While these requirements are broken down into departmental subject matter areas, the student will have developed many intellectual skills and understandings that cut across and go beyond academic requirements for college entrance. The student is also developing habits of intellectual inquiry, as well as a disposition towards lifelong learning. The student is beginning to see the need for intellectual integrity in his personal quest for religious truth and in his response to issues of social justice.

Religious

By graduation the Georgetown Prep student will have a basic knowledge of the major doctrines and practices of the Catholic Church. Having been introduced to Ignatian spirituality, the graduate will also have examined his own religious feelings and beliefs with a view to choosing a fundamental orientation toward God and establishing a relationship with a religious tradition and community. What is said here, respectful of the conscience and religious background of the individual, also applies to the non-Catholic graduate of a Jesuit high school. The level of theological understanding of the Jesuit high school graduate will naturally be limited by the student’s level of religious and human development.

Loving

By graduation the Georgetown Prep student is continuing to form his own identity. He is moving beyond self-interest or self-centeredness in close relationships. The graduate is beginning to be able to risk some deeper levels of relationship in which he can disclose self, accept the mystery of another person, and cherish that person. Nonetheless, the graduate’s attempt at loving, while clearly beyond childhood, may not yet reflect the confidence and freedom of an adult.

Committed to Doing Justice

The Georgetown Prep student at graduation has acquired considerable knowledge of the many needs of local, national, and global communities and is preparing for the day when he will take a place in these communities as a competent, concerned and responsible member. The graduate has been inspired to develop the awareness and skills necessary to live in a global society as a man for and with others. Although this commitment to doing justice will come to fruition in mature adulthood, some predispositions will have begun to manifest themselves.

ACADEMIC REGULATIONS

Minimum Requirements for Graduation

Academic Courses

- Theology: 4 years
- English: 4 years
- Mathematics: 4 years
- Social Studies: 4 years
- Science: 2 years
- Classical Languages: 2 years
- Modern Languages: 2 years
- Fine Arts: 1 year
- Physical Education

Student must participate in full in one athletic season during both the 9th and 10th grade year.

Christian Service

- **Freshmen:** Small-group service and participation in class-wide day of service.
- **Sophomores:** 20 hours of approved service.
- **Juniors:** 20 hours of approved service.
- **Seniors:** 50 hours of approved service to be completed during the summer between junior and senior year.

Academic Regulations

Georgetown Prep follows a semester system; each term consists of two marking periods and an examination. Classes meet Monday through Friday and follow a seven-day testing cycle [A, B, C, D, E, F, G, A, B, etc.].

Grading

Teachers submit grades for students each marking period. Any grade over 90 indicates a degree of superior performance. A student must earn a 70 in a course for the academic year to prove mastery; any grade less than a 70 for the year must be remediated with an approved summer course.

Letter grade equivalents are: A, 90-100; B, 80-89; C, 70-79; D, 65-69; and F: below 65. There is no grade weighting for Honors or AP classes. The Headmaster and Academic Dean review the records of students who may be in serious academic danger each marking period and may mandate remedial procedures or place a student on academic probation. Marking period grades count 75% and the examination 25% in the computation of the semester

average for each course for all sophomore, junior, and senior courses. Freshman courses count the exams as 15% of the semester grade, with the marking periods counting as 85%. Teachers may choose to exempt students from final examinations only in the second semester and at their discretion. A student who has not earned a 90 or above in both the 3rd and 4th marking periods is not to be granted an exemption.

Honors

Honors are given each marking period for superior performance. Students with grades of 86 and above in all subjects and an overall average of 90 or above have earned First Honors. Students with grades of 90 and above in all subjects have earned the honor of Dean's List. Students who earn the honor of Dean's List each quarter are recognized as Southwell Scholars for their superior achievement.

National Honor Society

The St. Edmund Campion Chapter of the National Honor Society was founded in 1978 in honor of the 16th century martyr who put his exceptional literary talents to work in defense of Church doctrine. To be eligible for membership, a student must excel in scholarship — maintain an A average while taking a rigorous and challenging course load; service — help those in need both in school and out of school; leadership — influence for the better through participation in a variety of activities; and character — demonstration of high morals, both in academic work and service to others. Students in the National Honor Society at Prep must be willing to volunteer their time as tutors to other Prep students.

Test Days

Every subject is assigned one day of testing each cycle. A student who has more than two full-period tests on the same day may arrange an alternate date with the teachers involved. Students should make such arrangements at least two days before the tests. When a student is absent on a test day, he is responsible for contacting the teacher to schedule a make-up test. In the absence of communication on the student's part, it is to be assumed that he takes the test upon the day he returns to class. Absence does not excuse a student from his academic obligations.

Course Failure

If a student earns below a 70 for the year in a course, he is required to compensate for this by taking a course in an approved summer school program before his return to Prep, or he may be required to withdraw at the complete

discretion of the Headmaster. A student required to make up credit in an approved summer school course must earn a grade of a “C” or above. If a student fails two courses, the decision for his return is at the discretion of the Headmaster. A student who fails three or more subjects may not return the following year. A senior who fails a course for the year must make up the course before he receives his diploma.

Student Records (Grade Reports)

By enrolling a student at Georgetown Preparatory School, a parent having legal custody of the student (managing conservator) consents to the release of records to the other parent (possessory conservator), unless the parent having custody notifies the school in writing as to the legal basis for any withholding of records from the other parent, and provides the school with a copy of all relevant court orders.

Academic Honesty

Prep expects students to act with integrity in all that they do. Students must avoid even the appearance of dishonesty in their academic work. The following are examples of academic dishonesty:

Cheating — including copying of another’s work, copying or receiving unauthorized help from another on any assignment, project or test, copying or obtaining answers from the Internet or any electronic source, including phones or calculators. Any unauthorized use of online artificial intelligence or bot tools is considered cheating as well.

Fabrication — inventing or falsifying information, including data for lab reports that a student himself did not complete or making references not used in a research paper.

Facilitating — discussing the content or format of any assessment (quiz, test, exam) with a classmate who has not yet completed the particular assessment, giving or receiving answers during a test using unauthorized sources of information including, but not limited to, calculators, cheat sheets, writing on shoes, apparel or body, or leaving a classroom during a testing situation to gain answers or provide them to others.

Plagiarism — the intentional or unintentional taking of the writings or ideas of another and presenting them as one’s own is not permitted. This includes, among other things, copying someone else’s work, turning in another student’s work without that student’s knowledge, summarizing without acknowledging a source, representation of work taken from Internet paper “services” as one’s own, copying materials from a source text, or supplying proper documentation while leaving out the quotation marks.

Abuse of Academic Materials — harming, appropriating, or disabling academic resources so that others may not use them. This includes cutting tables, pictures and illustrations from library books, stealing books and articles, deleting or damaging computer files intended for others’ use.

Electronic Dishonesty — using the school network and Internet inappropriately in a way that affects other students’ safety and respect. Examples include logging in to someone else’s account, allowing non-authorized users to use your account, breaking into someone else’s files, sending harassing or lewd emails to another student.

Unauthorized Use of Calculators — using a calculator in a manner not approved by the subject teacher.

Use of Study Guides — the unauthorized use of Cliff, Monarch, Sparks, or other “notes” is not permitted. Should a student ever be uncertain about whether his actions represent dishonesty or plagiarism, he should check with his teacher before acting.

First Infraction — A teacher who has identified an instance of academic dishonesty or who suspects the presence of dishonesty will document the event and inform the Academic Dean. The student will receive a zero for the test, quiz, paper, lab, or assignment. The parents of the student will be notified of the incident. A report of each infraction will be kept on file in the Academic Dean’s office.

Second Infraction — A student identified or suspected in an instance of academic dishonesty for the second time in a school year will be reported to both the Academic Dean and to the Dean of Students. As with the first infraction, the student will receive a zero on the assignment or assessment in question. The student’s parents will be informed and must come for a meeting with the student, Dean of Students, and Academic Dean. The student may be suspended for a second infraction. In addition, a report of the incident will be filed in the student’s personal record. The Dean of Students may choose to expunge this report from the record if the student incurs no further academic dishonesty infractions.

Third Infraction — Any student identified or suspected in an instance of academic dishonesty for the third time in a school year may be subject to further disciplinary action, up to and including dismissal from the school.

Academic Probation — A student who has extremely low grades, fails one course, or whose semester average is below 75 will be placed on academic probation for the next semester by the Academic Dean. Any student who fails a course for the academic year and is permitted to return to Prep will automatically be placed on academic probation for the first semester of the following year. If a student on academic probation fails one course for the year, he may be

required to withdraw at the Headmaster's discretion. The Academic Dean will set minimum acceptable standards for each student on academic probation.

A student who is on academic probation may not run for a student government office until the probation has been lifted. A student who has failed three or more subjects during the first quarter of the school year may be asked to withdraw at the end of the semester if he has not shown significant improvement.

Psychoeducational Testing

Georgetown Preparatory School will consider reasonable accommodations to aid students with professionally documented learning differences. Upon enrollment, the school requires documentation of an up-to-date evaluation (within the past two years) from a qualified professional containing the following information:

- the specific disability, as diagnosed;
- complete educational, developmental, and relevant medical history;

- a description of the tests or techniques (WISC-III, WJ-R, WRAML, etc.) that were used to arrive at the diagnosis, including date(s) of the evaluation, appropriate test results, and a description of the functional limitations resulting from the disability;
- the professional credentials of the evaluator, including information about license or certification and area of specialization; and
- a description of the specific accommodations requested, and of why the disability qualifies the student for such accommodations.

*It is important to note that a doctor's diagnosis of ADD/ADHD does not in and of itself meet the criteria for a student to receive accommodations. For information on accommodations for students on any standardized test administered by Educational Testing Service, please refer to their website available at www.collegeboard.org. Also, refer to www.act.org for ACT accommodations. Please consult with Prep's Director of Counseling Service concerning these guidelines.



COURSE REGISTRATION INFORMATION

Students must carefully consider the course load which they would like to take during the course registration process. With the help of counselors and advisors, a student should be sure to sign up for a manageable schedule. Creation of Georgetown Prep's schedule is a multi-month and multi-layered process. Decisions about staffing, class size, and class locations are based on the choices submitted by students in the Spring. As such, these student course decisions should be considered final and binding.

Each student must complete a registration Google Form. All forms can be found in your Veracross Portal.

Student schedules are published to the Veracross student and parent portals in late July. A student may request to drop an elective course over the summer before the first day of school by contacting the Academic Dean through email.

Once the school year begins, there will be a three-cycle Add/Drop period. During the first three academic cycles of the year (21 school days), a student may choose to withdraw from an elective course. In order to do so, the student must complete a withdrawal form; this form requires the approval of the student's teacher, of the student's College Counselor or advisor, and of the Academic Dean. The student must have a legitimate reason for choosing to withdraw. A decision to drop a class should not be taken lightly, and as such the choice to enroll in a class should not be taken lightly during registration. Withdrawals or changes based on class period or based on teacher preference will not be entertained. During this three-cycle period, changes

may also be made to the level of a class — i.e. moving from an Honors level to a Regular.

This move, too, must come with the approval of the teacher, College Counselor, and Academic Dean. A student should not sign up for an Honors or Advanced Placement class if he doesn't feel that he can complete it. Additionally, consideration should be given to overall rigor of a student's schedule.

After the three-cycle period, students may no longer withdraw from an elective class. Only in extreme cases — e.g. situations of medical distress — will a student be allowed to withdraw after this point. After the three-cycle period, students should consider their enrollment in an Honors or AP class set. However, should there be an academic need to adjust a student's course level, that will be addressed at the close of the first quarter. Students may not move classes in the time between the three-cycle Add/Drop period and the close of the first quarter. The decision to move a student's class is at the discretion of the Academic Dean after the add/drop period has ended. Should a student drop a class in the first two weeks, there will be no record of the withdrawal on his transcript or report card. Should a student change level in the first two weeks, his grade will begin with the material and assessments in the new class. Should a student remain in a class for the first quarter before changing level, he will receive a "NG" (No Grade) grade as a placeholder on his report card. At the end of the year, his first quarter grade will be changed to the average of the second, third, and fourth marking periods, and his first semester average will be calculated accordingly.



ACADEMIC COURSE OFFERINGS

CLASSICAL LANGUAGES

Georgetown Prep upholds a proud tradition in the Classics; the department has faculty members prepared to offer a variety of courses in Latin. All students at Prep are required to take at least two years of Latin. Courses are usually completed during the student's first two years of study. Additional courses after Latin II are chosen as electives. Below lies a full description of all Classics courses available to Prep students.

Why learn Latin?

Learning Latin is learning language skills. Latin is the basis of the modern Romance languages, with influences in the Germanic languages as well. By learning Latin now, students learn the discipline and techniques necessary to acquire other languages in the future.

Learning Latin is learning English. Latin translation forces the student to pay close attention to detail. While the process can be exacting, each student learns to pay close attention to the grammatical constructions and syntax within a sentence.

Learning Latin is learning vocabulary. Over fifty percent of English words (and 90% of words of multiple syllables) are derived from Latin and therefore knowing a few Latin words cuts down on the effort required to learn new vocabulary.

Learning Latin is learning to study. Learning Latin grammar takes a great deal of careful study and precision, and requires the student to learn how best to memorize and synthesize material.

Learning Latin is learning to think. Translating a Latin sentence is a workout for your brain, similar to a crossword puzzle or an algebra problem. Thoughts must be organized and every option must be explored.

Learning Latin is learning to appreciate literature. Some of the greatest writers and thinkers are from the classical Latin period — Virgil, Ovid, Cicero, Livy, Caesar, etc. — and the themes and ideas in their work have influenced writers throughout history. From Dante to Shakespeare to Joyce, classical literature has played a huge role over the course of western civilization.

Learning Latin is both unique and traditional. Certainly, a traditional liberal arts education has always included the study of Latin. The Latin language is a tie that binds generation to generation. Yet at the same time, studying Latin is incredibly unique today. When college admissions counselors see a Latin student, they see a unique and intelligent

individual, who stands out among a sea of Spanish and French students.

Latin I

In this course, students learn the elementary stages of Latin grammar, vocabulary, and Roman culture, which include the acquisition of vocabulary, mastery of inflected forms, and understanding of grammatical structure. Latin I at Georgetown Prep helps encapsulate the freshman experience by providing an introduction to one of the keystone languages of the modern world and the Jesuit educational experience. Students are exposed to adapted ancient texts discussing overarching themes and applications across the disciplines while experiencing the rigor and analytical demands of an ancient language. In addition, Latin assists students in building their English vocabulary and complements the grammatical English curriculum in the freshman year, while providing an excellent background for learning a Modern Foreign language. (1 credit)

Latin I (Intensive Summer Option)

Georgetown Prep's Summer Latin I course covers the same material as Latin I during the school year, in an intensive five-week schedule. The course emphasizes developing skills in memorization (vocabulary and forms), along with synthesis of information through translation. Students will leave Summer Latin I prepared for Latin II or Latin II honors (based on the instructor's recommendation). Open to incoming freshman and current students, Summer Latin I creates flexibility in scheduling during the school year, and an opportunity for advancement through the Classics curriculum.

Latin II

This course provides students with the grammar and inflection points that were not covered in Latin I, focusing on some of the more complex grammatical structures of the Latin language. Translation will be the main tool for synthesizing these new topics, and students will be routinely asked to translate both from Latin to English and from English to Latin. Students will be asked to translate individual sentences freed from a narrative context, and selections from Julius Caesar's *De Bello Gallico*. (1 credit)

Latin II Honors

Latin II Honors covers grammar and morphology not addressed in Latin I. New grammar and vocabulary are completed in the first semester, and students will pivot to translations from Cicero, Caesar, Livy, Ovid, and Vergil

beginning in January. Latin II Honors prepares students for the rigorous AP Latin IV curriculum in the following year by slowly transitioning from adapted passages, to abridged original passages, to authentic AP literature. Cultural and social topics specific to the AP curriculum will also be addressed, including the Roman government and military, Roman concepts of *virtus* and *pietas*, and the Latin literary traditions of epic and historiography more generally. (1 credit)

Latin II (Intensive Summer Option)

Georgetown Prep's Latin department offers an intensive five-week Latin II summer course.

This course covers all of the same material as the course during the school year, but at a faster and more dedicated pace. This class is perfect for sophomores in Latin I who find that they really enjoy the material, or freshmen who want to speed up their progress through the departmental progression. It should be noted that Advanced Placement Latin is the fourth year course; any student who starts Latin as a sophomore can only reach the AP level by taking a summer course. Like Latin I, Latin II combines the study of grammar, vocabulary, and translation. The summer class allows the student to pull off the proverbial band-aid of grammar and vocabulary and move more quickly into high level material. By focusing on five weeks of rigorous study, the student can move directly into Latin III — a translation, culture, and history-based course. This course does not complete the Latin requirement; every student must enroll in Latin III the following school year. (1 credit)

Honors Latin III: Roman Warfare

This course is open to students who have completed Latin II or Honors Latin II. It utilizes several different perspectives—from heroic soldiers to plotting generals to large-scale battles—to gain a greater understanding of Roman wars and the men who waged them. The class will also focus on the politics and constitution of the Roman Republic, how the Republic's values affected its war-making, and the causes and effects of the fall of the Republic and the rise of its tyrannical replacement: rule by the emperors. (1 credit)

Advanced Placement Latin IV

Available to students who have completed either Honors Latin II or Honors Latin III, AP Latin IV reads Vergil's epic poem *The Aeneid* and the letters of Pliny the Younger. Vergil connects Rome's mythical founding to the reign of the emperor Augustus. Pliny shares his eyewitness account of the eruption of Mount Vesuvius and his experience as an administrator under the emperor Trajan. Following the College Board's curriculum, students will learn about

Roman history and culture as the "eternal city" transitioned from a republic guided by senators to an autocracy ruled by emperors. (1 credit)

Latin V: Advanced Latin Literature

This course, coming on the heels of the Advanced Placement course, offers the opportunity for students to delve more deeply into Latin literature. At this point in their Latin career, the students have learned and discussed all major grammatical, poetic, and stylistic devices. Latin V is a culmination of all that they have learned, and hopefully inspires the students to pursue Latin at the collegiate level. (1 credit)

Introduction to New Testament Greek

This Ancient Greek course is an introduction to the Koine dialect of the New Testament and Septuagint. The course is intended for students with little to no background in Ancient Greek, and covers material similar to that found in the college-level introductory sequences for Ancient Greek. Students will leave this course prepared for intermediate (second-semester) Attic Greek at the college level, and capable of reading extended passages from the New Testament with the infrequent aid of a dictionary. (1 credit)

Homeric Greek

Homeric Greek is an intensive introduction to the dialect of the Homeric epics (*The Iliad* and *The Odyssey*). The course is intended for students with little to no background in Ancient Greek, and covers material similar to that found in the college-level introductory sequences. Students will leave Homeric Greek prepared for intermediate (second-semester) Attic Greek at the college level, and capable of reading select passages from *The Iliad* and *The Odyssey* with the aid of a commentary and dictionary. (1 credit)

ENGLISH

English I: Introduction to Composition and Literature

A primary objective of this course is to introduce the student to composition and literary genres. To this end the student will study the parts of speech, the parts of the sentence, and punctuation in detail. Students will practice these skills through worksheets, journal entries, and writing assignments. The latter will not only concentrate on the proper use of the English language, but also on developing ideas, eliminating wordiness, and improving structure so that the student is able to write coherent, well-developed, and organized paragraphs. The student will also be introduced to the basic components of literature and to the genres of the short story, the novel, and the play. Texts include *Montana 1948*, *Mythology*, *Oedipus Rex*, and Shakespeare's *Julius Caesar*. (1 credit)

English II: American Literature

This course challenges students to read closely from a variety of genres in a variety of settings as students explore the American voice. The primary objectives are for students to improve their writing and close reading skills and develop a healthy reading life. Poetry study focuses on an introduction to reading and interpreting poetry, specifically that of American greats such as Dickinson, Whitman, and Hughes. Literary analysis emphasizes theme, character, and symbolic interpretation of the works. Students will write in a variety of modes as they develop their writer's voice. Students will read independently chosen selections, books from a selected list and whole class texts. Students also study vocabulary and grammar. Whole class texts include *The Great Gatsby*, *Catcher in the Rye*, and assorted poetry from American authors. (1 credit)

Junior Year English Options

Rising juniors choose between English III and AP Language and Composition. Most students will take English III. Students with a particular interest in and aptitude for writing may be invited to enroll in the AP Language and Composition course. Both courses are full year and one credit.

English III: Mythos of Literature

In this British Literature survey course, students study literature to improve reading and literary analysis and continue to practice and develop critical writing skills. Students will approach literary works through four styles of literature: Epic, Comedy, Tragedy, and Satire. This approach will give the student a well-rounded understanding of these genres

and further the reading skills developed in earlier years. In addition, students will present oral and written reports on their readings and prepare for in-class debates. The object is for the student to make the connection between literature and the world in which he lives and effectively express this connection in logically constructed arguments. To help achieve this end, we will also study vocabulary and grammar. Major works for this course include: *Beowulf*, *The Canterbury Tales*, *Macbeth*, *Things Fall Apart*, and *Brave New World*. (1 credit)

Advanced Placement Language and Composition

A course for those who wish to become superior writers, this seminar is designed to make each student a skilled reader of prose written in a variety of periods and disciplines, and a writer flexible enough to compose in a variety of modes and for a variety of purposes. The student will examine various expository and creative texts, with an eye towards recognizing each as a potential model for his own prose. Students in this course should expect to write one essay per cycle and complete nightly reading assignments. Papers range in length from one paragraph to 10 pages. Writing in this course is evaluated according to the rigorous standards set by the College Board. In class, the teacher will guide the student through the process of drafting, response by peers/teacher, and substantive revision. (1 credit)

Approval Process — Students are invited to this highly selective course at the discretion of the English Department. The Department Chair, AP Language teacher(s), and English II teachers evaluate all English II students to determine which students will be most successful in the course. The invited student will likely have earned an A average in English II, though that in and of itself does not guarantee an invitation. He will have demonstrated a sincere interest in, and particular facility with, writing; a mastery of grammar; a strong interest, experience, and ability as a reader; an ability to accept and apply teacher and student critiques in writing; and the skills and the willingness to be a valuable class participant in seminar-style discussions and writer's workshops.

Senior Year English Options

Rising seniors choose a separate English elective for the fall and spring semesters OR apply for the full year AP Literature and Composition Course.

For students taking elective courses: Students will complete the English Elective preference form and submit with their official course registration. Each student will be guaranteed one of their top three choices; the second elective will be

determined by the English department, and may not be a class chosen by the student. Once placement has been determined, English electives may not be changed.

English IV: Race, Gender, & Power in African American Literature

This course will introduce students to a variety of works produced by African-American writers of the 19th, 20th, and 21st centuries. The units in the course are organized thematically. The Race and Socialization unit will ask students to consider the ways in which they've learned about race and how, unconsciously and consciously, race influences the way we interact in social situations. In the Family and Gender unit, we will look at traditional ideas of the American nuclear family and how, when intersected with race, those ideas can change. We'll talk about what it means to be a "man," ideas of femininity, and whether or not gender and race can exist independent of one another. We'll finish up the course with our Citizenship, Advancement, and Education unit. In this unit, students will consider the various historical pathways cultural leaders have taken in order to bring about social justice. Assimilation vs. Separatism. Nonviolence vs. "By Any Means Necessary." We'll begin with Du Bois and Washington who disliked each other so much that they wrote diss speeches about one another. Afterwards, we'll look at Martin Luther King and Malcolm X — men who ultimately had the same end-goal but had very different ideas on how to get there. This course is discussion-based. Frequent student engagement will be necessary in order to have the most academic success. Required text: *The Norton Anthology of African American Literature*. (0.5 credit)

English IV: Contemporary Imagination and Dante's Inferno

This course will focus on the works and legacy of Dante Alighieri, 'Father of the Italian language' and 'Supreme Italian Poet.' The Divine Comedy is the greatest Italian literary work and is considered a masterpiece of epic poetry chronicling Dante's journey through Hell, Purgatory and Paradise. Reading Dante as a high school senior opens one's eyes to the literary and cultural renaissance that he preceded, preempted, and influenced by writing in his local vernacular with such humanistic fervor. It is ripe in opportunity for discussion, analysis and reflection through the poem's examination of faith, conscience, and self-discovery. The course will closely examine Dante's cultural milieu and social criticism thereof while also scrutinizing his place in popular culture today and The Divine Comedy's realm within contemporary imagination (we will read "Inferno" in its entirety and then cover selected excerpts from "Purgatorio" and "Paradiso."). Dante's classical allusions, most notably through his use of Virgil as guide and mentor, are

ripe for interpretation and discussion in this seminar. A unit formative assessment offers a chance for creative writing blended with social criticism. The capstone assessment is an exercise in re-interpreting or re-imagining an important topic from the course from an alternative perspective. (0.5 credit)

English IV: Shakespeare

Cultural literacy demands that we, as readers, explore the work of one of the world's greatest playwrights. This course will deepen your understanding of Shakespeare as we look at plays that represent his broad, varied, and prolific career. Attention will be paid to Shakespeare's language and how it is used to illustrate his view of politics, gender roles, religious life, national identity, human nature, and self-fashioning. We will see these issues raised in Japanese adaptations of *King Lear*, current theatrical productions, classic film adaptations throughout the past half-century, as well as the texts themselves. Some plays we may read include *Othello*, *Hamlet*, *King Lear*, *Measure for Measure*, *Twelfth Night*, and *Henry IV Part 1*. (0.5 credit)

English IV: Rebel Women of Literature

"History is Storytelling... It is not just the telling of a story. It is the story of the telling." —Yaa Gyasi

Dive into a world where literature becomes a mirror reflecting societal upheavals, gender dynamics, and the fight against traditional norms. This course journeys through the eyes of ground-breaking female authors who dared to challenge the status quo. Through texts such as Margaret Atwood's *Handmaid's Tale*, Yaa Gyasi's *Homegoing*, and others, we will explore the intricate layers of class, gender, and historical and cultural perceptions. How do these writers navigate and challenge constraints of gender? What historical expectations are questioned or reinforced? How do race and socio-economic factors intersect with gender? How does the nature of the narrative tell its own story about the history of women's progress? Through the evolving narratives from rebel women writers, we will see how they use their pens to redraw the boundaries of their worlds. These are not just narratives, but powerful testimonies of the enduring spirit of writers challenging their times. This course offers you an opportunity to view the world differently and to understand the power of literature in shaping society. (0.5 credit)

English IV: Satire

Laughter is the best medicine, or so they say. In the great literary tradition of satire, wit, irony, and humor combine not only to evoke laughter or a knowing smile, but also critique the absurdity of the world as it is in hopes of prodding it to a more hopeful — or at least less ridicu-

lous — future. In this course, students will study satirists, from Horace to Jonathan Swift to 20th and 21st century writers, within their unique historical contexts. We will read, discuss, and analyze satirical poems, essays, novels, short fiction, and films and imitate various forms of satire. We will also examine the emerging satirical traditions in modern multimedia — television, cartoons, online newspapers, and websites to consider why satire remains one of the most popular ways to expose vice and corruption in our world. Authors/creators may include Aristophanes, Horace, Juvenal, Mennipus, Swift, Austen, Eliot, Vonnegut, Heller, Orwell, Wilde, Groening, Colbert, Parker, Stone, and Fey. (0.5 credit)

English IV: Gothic and Horror Literature

Trace the evolution of fear from the eighteenth century to the present to discover why we crave the terror found in the dark corners of the literary canon. This course surveys the Gothic and horror traditions by examining how monsters and ghosts serve as mirrors for cultural anxieties surrounding identity, power, race, and gender. By dissecting a broad array of texts from the works of Mary Shelley and Edgar Allan Poe to Shirley Jackson and Stephen King, the class explores the construction of the “Other” across the written word. Students will then engage in media studies by analyzing how these literary tropes are adapted in films such as *Rosemary’s Baby*, *Get Out*, and *Scream*. To demonstrate mastery, students will produce analytical essays, creative writing pieces, and a comprehensive final research project. (0.5 credit)

Advanced Placement Literature and Composition

The Advanced Placement Literature and Composition Course focuses on close reading of great literary works, thoughtful, analytical writing, and lively discussion. Our goal is to intensely study works from across genres and periods such that we gain a deep appreciation for and understanding of the works themselves and literature as a whole. Through various modes, we will also strive to be thoughtful, precise, and persuasive writers who may draw inspiration from the great works that we study. This extremely rigorous, college level course will challenge students to work up to, and sometimes push them beyond their previously thought potential. This course is designed for students with a particular affinity for reading and discussing literature. To that end, students are expected to maintain independent reading books outside of the required texts. Each semester culminates in a research project of the instructor’s choosing. Required texts may include: *Hamlet*, *Heart of Darkness*, *Slaughterhouse V*, *Their Eyes Were Watching God*, and *The Power and the Glory*. (1 credit)

Approval Process — Students who have successfully completed either English III or AP Language may apply

for this course. Students are admitted to this course at the discretion of the English Department. The Department Chair, AP Language teacher(s), AP Literature teacher(s), and English III teachers evaluate student applications to determine which students will be most successful in the course. The successful applicant will have demonstrated a sincere interest in literature, a particular facility with writing, and the willingness and ability to be a valuable class participant in seminar-style discussions. Students are required to submit a recommendation form to their current English teacher and submit one graded paper with teacher comments as part of the application process.



ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

Incoming freshmen or transfer students who are not native English speakers must supply a Test of English as a Foreign Language (TOEFL) score. An English for Speakers of Other Languages student must complete English II: American Literature to fulfill the Georgetown Prep English requirement.

American Studies

This course is an overview course designed to introduce ESOL students in their first year at Prep to US history and government. All first-year ESOL students must take this course. In addition to a focus on the mastery of the content, emphasis will also be given to the development of the necessary academic skills in English: reading, writing, listening, and speaking. This course is a supplemental class designed exclusively for ESOL students and does not take the place of another course at Prep; at the conclusion of this course, students will enter the Georgetown Prep Social Studies Department progression. (1 credit)

Foundations of English I

As an intermediate level course for international students needing significant reinforcing and refining of their language skills, Foundations of English I places great emphasis on the development of reading and writing skills. Toward that end, students will focus on developing a much deeper

foundation in academic vocabulary and will review grammar fundamentals, including parts of speech. Additionally, students will be introduced to authentic works of literature and will begin to develop the ability to analyze short stories and novels during the second semester of the course. Upon the successful completion of this course, students will proceed into Foundations of English II before advancing into English I and eventually into English II. (1 credit)

Prerequisite: TOEFL score and placement by Department Chair.

Foundations of English II

As an advanced-level course designed to prepare students for success in Georgetown Prep's English Department course offerings, Foundations of English II helps students strengthen their academic vocabulary foundation, master proper paragraph structure, write with greater sophistication, and read, comprehend, and analyze novels, short stories, and essays. Upon the successful completion of this course, students will proceed into English I or English II at their instructor's discretion. (1 credit)

Prerequisite: TOEFL score and placement by Department Chair.



FINE ARTS

Visual Art

Freshman Art

This half-year Visual Arts Course fulfills one half of the Fine Arts credit needed for graduation. The intent of the course is to have all students, talented in art or not, get basic experiences in visual literacy. This goal is reached through extensive projects focusing on the main techniques of art making and a comprehensive understanding of the aesthetics of 20th century visual art from around the world. Students will also work with the six basic elements of art as well as the seven basic principles of design to explore and become competent in the fundamentals of art. (0.5 credit)

Foundations of Studio Art

The Foundations of Art course is a yearlong course which focuses on building a strong foundation in the arts for students who are willing to commit to and engage in a deeper connection with the Fine Arts. This class fulfills the Fine Arts credit necessary for graduation. This course will more intentionally lay the foundation for a trajectory of courses in the visual arts at Georgetown Prep. There is no prerequisite in terms of artistic talent, only in terms of artistic interest. To be considered for the course, a student must apply prior to the start of freshman year. (1 credit)

Exploratory Studio Art

Students will continue to build on the knowledge learned in Freshman Art, focusing on a variety of media and materials to create their own conceptually-based work. This course is the prerequisite for AP Art & Design but all students can take the course regardless of their desire to pursue AP. This course continues to build on terms and use of media related to two and three-dimensional work previously explored. Students will explore a variety of materials, develop their own personal voice in art and build upon conceptual thinking. Students will learn advanced techniques and concepts through hands-on exploration and the study of art in the context of art history, aesthetics, and criticism. (Prerequisite: Freshman Art) (1 credit)

Advanced Placement Art History

This a college-level introductory art history survey in which students learn to identify, examine, and critically analyze major forms of art from prehistory to the present. While the curriculum, requirements, and standards are extremely demanding and rigorous, the rewards are extraordinary. Students will significantly improve critical thinking and writing skills and expand visual literacy, and they will

develop an understanding of the diverse cultural and historical contexts of painting, sculpture, architecture, and other media. Perhaps most importantly, students will confront the whole range of human experience, stretch their minds and imaginations to embrace new ideas and places, and develop a deeper understanding of what drives us as a species—our fears, our loves, and our beliefs. This course fulfills the social studies requirement for senior year. (1 credit)

Advanced Placement Art & Design: Drawing

AP Art & Design is a full-year course. AP Art & Design is offered to seniors who have taken multiple art courses or who have the permission of the instructor and the Academic Dean to register. This course is designed for the student who is seriously interested in the practical experience of art, and may or may not be interested in pursuing art after high school. The value of the course is based in the experience of creating and completing the portfolio with a group of their peers. Students enrolled in the course are required to take the AP exam — which means they are responsible for completing and submitting the portfolio in its entirety. Failure to do this will result in the failure of the course. The AP Art & Design: Drawing course consists of the production of a portfolio (exam) to be submitted to the College Board for college credit. Students create a portfolio of work to demonstrate inquiry through art and design and the development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. (1 credit)

Ceramics

This course provides an introductory exposure to ceramics and the use of clay as a fine art medium. In this course, students will learn basic hand-building techniques (such as: coil, pinch and slab) and how to use the potter's wheel to create thrown work. Forming techniques, surface development and glazing, along with kiln firing practices will be introduced. Students will learn basic terminology in relationship to ceramics as well as the history of the art form and contemporary practices. Both the functional and sculptural ceramic traditions will be explored. Students will engage in class critiques, and learn the meaning, design, and technical processes used to create ceramic art objects. (1 credit)

Music

Freshman Music

This one-semester course provides an introductory experience to Western music and its historical, religious, economic, and scientific elements that set the unique direction it followed over the last 15 centuries. Major topics include an examination of Western musical notation and its historical evolution; the elements of musical sound; the physics of sound and music; the properties of musical instruments; the history of recording and the techniques involved in making a modern recording. The course concludes with a brief history and survey of Western music from the Middle Ages to the early 20th century with an emphasis on the unique sociological factors that set Western music apart from music of other cultures and the music as an effect of those factors. An additional goal is to help students improve study skills, improve organizational skills through writing and essays, enhance critical listening skills, and give students a beginning understanding of music and the humanities as an integral to the fabric of Western culture. In conjunction with the Freshman Art course, this course fulfills the Fine Arts requirement necessary for graduation. (0.5 credits)

Audio Engineering

The goal of this unique music class is to teach students the fundamental skills of audio engineering in both a live and studio setting. The classroom format will be centered around music creation and live production, in which students will learn and master the basics of audio engineering - tracking, mixing, and editing - using Garage Band and Pro Tools software. Garage Band serves as an excellent platform for beginner audio engineers to later transition to Pro Tools, the industry standard software used in most professional recording studios, including the Fanone Recording Studio at Georgetown Prep. Additionally, students will take the engineering fundamentals learned in Garage Band and Pro Tools and directly apply them in the field as they learn to operate the technological audio and lighting systems in the Figge Theatre. Students in Audio Engineering are responsible for the audio and lighting production at all school assemblies and concert events at Georgetown Prep. (1 credit)

Video Production

This unique course will focus on the creation of video projects highlighting the members and organizations within the Georgetown Prep community. Students will learn how to create and edit the audio, graphic, and video elements necessary to produce professional videos in a variety of genres. The class culminates with a cross curriculum final project in which each Video Production student will design a comprehensive media platform for the original music of a partner

student in Audio Engineering including a music video, an artist logo, album artwork, and online representation. Original video and music projects will include collaboration with sports teams, clubs, administrative offices, service trips, and academic offices. The class will utilize iMovie, Final Cut Pro, Garageband, Protools, Soundcloud, and Photoshop to produce multimedia projects. Class time and assignments will be split between individual skill set development and group projects. (1 credit)

Fundamentals of Music

This course provides a rigorous introduction to the core elements of music for advanced high school students preparing for college-level music study. Students develop fluency in rhythm, meter, pitch, scales, intervals, melody, harmony, texture, timbre, and form. Emphasis is placed on reading and writing musical notation, composing, critical listening, and analytical thinking across a wide range of musical styles. Designed to build strong theoretical and aural foundations, the course prepares students for collegiate music theory and musicianship coursework. Prerequisite: Students must have some instrumental experience. (1 credit)

Piano Lab

Piano Lab is a hands-on, beginner-friendly course designed to introduce students to functional piano skills. Through group instruction, guided practice, and individual feedback, students will learn to read music, play with both hands, understand basic harmony, and perform short pieces. No prior piano experience is required. The course emphasizes musical literacy, coordination, listening, and confidence, and supports the broader goals of music education at Georgetown Prep. This full-year 9th-grade course fulfills the freshman art/music requirement. (1 credit)

Performance Groups

Jazz Ensemble

This course is a performance outfit centered around musical repertoire for jazz ensemble. The focal point of the course is several performances that take place over the academic year. Rehearsals are used as instructional time where students learn the music theory and the skills necessary to perform as a member of an ensemble, and also as a soloist. Incoming freshmen with sufficient ability to perform in the ensemble may commit to the ensemble for a year as a substitute for the Freshman Music course requirement. Students in grades 10 through 12 may also participate each year until graduation. The class meets one evening a week for the entire academic year. Additional rehearsals are added before and after school close to performances dates. (0.5 credits) Prerequisite: A basic level of proficiency playing one of the traditional jazz instruments. Woodwind (clarinet,

saxophone, etc.), brass (trumpet, trombone, etc.), keyboard, guitar/bass, and percussion instruments are all needed in the ensemble. Membership is by audition.

Prep Singers I

The Prep Singers is Prep's freshmen choir. Choir members will learn the basics of singing, along with music theory and history. Students will sing in school masses, Christmas and Spring concerts, as well as other programs as scheduled throughout the year. No prior singing, choral or musical experience is required. Acceptance is by audition which can be done in person, virtually or by submitting a video. (1 credit)

Prerequisite: No prior experience singing is necessary nor is the ability to read music required. Students must pass an audition process for acceptance into the course.

Prep Singers II (A Cupola Hoyas)

Prep Singers II (A Cupola Hoyas) is our advanced choir is open to sophomores, juniors and seniors. A prerequisite is that students had to participate in Prep Singers freshman year. Exceptions can be made through a successful audition. Students will sing in school masses, Christmas and Spring concerts, service projects as well as other programs as scheduled throughout the year. The class runs the full academic year and meets several times a week either on prearranged days before and after school. (0.5 credits)

Prerequisite: Participation in Prep Singers I. Students must pass an audition for this course.

String Ensemble

The Georgetown Prep String Ensemble is a group for students at a mid to advanced level on string instruments including violin, viola, cello and string bass. Repertoire includes Baroque, Classical, Romantic and Modern styles in addition to religious music and arrangements of popular songs. The string ensemble gives two main concerts a year. Students will have the opportunity to participate in other school ensembles such as chamber orchestra, pit band for the spring musical, and the liturgical music ensemble.

The string ensemble is open to students of all years and may be taken for credit all four years. Rehearsals can be both before and after school. This class runs for the full academic year. Admission to the course is by audition which can be done virtually, by sending a video, or in person. (0.5 credits)

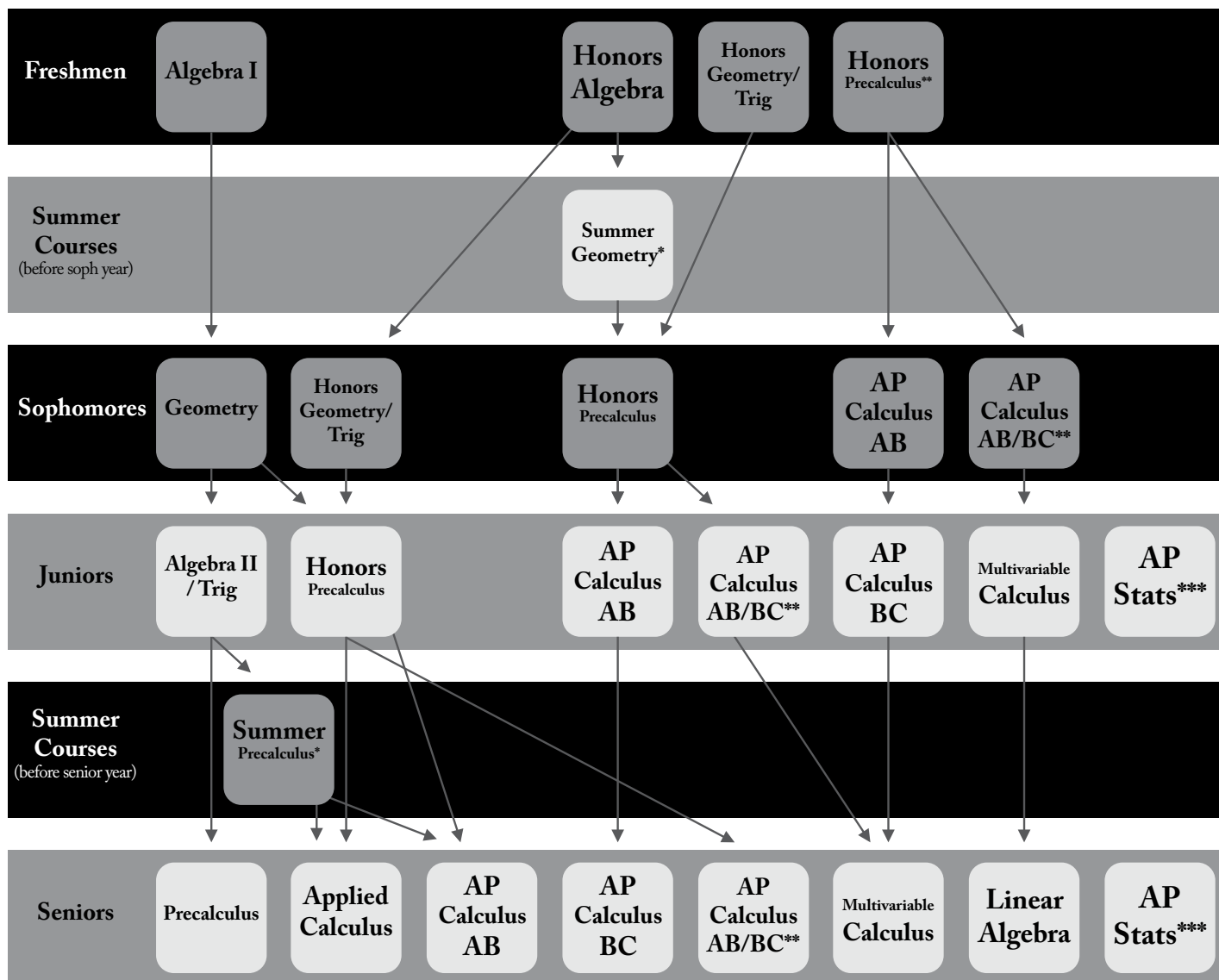
*Students with musical ability sufficient to pass an audition for the Prep Singers, the Jazz Ensemble, or the String Ensemble may substitute a year as a member of one of those groups for the Freshman Music course. The auditions will be held throughout the first two weeks of the school

year, and information will be readily available at that time about the timing and location.



MATHEMATICS

Course Sequence



The presumptive course placement for incoming freshmen is Algebra I. We offer math placement exams to incoming freshmen who have completed either an algebra course, or both an algebra and a geometry course, in middle school. Students who earn a qualifying score on our math placement exam(s) are invited to begin their math studies with one of the courses shown to the right of the Algebra I box.

* All summer courses are by invitation only.

** Admission to AP Calculus AB/BC is by invitation only. Students invited to take this course have demonstrated by their performance in Honors Precalculus a capacity to complete in one year what would otherwise be a two-year sequence of study in our AP Calculus AB and AP Calculus BC courses.

*** AP Statistics is an elective course that requires Math Department approval. AP Statistics may not be taken in place of a math course. All students enrolled in AP courses are required to take the associated AP exam.

Courses

*Placement in Mathematics courses is decided exclusively by the Math Department. All incoming freshmen students must complete a placement test if they would like to be considered for a class other than Algebra I. All incoming transfer students must also complete a placement test to ensure proper course placement.

Algebra I

The course emphasizes a multi-representational approach with concepts and problems expressed according to the Rule of 4: (1) graphically, (2) numerically, (3) analytically, and (4) verbally. Topics include order of operations, evaluation of expressions, using rules of exponents, radical expressions and equations, solving and graphing linear equations and inequalities, modeling with word problems, quadratic functions, the quadratic formula, polynomial, rational and exponential functions, ratio, proportion, elementary statistics and probability. (1 credit)

Honors Algebra

This course builds upon core algebraic concepts and moves at an accelerated pace through the study of expressions, equations, and functions to prepare students for advanced mathematics courses. Topics including linear, quadratic, exponential, logarithmic, polynomial, and trigonometric functions will be studied to provide the foundation needed for the future study of calculus. Applications to real-world problems will be studied in conjunction with each unit when appropriate. A TI-84 graphing calculator is required. (1 credit)

Geometry

This first course in geometry uses Euclid's Elements as the text. Topics include definitions, axioms, postulates, angle and line relationships, properties of parallel lines, congruence theory, triangles, Euclid's proof of the Pythagorean Theorem, circles, perimeter and area of plane figures, surface area and volume of solids, similarity, ratio, proportion, geometric constructions and algebraic applications. This course has a primary focus on geometric proof, both direct and indirect. A straightedge and compass are required. (1 Credit) Honors Geometry and Trigonometry This course covers a mixture of Euclidean geometry and algebra. The Geometry portion of the course includes definitions, axioms, postulates, angle and line relationships, properties of parallel lines, congruence theory, triangles, Euclid's proof of the Pythagorean Theorem, circles, perimeter and area of plane figures, surface area and volume of solids, similarity, ratio, proportion, geometric constructions and algebraic applications. This course has a primary focus on geometric proof, both direct and indirect. A straightedge and com-

pass are required. The algebra section of the course covers a variety of Algebra II/Trigonometry topics including, but not limited to, radicals, factoring, rational and piecewise functions, systems of equations, and trigonometry. (1 credit)

Algebra II/Trigonometry

This course is a continuation of the study of algebra focusing on the study of functions and an introduction to the study of trigonometry. With the help of the graphing calculator, we will examine a wide variety of functions, including polynomial, rational, exponential, logarithmic, and trigonometric functions. In addition to understanding the graphs of functions, we will also study modeling and applying functions with practical applications. Solving equations and systems of equations will be integral to the course of study this year. Other topics include factoring, exponents, radicals, solving polynomial equations, polynomial division, elementary probability, inverse functions, and complex numbers. During our study of trigonometry, the course will include trigonometric ratios, graphing trigonometric functions, solving trigonometric equations, using trigonometric identities, transformations, inverse trigonometric functions, and the Laws of Sines and Cosines. A TI-84 graphing calculator is required. (1 credit)

Honors Precalculus

This is an accelerated course of study designed to help students master precalculus mathematics. Material covered in this course includes traditional advanced algebra and trigonometry topics, plus material from our precalculus course of study. This course emphasizes a multi-representational approach, with concepts and problems expressed according to the "rule of four." That is, students will express functions and other mathematical concepts (1) graphically, (2) numerically, (3) analytically, and (4) verbally. A TI-84 graphing calculator is required. (1 credit)

Precalculus

The course emphasizes a multi-representational approach with concepts and problems expressed according to the Rule of 4: (1) graphically, (2) numerically, (3) analytically, and (4) verbally. An exploration at a greater level of abstraction of the elementary functions (linear, quadratic, polynomial and rational) and their transformations, the transcendental functions: exponential, trigonometric functions and their inverses and logarithmic functions, composition, asymptotic behavior, polar coordinates, complex numbers, solving and graphing systems of equations and inequalities, elementary probability and statistics, and modeling with word problems. A TI-84 graphing calculator is required. (1 credit)

Applied Calculus

Applied Calculus is a senior-level class that will introduce students to the study of calculus and its application to other fields such as biological sciences, economics, health sciences, population growth, physics, finance, and sustainability. Course materials and problems will be represented graphically, numerically, symbolically, and verbally, thereby encouraging students to expand their knowledge. The course covers differentiation as the practical understanding of the derivative as an instantaneous rate of change and integration as an understanding of accumulated change and other applications of the definite integral. It includes the connection between the derivative and definite integral in the Fundamental Theorem of Calculus. The course will also cover probability density functions, geometric series and mathematical modeling using differential equations. In order to be approved for this class, students must demonstrate a solid understanding of functions (polynomial, rational, logarithmic, exponential, and trigonometric). Students must also show a genuine interest in mathematics and desire to study calculus. (1 credit)

Advanced Placement Calculus AB

The course follows the Advanced Placement AB Calculus syllabus. The course emphasizes a multi-representational approach with concepts and problems expressed according to the Rule of 4: (1) graphically, (2) numerically, (3) analytically, and (4) verbally. Topics include limits and continuity, differentiation and integration with applications, the Fundamental Theorem of Calculus, numerical approximations and elementary differential equations. The use of technology is an important part of this course. A TI-84 graphing calculator is required. Students are required to sit for the AP Exam. (1 credit)

Advanced Placement Calculus BC

This course covers all the topics in the Advanced Placement BC Calculus syllabus and goes beyond. The course emphasizes a multi-representational approach with concepts and problems expressed according to the Rule of 4: (1) graphically, (2) numerically, (3) analytically, and (4) verbally. Topics include vectors and vector-valued functions, parametric equations, polar functions and polar area, differentiation, integration and the Fundamental Theorem of Calculus, improper integrals, sequences and series, Taylor expansions with Lagrange Error Bound, and logistic differential equations. Topics covered beyond the BC syllabus include integral applications to physics and engineering, biology and economics — work, electricity, energy, hydrostatic force, moments, centers of mass, Poiseuille's Law, cardiac output, consumer surplus, present and future value — surface area, probability, advanced techniques of integration, epsilon-delta definition of limit, curvature, modeling using

differential equations, predator-prey systems and Fourier series. A TI-84 graphing calculator is required. Students are required to sit for the AP Exam. (1 credit)

Advanced Placement Calculus AB/BC

This course combines in a single, one academic year program all of the topics covered in the Advanced Placement Calculus AB and Advanced Placement Calculus BC courses. Refer to the immediately preceding paragraphs for a description of those topics. The content and pacing of this course are demanding. Placement into this course is by invitation only. Students are required to sit for the Advanced Placement Calculus BC Exam. (1 credit)

Multivariable Calculus

Multivariable Calculus, also known as Calculus III, is an extension of the concepts of single variable calculus to several variables. In single variable calculus, students are accustomed to finding the area under a curve. In multivariable calculus, students will find the volume under a surface. Instead of evaluating single integrals, students will evaluate double and triple integrals. Students will do a lot of graphing in three-dimensional space, and most of the topics covered will be explored in three-dimensions. Topics of the class include vectors and vector valued functions in 2-space and 3-space, cylindrical and spherical coordinates, partial derivatives, limits, continuity, differentiability, directional derivatives, the gradient, maxima and minima, optimization using Language multipliers, parametric surfaces, double and triple integrals, change of variables and the Jacobian, line integrals, vector fields, surface integrals and the classical theorems of Green, Gauss and Stokes. (1 credit)

Linear Algebra

This course focuses on the study of linear algebra and its applications. Topics include linear equations and transformations, matrix algebra, determinants, vector spaces, eigenvalues and eigenvectors, orthogonality and least squares, optimization and Markov Chains. Python, MATLAB and Desmos will be used throughout the course as computing tools and resources for projects. At the end of the school year, students are required to take the University of Maryland Linear Algebra Final Exam. Students scoring a C or higher on the exam will be given credit for the course should they attend UMD, and all students who pass will be given a letter from UMD that they can present to other colleges for placement purposes. (1 credit)

The following courses are yearlong elective courses that DO NOT fulfill the Mathematics requirement:

Advanced Placement Statistics

The Advanced Placement Statistics course of study introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes, as follows:

- Exploring Data. Describing patterns and departures from patterns.

- **Sampling and Experimentation.** Planning and conducting a study.
- **Anticipating Patterns.** Exploring random phenomena and using probability.
- **Statistical Inference.** Estimating population parameters and testing hypotheses.

All students participating in this course will take the nationwide AP Statistics Exam in the spring. Students who successfully complete the course and the AP Exam may be eligible to receive credit, advanced placement, or both for a one-semester introductory college statistics course. A TI-84 graphing calculator is required. (1 credit)

Prerequisite: Successful completion of Algebra II or III, and approval of the Math Department chairperson.

Advanced Placement Computer Science - A

Implementing the curriculum specified by the College Board, the course is taught centering on the language JAVA and emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm

development; it is meant to be the equivalent of a first-semester college-level course in computer science. Upon successful completion, students should be able to read and understand a program should be able to read and understand a program description and then design and develop it to the specifications. It also includes the study of data structures, design, and abstraction. Coding of programs and methods is a fundamental part of the methodology. (1 credit)

Prerequisite: Precalculus or higher with a grade of 85% or higher recommend Chinese, French, German, and Spanish are offered to all students. Levels I and II concentrate on basic vocabulary and grammar, as well as geography, culture, and current events. Level III focuses on improving conversational and writing skills. Two levels of the same modern language are required for graduation. AP courses are offered to those students who meet curricular requirements.



MODERN LANGUAGES

Choosing a Modern Language

All Georgetown Prep students are required to study at least two years of a classical language and at least two years of a modern language. The vast majority of rising sophomores has completed Latin I and will continue with Latin II in their sophomore year. In addition, as sophomores, students add a modern language to their schedule. Prep offers four different modern languages: French, German, Spanish, and Mandarin Chinese. The Modern Language Department has created the following guide to assist students as they select a modern language to study.

Why Learn French?

- Familiarity with the diversity of culture in other countries is a major advantage for careers in today's global economy.
- French is an important language in diplomacy.
- France is a leader in medicine, technology, and scientific research.
- France is a prime tourism destination.
- France is a leader in the world of art and literature.
- Knowing French will enrich your English.

Fun Facts About French:

- French is the second most common language on the Internet.
- French is spoken on 5 of the world's continents.
- French provides the base for more than 35% of modern English vocabulary.
- French is the official language of 32 countries.
- It is estimated that someone who has never studied French already knows approximately 15,000 words and expressions in the language.
- French is the second foreign language taught in the U.S. behind Spanish, and the only language other than English taught in all countries.

Note: Facts and information on this page were adapted from: The American Association of Teachers of French www.frenchteachers.org

Why Learn German?

- German is the most widely spoken language in Europe and the third most popular in the world.

- Germany has the third largest global economy and is the number one export nation in the world.
- BMW, Adidas, SAP, Mercedes-Benz, Nivea, Audi, Bayer, Volkswagen and Siemens. They also developed aspirin, X-Ray technology, toothpaste, television and oh yeah...the theory of relativity.
- Germany is a leader in climate and energy policies — it decided in 2011 to decommission all nuclear power by 2022 with renewables including solar.
- German is the second most commonly used scientific language in the world and is required or recommended by many undergraduate and graduate programs at US universities. At the University of California, for instance, more majors recommend a knowledge of German as an important supplement than any other language.
- Knowing German can give you great advantages for employment even in the United States. German companies account for 700,000 jobs in the United States, and US companies have created approximately the same number of jobs in Germany. Step into German even outside the classroom!
- The German culture is all around. German and Austrian composers have made tremendous contributions to classical music, and the traditions of Bach, Mozart or Beethoven and many others live on today.
- German is the largest heritage group in the US. Such cultural mainstays as kindergarten, the Christmas tree, and hot dogs and hamburgers were introduced by German immigrants to America. They founded multiple breweries, created Levi's jeans, invented ketchup, and created Hershey's chocolate.
- Many of the Western world's most important works of philosophy, literature, music, art history, theology, psychology, chemistry, physics, engineering and medicine are written in German and continue to be produced in German.

English is Rooted in German

- English is a Germanic language and as such they share many elements in common including dozens of words. It is estimated that more than a third of English non-technical lexicons are of Germanic origin, as are many English words.
- Once you learn the structure, actually speaking German is quite straight forward. • Nonetheless, students who study German distinguish themselves as industrious, and as those who don't take the more common, easier languages.

Why Learn Mandarin?

- Mandarin is the most widely spoken language in the world. Roughly 920 million people speak native Mandarin, spoken by almost 1 in 6 people. It is the most common dialect of China. You will meet native speakers all over the world. Every interaction we have is an opportunity for growth and to make new connections. Your efforts to learn the language of the Chinese people will be recognized and appreciated.
- Improve your artistic skills. Instead of letters, the written words are iconographic characters created with brush-like strokes. There are eight basic strokes that are used to create these characters. To be able to create Chinese calligraphy is a work of art.
- Improve your musical skills. Mandarin is a tonal language. This means that the particular tone you give to a word determines its meaning, just as a specific musical note has a certain pitch that defines how high or low the note is. Mandarin has five different tones for each word. The overall mandarin vocabulary is smaller and grammar is simpler than other languages.
- There are no verb conjugations. The grammar of Mandarin is easier to understand because there are no verbs. This means that there are no verb tenses, no verb conjugations, no subject-verb agreement, and no plurals.
- Explore the unique cultural traditions of China. With 5,000 years of history, it is one of the richest and oldest cultures in the world. Studying Mandarin is a door to exploring the stunning shrines, the Great Wall of China, and the fascinating food markets. You will achieve a deeper understanding of one of the most ancient civilizations.
- Mandarin is the key to the world of business. It is not only spoken in China, but also in Malaysia, Taiwan, Singapore, Indonesia, Thailand, Brunei, Philippines, and Mongolia. There are many international business opportunities in these countries. China maintains a strong economy and a powerful presence in the international trade market. With exposure to Mandarin and the Chinese culture, you will have a strong advantage in the business community.

Why Learn Spanish?

- Spanish isn't a foreign language anymore. In the U.S., Spanish is rising ahead of any other non-English language at a rapid pace, with a steady flow of new immigrants from Latin America and growth in the already large Hispanic population. According to a Pew Research Center report, an estimated 37.6 million people in the U.S. speak Spanish as their first language and analysts predict the Latino population will reach approximately 128.8 million by 2060, likely making it the largest

Spanish speaking country in the world. Proportionally, Hispanics will rise from around 16% of the U.S. population in 2010 to 30% by 2050.

- Learning Spanish will help your career. With such a large Latino population in the U.S. and booming Latin economies outside the U.S., employers are desperate for people who speak Spanish. There is a huge demand in the U.S. for Spanish-speakers in nursing, construction management, and media, among many other positions.
- It will unlock a world of travel destinations. There are approximately 329 million native Spanish speakers in the world, and they populate some of the most beautiful destinations in the world. You can leave behind the tourist resorts in Cancun and explore thousands of miles of beautiful and inexpensive Latin American cities, beaches, and trails. Even if you do go to popular destinations in Mexico and the Caribbean, speaking the local language will help you get off the beaten path and see some real culture. And then of course you can book a trip to Spain and see the wonders of Barcelona, Madrid, Andalucia and more.
- You can enjoy amazing books and movies. Around 100 successful authors from 54 countries voted "El ingenioso hidalgo Don Quixote de la Mancha" by novelist Miguel de Cervantes as the best book of all time, and while the 17th century book is widely available in other languages, it, like any book, is best in its original language. Other Spanish-language authors you'll want to read are Chilean poet Pablo Neruda, Gabriel García Márquez, Roberto Bolaño, Mario Vargas Llosa, and many more. And then there are the movies. Star directors Pedro Almodóvar, Alfonso Cuarón, and Guillermo Del Toro — who all have movies in their native language — are a short list of directors who represent the richness of Spanish-language cinema.
- Spanish is easy to learn. Written Spanish is almost completely phonetic — look at any Spanish word, and you can tell how it is pronounced. While mastering the grammar of Spanish can be a challenge, basic grammar is straightforward enough and many vocabulary words are similar to English. Since the number of Spanish speakers in the U.S. continues to rise, it will become even easier and more common to learn and practice this language.

Chinese (Mandarin) Course Offerings

Georgetown Preparatory School offers a comprehensive sequence of six levels of modern standard Chinese, commonly called Mandarin, the language with the largest number of native speakers in the world. Instruction emphasizes the integrated development of listening, speaking, reading, and writing, using simplified Chinese characters throughout all levels.

Across the sequence, students develop linguistic proficiency alongside cultural competence, with attention to the socio-culturally appropriate use of language in authentic contexts. Cultural knowledge is introduced and deepened at each level to enrich students' understanding of the Chinese-speaking world. Instruction incorporates a variety of audio, visual, textual, and project-based materials, fostering communicative confidence, intellectual curiosity, and global awareness.

Chinese I

Chinese I is an introductory course designed for students with no prior background in Mandarin. The course introduces effective Chinese language-learning strategies while building a strong foundation in pronunciation, including pinyin romanization and tonal accuracy. Students acquire essential listening, speaking, reading, and writing skills through structured practice in basic conversations, narrative writing, presentations, discussions, and a variety of individual and group communicative activities. By the end of the course, students are able to engage in simple conversations on everyday topics such as greetings, personal information, preferences, introducing others, and discussing family and school life. Students also develop the ability to read and write approximately 300 Chinese characters. (1 credit)

Chinese II

In this second-year Mandarin course, students continue to develop their Chinese language proficiency through structured textbook exercises and student-created language tasks. Cultural connections are integrated throughout the course to deepen students' familiarity with the Chinese-speaking world. Students learn to initiate and sustain daily communication, apply expanded vocabulary and more complex sentence structures, and perform key language functions such as expressing personal needs, describing circumstances, and comparing similarities and differences. By the end of Chinese II, students are able to write journals, discuss topics related to school and social life, and produce refined paragraphs for essential social communication. Most students advance to Chinese III; exceptionally strong students may progress directly to Chinese IV with departmental approval. (1 credit)

Chinese II Honors

In this second-year Mandarin course, students continue to develop their Chinese language proficiency through structured textbook exercises and student-created language tasks. Cultural connections are integrated throughout the course to deepen students' familiarity with the Chinese-speaking world. Students learn to initiate and sustain daily communication, apply expanded vocabulary and more complex sentence structures, and perform key language functions

such as expressing personal needs, describing circumstances, and comparing similarities and differences. By the end of Chinese II, students are able to write journals, discuss topics related to school and social life, and produce refined paragraphs for essential social communication. Most students advance to Chinese III; exceptionally strong students may progress directly to Chinese IV with departmental approval. (1 credit)

Chinese III

Chinese III is an intermediate course that continues to build students' proficiency in listening, speaking, reading, and writing Mandarin. Students expand vocabulary and sentence structures while developing greater confidence in everyday communication. A special emphasis is placed on exploring Chinese history and culture through authentic resources, including films, short documentaries, and adapted historical texts. By the end of Chinese III, students are able to sustain short conversations, read and discuss authentic media on familiar topics, write organized paragraphs, and present brief oral reports. This course prepares students for Chinese IV. (1 credit)

Chinese IV

Chinese IV is an advanced intermediate course that bridges foundational communication skills and Pre-AP level language performance. Students deepen their ability to sustain extended conversations, interpret authentic texts, and express complex ideas in both spoken and written Mandarin. By the end of Chinese IV, students are able to narrate and describe across time frames, express opinions with supporting details, and interpret authentic listening and reading materials. This course prepares students for Chinese V (Pre-AP). (1 credit)

Chinese V – Pre-AP Chinese

Chinese V is a rigorous advanced course designed to prepare students for AP-level Mandarin study. Students engage with authentic materials including essays, news media, interviews, and multimedia resources. By the end of Chinese V, students are able to narrate and describe across time frames, express and defend opinions, and participate confidently in complex interactions in Mandarin. This course prepares students for AP Chinese Language and Culture. (1 credit)

Chinese VI – AP Chinese Language And Culture

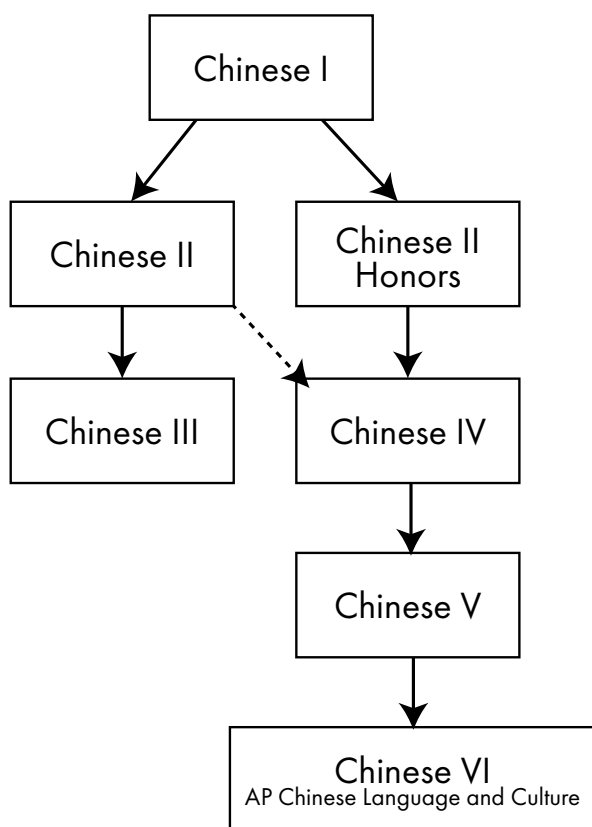
Chinese VI is an AP-level course designed to prepare students for the AP Chinese Language and Culture examination. Instruction emphasizes advanced interpretive, interpersonal, and presentational communication through

sustained practice in listening, speaking, reading, and writing Mandarin.

Students engage extensively with authentic materials, including news media, interviews, literary excerpts, films, and cultural commentaries. Classroom activities focus on spontaneous conversation, formal presentations, persuasive writing, and analytical discussion. Students also develop skills in cultural comparison, synthesizing information from multiple sources, and responding effectively in real-world communicative contexts.

By the end of the course, students demonstrate the ability to comprehend complex spoken and written Chinese, express nuanced ideas with accuracy and fluency, and analyze cultural practices, products, and perspectives of Chinese-speaking communities. Successful completion prepares students for the AP Chinese Language and Culture exam and for advanced academic use of Mandarin. (1 credit)

Chinese Flowchart Scope & Sequence



French Course Offerings

French I

This course is an introduction to French language and culture. The course content and methodology are designed to promote an understanding of French culture and foster a desire to speak the language. Students are encouraged to communicate as much as possible in the target language and to be curious about the French speaking world. Students are given many opportunities to communicate in French by using new vocabulary and idioms and practicing them in context. (1 credit)

French II

French II is a course that gives students the opportunity to review and to put into practice language learned in French I. In this course the present, passé composé, imperfect, and imperative tenses will be employed in reading, writing, listening and speaking situations. The future tense will be introduced. Language will be acquired through use in a variety of situations including stories, textbook activities, cultural content, and classroom discussion. Technology will be used to facilitate language acquisition. In French II focus will be placed upon communication skills. (1 credit)

French III

In French III, students are expected to express themselves entirely in the French language. As Prep offers the AP exam in French IV, students are expected to be particularly committed to improving speaking and writing proficiency. After reviewing grammar concepts and vocabulary acquired in French I and II, students will learn how to communicate using all tenses. In addition to the passé composé and imperfect, future and conditional tenses will be employed systematically in reading, writing, listening and speaking situations. The infinitive and subjunctive mood are introduced and used in several different contexts. The course encourages the use of specific vocabulary, pronouns, transition words and tenses to enhance proficiency. Content and methodology continue to focus on French culture through songs, current events, and videos. Reading comprehension and writing will focus on the francophone world, French history and geography, and French painting. (1 credit)

Advanced Placement French Language & Culture

During the French AP course, a wide variety of reading and listening comprehension materials are used, including newspaper articles, short videos, films, songs and excerpts from the works of major French authors. Students are required to follow current events and are regularly exposed to podcasts, online news and music. The course is designed in such a way as to use various authentic written and audio sources to develop skills in the three types of communica-

tion while exploring the following themes: Tourism, Education, Employment, Immigration, Technology and Art. Each theme integrates one or more of the six AP Course Themes and is designed to develop cultural awareness of the French way of life. Within each unit, students work to improve their competency through formal and informal reading, writing and listening activities. Class discussions, vocabulary building and written responses will focus on various subtopics. Writing tasks include detailed summaries of articles, three- paragraph essays, and idiom-infused emails. (1 credit)

Advanced French Literature and Culture

This post-AP-level course will take students on a literary, cinematographic, culinary, and communicative tour around the French-speaking world. From France to Québec to French-speaking West Africa to Europe and the South Pacific, students will discover the Francophone world's authors, filmmakers, and voices past and present of la francophonie. Students will interview guest speakers, refine their verbal and written language skills to apply competencies in and beyond the academic setting, read contemporary literature, and attain advanced proficiency. (1 credit)

German Course Offerings

German I

The purpose of this course is to introduce the students to the language, customs, culture and history of Germany and German-speaking countries. Students learn to master the fundamentals of the German language through practice in listening, speaking, reading, and writing. The course is designed around a task-based and communicative approach; students are engaged in solving concrete everyday tasks in the target language in order to master and improve all language skills. The goal is to immerse students in the language, therefore instruction is in German. The Learning Outcomes are based on the global scale of the ACTFL. By the end of the year, the student has the proficiency of level Novice Mid / High. This is the equivalent of "Basic user A1" on the Common European Framework of Reference scale. (1 credit)

German II / German II Honors

This course is designed to expand the communicative skills acquired in German I. Students broaden their knowledge of the fundamentals of the German language through practice in listening, speaking, reading, and writing. The emphasis remains on speaking and listening comprehension but reading and writing become more intensive. There is also an emphasis on learning important reading and learning strategies. Course work is conducted in the target language. An optional student exchange trip to our partner school in

Germany will be offered to students completing German II. The Learning Outcomes are Intermediate Low/ Mid / High on the ACTFL scale, the equivalent of "Basic user A2". (1 credit)

German III

This course expands upon previously learned grammatical, communicative, and cultural concepts of the German language and the German-speaking countries, which were taught in German I and II. The course is also designed to prepare the students for the AP course by focusing on both interpersonal and presentational communication in speaking and writing as well as interpretive reading and listening comprehension in formats which are used for the AP. There is a strong emphasis on practicing learning strategies. All audio and print text material are authentic, and instruction is in German. An optional student exchange trip to our partner school in Germany will be offered to German III students. The Learning Outcomes are Advanced Mid/ Advanced High on the ACTFL, the equivalent of "Independent user B1" on the Common European Framework of Reference scale. (1 credit)

Advanced Placement German Language & Culture

The AP German course emphasizes the use of the language for active communication. The objectives of the course include: developing a strong command of both presentational and interpersonal writing and reading as well as interpretive reading and listening comprehension. Students read newspapers and magazine articles, contemporary fiction and non- technical texts, write emails and persuasive essays. In speaking, they express and debate ideas accurately and fluently. Instructional content includes topics such as the economy, environment, immigration, education, employment, technology, life in German- speaking countries, current events, art etc. The course is also designed to familiarize students with the AP test format. Students participate in several mini immersions and workshops outside the classroom. By the end of the year, students will have the proficiency of level Advanced Mid/ Advanced High on the ACTFL scale, the equivalent of "Independent user B1/ B2" on the Common European Framework of Reference scale. (1 credit)

Spanish Course Offerings

Spanish I

This course is an introduction to the language, culture, and traditions of Spanish-speaking countries. Through a variety of integrated activities, we will develop speaking, listening, reading, and writing skills. The main goal of this course is to achieve basic communication skills in Spanish, with a focus on the proper use of the present and preterite tenses.

Through an interactive, communicative approach, you will be provided the tools to help express yourself articulately, interact productively, and become a more competent communicator in Spanish. (1 credit)

Honors Spanish I

Honors Spanish I is an accelerated course which gives students the opportunity to review and to put into practice language learned in their middle school language courses. In this course the present, present perfect, preterite and imperfect tenses will be employed in reading, writing, listening and speaking situations. Students will also have a brief introduction to the subjunctive mood, the conditional and the future tenses. Language will be acquired through use in a variety of situations including, stories, textbook activities, cultural content, and classroom discussion. This course will focus on communication skills and an exploration of topics and ideas through the use of Spanish. Technology will be used to enhance foreign language acquisition. (1 credit)

Prerequisite: Placement by Georgetown Prep Modern Languages Department Chair

Spanish II

Spanish II is a course which gives students the opportunity to review and to put into practice language learned in Spanish I. In this course the present, present perfect, preterite and imperfect tenses will be employed in reading, writing, listening and speaking situations. The subjunctive mood, the conditional, and the future tense will be introduced. Language will be acquired through use in a variety of situations including, stories, textbook activities, cultural content, and

classroom discussion. This course will focus on communication skills and technology will be used to facilitate foreign language acquisition. (1 credit)

Honors Spanish II

This course is designed to prepare students for the AP Spanish Language & Culture course. After a brief review of grammar and vocabulary learned in Spanish I or Honors Spanish I, this course focuses on core grammatical concepts necessary for students to communicate effectively in Spanish. The goal is for students to master more sophisticated Spanish grammar used in daily communication, such as Present Perfect, Past Perfect, Future and the Subjunctive Mood present and past. Such grammar tenses will be employed in reading, writing, listening and speaking situations. Language will be acquired through use in a variety of situations including stories, textbook activities, and classroom discussion. The main focus of Honors Spanish II will be for students to achieve a high level of oral and written communication. (1 credit)

Prerequisite: Spanish I (by teacher recommendation) or Honors Spanish I

Spanish III

Spanish III is a course that provides students the opportunity to review and utilize language learned in levels I and II. In this course the present, past, and future tenses will be employed in reading, writing, listening and speaking situations. The subjunctive mood will also be practiced. Language will be acquired through the use of a variety of situations including stories, textbook activities, cultural events and content, movies, songs, and classroom discus-



sion. The main goal of this course is to achieve effective communication skills in Spanish by utilizing all verb tenses, proper grammar, and appropriate vocabulary to become a competent communicator in Spanish. (1 credit)

Advanced Placement Spanish Language & Culture

This course provides students with opportunities to demonstrate their proficiency in each of these three modes of communication: Interpersonal, Interpretative, and Presentational. The course is designed under the following themes: Global Challenges, Science and Technology, Family and Communities, Contemporary Life, Personal and Public Identities, and Beauty and Aesthetics. The AP Spanish Language and Culture course has been designed to provide advanced high school students with a rich and rigorous opportunity to study the language and culture of the Spanish-speaking world that is approximately equivalent to an upper- intermediate college or university Spanish course. It is expected that this course will be offered as the first step in the study of college-level Spanish after approximately three to five years of language study for classroom learners. (1 credit)

Prerequisite: Spanish 2 AND Pre-AP Summer course, Honors Spanish 2 or Spanish 3 Advanced Spanish and Spanish-American

Advanced Spanish and Spanish-American Film & Literature

This course is an intensive study of Hispanic and Spanish-American film and literature. It is designed for students who have completed AP Spanish Language or who are heritage speakers. Many short stories, poems, articles, and movies are represented from Spain, Latin America, and the United States. The students will advance their proficiency in Spanish through the varied opportunities of reading, writing, listening, and speaking. These skills are enhanced as we reflect on the many different voices and cultures that are included in the literary and cinematographic works in Spanish. (1 credit)

Prerequisite: AP Spanish Language and Culture

Advanced Placement Spanish Literature and Culture

The AP Spanish Literature and Culture course provides opportunities for student reflection on the relationship of a literary text to its artistic, historical, socio-cultural, and geopolitical contexts. The course fosters students' appreciation for the richness of the Spanish language and Hispanic literature and culture. Students use the three modes of communication in the process of learning how to analyze a literary text. This class will be conducted entirely in Span-

ish appropriate to its level and covers the entire official AP Spanish Literature and Culture reading list. Literary texts are grouped by themes and presented in chronological order. Students will learn through a variety of interactive oral and written formats in Spanish. Additionally, students will analyze themes and features of artistic representations, audiovisual materials, and audio sources in Spanish related to course content. (1 credit)

*Please note, this is an excellent class for students who are native Spanish speakers as well as students who have completed AP Spanish Language. Prerequisite: AP Spanish Language and Culture OR native Spanish speakers.

SCIENCE

Biology

This broad introduction to biology centers around the following main ideas: evolution, cells as a system, interdependent relationships, storage, transmission and retrieval of information, and the relationship of structure to function. (1 credit)

Honors Biology

Honors Biology is a laboratory-based course designed for students with aptitude and motivation for a more challenging first-year biology course. We will explore how the big ideas in biology intersect across content areas, and how the simple building blocks of life are combined, rearranged and transformed into complex living systems. There will be an emphasis on molecular biology and inquiry-based learning. Advanced critical thinking skills are necessary for this writing and reading intensive course. Through analysis, synthesis, and application we will build academic skills and sharpen awareness for the beautiful symphony of God's greatest gift to humans: the diversity of life on Earth. (1 credit) **Prerequisite:** An incoming freshman must take the Biology placement test to be considered for this course. Placement will be decided by placement test score and approval of Department Chair.

Chemistry

This course aims to expand upon the knowledge learned in biology and the role chemistry plays in our daily lives. Chemistry is a central science. This is an activity-based course that requires students to think about the way chemistry affects us every day. It will explore the yearlong essential question of: What is matter and how does it behave? (1 credit)

Honors Chemistry

Honors Chemistry is a rigorous introductory chemistry course. The class will emphasize an understanding of the microscopic basis for why macroscopic phenomena occur rather than memorization of the phenomena themselves. Honors Chemistry will also demand greater dexterity with mathematics and problem solving than regular Chemistry. The course will develop students' ability to reason critically and scientifically, to justify claims with evidence, and to effectively communicate their ideas. (1 credit) **Prerequisite:** Biology and approval of Department Chair. In addition, the students best equipped for success in this class have advanced beyond Geometry in the Math curriculum.

Physics

This yearlong course covers several big ideas in Physics: Newton's Laws, Conservation of Energy and Momentum, Electricity and Magnetism, and power generation. Each quarter, students will have a chance to showcase what they've learned during a 2- 3 week project, creating something that applies the topics they've learned and writing a comprehensive paper about the experience. (1 credit)

Honors Physics

This is a yearlong course in Physics intended for students who plan to study science in college and beyond. The central idea of this course is to provide training in critical thinking, analytical problem solving and quantitative reasoning, using the concepts of physics. While these skills are most applicable to Physics, it would also be fair to think of this course as a class in solving problems. We will learn to take whatever physical knowledge we have, whatever math skills we have, and learn how to analytically and skills we have, and learn how to analytically and methodically apply those skills to set up and solve problems, a skill that will be helpful in all walks of life. (1 credit)

Prerequisite: Biology, Chemistry, and approval of Department Chair. In addition, the students best equipped for success in this class have advanced beyond Algebra II or Algebra III in the Math curriculum.

Advanced Placement Biology

This fast-paced, College Board certified course covers eight central themes in the study of Biology: science as a process; evolution; energy transfer; continuity and change; relationship of structure to function; regulation; interdependence in nature; and science, technology, and society. (1 credit)

Prerequisite: Biology, Chemistry, and approval of Department Chair. The student's prior Science class should have been an honors class.

Advanced Placement Chemistry

AP Chemistry is designed to be the equivalent of an introductory chemistry course usually taken during the first college year. The course is designed for highly motivated students who wish to achieve the additional skills necessary to take the Advanced Placement Chemistry examination, and/or enroll in an honors program in college. It focuses on promoting enduring, conceptual understandings of Chemistry and the content that supports them. Students will spend more time on inquiry-based learning of essential concepts and will also develop skills such as designing plans

for collecting data, analyzing data, applying mathematical models, connecting concepts in and across domains, and effectively communicating results. The emphasis is on problem solving, laboratory, organization skills, independent study habits and self-discipline while engaged in chemical investigations. The course is structured around the six big ideas and seven science practices articulated in the AP Chemistry curriculum framework provided by the College Board. (1 credit)

Prerequisite: Honors Chemistry or Honors Physics and approval of the Department Chair. The student's prior Science class should have been an honors class.

Advanced Placement Environmental Science

The AP Environmental Science course is a full-year course designed to be the equivalent of a one-semester, introductory college course in environmental science. Unlike most other introductory-level college science courses, environmental science is offered from a wide variety of departments, including geology, biology, environmental studies, environmental science, chemistry, and geography. The AP Environmental Science course is a rigorous science course that stresses scientific principles and analysis and includes a laboratory component; as such it is intended to enable students to undertake, as first-year college students, a more advanced study of topics in environmental science or, alternatively, to fill a basic requirement for a laboratory science and thus free time for taking other courses. (1 credit) **Prerequisite:** Biology, Chemistry and Physics, and application and approval of Department Chair.

Advanced Placement Physics - C

This course seeks to improve the problem solving and analytical skills of the student in the context of deep quantitative understanding of a limited set of physics concepts: motion, force, energy, momentum, rotation, gravity, oscillation, electricity, magnetism, and circuits. Laboratory experience is a central aspect of the course and is exploratory in nature, rather than formulaic.

The curriculum is set out by the College Board and the course culminates in all students taking the AP Physics C Exams in Mechanics and Electricity & Magnetism. (1 credit) **Prerequisite:** Honors Physics, concurrent or previous enrollment in Calculus, and approval of Department Chair.

Anatomy and Physiology

This course aims to expand upon the knowledge learned in general biology with specific emphasis on the structure and function of the human body. The course will explore the organization of the body from the cellular to the organismal level. This broad introduction in human anatomy centers around the following big ideas: human body systems

and their interdependence, risk factors for disease, bodily defense systems, bacteriology, and microbiology. Specific attention will be given to bodily systems, and how they function together. Case studies will provide examples of systems that do not work properly resulting in disease and/or illness. There will be practical application and connections to students' daily lives. (1 credit)

Prerequisites: Biology and Chemistry.

Engineering Principles and Design

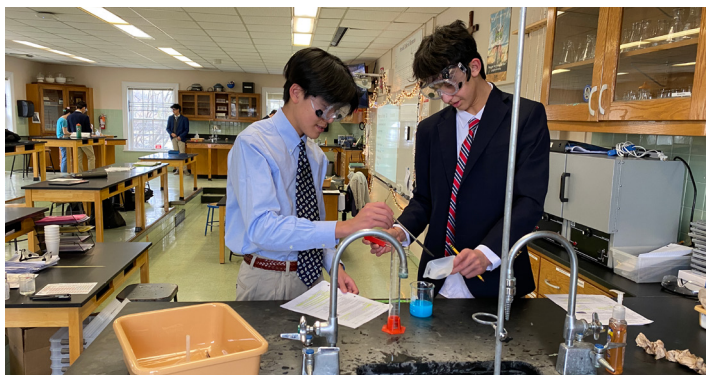
Engineering Principles & Design is designed to give students an introduction to key skills and principles encountered in the engineering profession. In the first part of the class we will explore the engineering design process, with special attention to computer aided design and 3D printing. In the second part of the class we will turn our attention to simple machines, motors and key principles in robotics. Students will build skills by drawing, modeling, calculating and constructing physical prototypes aimed at solving real world problems. Students will also work on technical communication and justifying their design solutions to necessary stakeholders. The class requires an aptitude in independent and collaborative learning, an orientation toward a growth mindset, attention to detail and innovative thinking.

Prerequisite: Successful completion of Physics, a recommendation from their physics teacher, or special permission from the Department Chair.

Astronomy

Astronomy explores what lies beyond the atmosphere. We will learn about moons, planets, stars, galaxies, and the history of the universe. We will also learn about what you can observe in the night sky, as well as manned and unmanned space exploration. The successful student will have mastered the study skills taught at Prep. The math skills required will not go beyond algebra. There will also be opportunities to read, write, and do independent research. Students will participate in one or more evening observation sessions. (1 credit)

Prerequisites: Biology, Chemistry, & Physics



SOCIAL STUDIES

Freshman Year Social Studies Options

Western Civilization

This course is designed to introduce students to the study of western civilization through a blend of political, social, economic, religious, and cultural history. Beginning with the early ancient civilizations of Egypt and Mesopotamia and ending with the aftermath of the First World War, this course covers about 4,000 years of history. Through lectures, presentations, critical thinking exercises, group activities, and vibrant class discussions, students are exposed to the narrative of European history. (1 credit)

Sophomore Year Social Studies Options

Global History

The Global History course is a general survey of the history of China, India, Middle East, Africa, and Latin America. Students will examine the major historical developments from the early rise of agriculture to the modern period. The course is divided into four different historical periods. Each period will be examined thematically, allowing students to compare and contrast civilizations, trading networks, and cultural issues. (1 credit)

Advanced Placement World History

The AP World History course is designed to develop a greater understanding of the evolution of global processes and contacts, and interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The AP syllabus is followed and students are prepared for the AP exam in May. This course is for highly motivated sophomores who have been strongly recommended by their Western Civilization teacher, and have demonstrated advanced skills in writing, reading comprehension, and academic commitment as demonstrated by grades of 90% or better in Western Civilization. (1 credit)

Junior Year Social Studies Options

United States History

This is a classic survey course in United States History. This full year course provides a foundation for a sophisticated appreciation of the history of the United States, with the aim of analyzing the American experience from the

settlement of the colonies through the mid- to late-20th century. Historical thinking skills will be developed through a mixture of lecture, discussion, small-group conversations, group work, individual projects, writing assignments and class presentations. The course is reading intensive and will emphasize expository writing skills based on primary and secondary sources. In addition, an emphasis on understanding contemporary issues is a hallmark of the course. (1 credit)

Advanced Placement US History

This is a survey course that prepares juniors to take the AP examination in U.S. History by studying and writing about the people, events, and forces that have shaped the American experience from Pre-Columbian America to the present. All students in the course will sit for the AP exam in the spring. Students considering enrollment in AP US History from Global History or Art and Global History should have an average in the mid to high 90's. In addition, the student's PSAT reading scores must indicate that he possesses the skills necessary for success in a reading intensive course. Finally, the student must receive the recommendation of his World History teacher. (1 credit)

Senior Year Social Studies Options

Advanced Placement Art History

This a college-level introductory art history survey in which students learn to identify, examine, and critically analyze major forms of art from prehistory to the present. While the curriculum, requirements, and standards are extremely demanding and rigorous, the rewards are extraordinary. Students will significantly improve critical thinking and writing skills and expand visual literacy, and they will develop an understanding of the diverse cultural and historical contexts of painting, sculpture, architecture, and other media. Perhaps most importantly, students will confront the whole range of human experience, stretch their minds and imaginations to embrace new ideas and places, and develop a deeper understanding of what drives us as a species—our fears, our loves, and our beliefs. This course fulfills the social studies requirement for senior year. (1 credit)

Advanced Placement Economics

This course is a standard yearlong course in college-level economics. In the first semester macroeconomics is treated: Public Finance, Inflation, Recession, The Federal Budget, Keynesian Theory, Supply-Side Theory and Monetarist Theory will be the chief subjects of discussion. In the second semester, the course will turn its attention to microeco-

nomics: Theory of the Firm, Elasticity, Utility Functions, Perfect and Imperfect Competition; Labor and Resource Markets will be treated. The student will sit for two separate AP exams in May: one in Macro, the other in Micro. Students are selected by the department for this course based on their previous history and math grades. A competitive candidate has come from AP US History with a B average or above or US History with an A average and comparable grades in upper level mathematics. (1 credit)

Advanced Placement Modern European History

This course is designed as a college-level survey of European history from the Renaissance to the modern era of the European Union. In addition to basic exposure to the factual narrative the goals of this course are to develop an

understanding of some of the principal themes of modern European history as well as an ability to analyze historical evidence. Through a seminar approach, students are expected to present their work and discuss daily readings, all the while focusing on political, diplomatic, social, and economic themes. Textbook readings are supplemented by extensive work with primary sources (written work and images). (1 credit)

Advanced Placement US Government and Politics

This yearlong course is an intensive college-level survey that explores the formal and informal structures of the government and the processes of the political system in the United States. The course is organized around three broad topics. First, through the study of the Constitution, the course



explores the basic “rules of the game” and the logic underlying the structures of the American government. Second, the course analyzes those who participate in politics and raises the specific question of what motivates a citizen to engage in political activity and how they organize themselves for collective action. Third, the course examines how the institutions of our national government—the Presidency, the Congress, and the Supreme Court—operate to channel competition and to perform the essential task of choosing the “winners” and “losers” in public conflicts. (1 credit)

Advanced Placement US Government and Comparative Government and Politics

This offering is a two-semester course. During the first semester, students will explore the fundamentals of the U.S. political system including the institutions of national government—the Presidency, the Congress, and the Supreme Court. The Electoral College, political parties, campaign finance, voting behavior, the media, and interest group politics will be covered extensively. AP Comparative Government is covered in the second semester. This course will explore the conceptual framework necessary to develop an understanding of some of the world’s most diverse political structures and practices. Six countries form the core of this comparative study — United Kingdom, Iran, Nigeria, Mexico, the Russian Federation, and the People’s Republic of China. An emphasis on themes such as globalization, immigration, democratization, and citizen-state relations will be highlighted. The course is intended to prepare students for the two Advanced Placement exams held annually in May. (1 credit)

Advanced Placement Psychology

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. (1 credit)

Advanced Placement Human Geography

AP Human Geography is a yearlong course that will prepare students to live in an increasingly interconnected world. Students will not simply learn to read maps, as in typical geography courses. They will be able to use and apply geospatial technology (known as Geographic Information System, or GIS) to see the clear (and sometimes unseen) connections between people and places. In order to better understand the role of the environment in human societies, we will explore the ways humans have understood, used, and altered Earth’s surface. Students will also address

some of the most consequential issues facing humans in the 21st century, including economic development, international migration, shifting political power, societal inequality, rural and urban land use, climate change, and environmental abuses. (1 credit)

Advanced Placement Macroeconomics

This course is designed to prepare a senior to successfully encounter college courses in macro- and microeconomics. It will use a college-level economics textbook and will familiarize the student with all of the topics normally addressed in a year- long college course. In macroeconomics, that includes aggregate demand, aggregate supply analysis, national income accounting, monetary and fiscal policy and externalities. Graphical analysis will be a central component of the course. (1 credit)

American Politics

This course is a survey of American government, intended to prepare students to develop as an informed and knowledgeable participant in domestic politics. We discuss political ideology, along with the development of our political system and its governmental institutions. Upon course completion students will be able to critically examine the role of the national government and its relationship to the concept of liberty in a pluralistic society. This is a course designed for seniors to further students’ understanding of the intricacies of the three branches of government and those forces that shape public policy decisions. Special attention is paid to current events as a vehicle for observing national, state, and local issues of importance. (1 credit)

Introduction to Sociology

This course introduces students to sociology, a social science that examines human societies, their interactions, and the processes that preserve or change them, and will help students grow in their understanding of how our personal lives are affected by our place in society. During this course, we will explore ways of looking at the world that allow us to recognize how the events and experiences of our lives are part of group dynamics, of social institutions, and cultural meanings. As part of this course, students will analyze a diverse set of topics that sociologist — not to mention the general public — find fascinating. These topics include dynamics between and among gender, racial, and age groups; social institutions such as the family, government, media, church, and school; and societal disorder in the form of crime, deviance, and revolution. Finally, in addition to an analysis of the social forces of the past, present, and future which govern behavior and influence social life, this course will also feature a discussion of the causes of social problems, the processes by which they are brought to public attention, and the attempts to solve them. (1 credit)

THEOLOGY

Theology I: Introduction to Catholic Christianity and the Society of Jesus

Christianity and the Society of Jesus This course will act as an introduction to the beliefs and practices of Catholic Christianity. The nature of faith and religion, the Judeo-Christian tradition, Jesus' teachings, the messianic hope in the person of Jesus, sacraments and liturgical practice, prayer and spirituality, and issues of ethics and social justice are explored throughout the year. Special emphasis will be placed on the history and spirituality of the Society of Jesus, also known as the Jesuits, of whose tradition Georgetown Preparatory School is a part. Students will learn about the founder of the Jesuits, St. Ignatius of Loyola, as well as other important Jesuits, Ignatian spirituality, and vocabulary particular to the Society. Previous experience with Catholic Christianity may be helpful, but is not required, since the purpose of the course is to bring students from various backgrounds and beliefs to an understanding of the faith that will enable them to develop their knowledge further and to prepare them for their future years of study. (1 credit)

Theology II: Introduction to the Bible

The first semester of this course will serve as an introduction to the Hebrew Scriptures. Students will examine its formation, history, content, and relevance, both in a historical and contemporary context. Most people are familiar with the stories of Adam and Eve, Noah's Ark, the Exodus, David and Goliath, etc. In this course, students will actually examine these texts in an attempt to discover who wrote the stories, why these stories were written, how the stories have been redacted, and how these stories are relevant today. The second semester of the course will serve as an examination of the Christian Testament. The process in which these texts will be examined will be the same as the Hebrew Bible, in that an emphasis will be placed not only on contemporary interpretation of the texts, but also on the Bible's *sitz im Leben* (lifeworld). Once again, the focus will be to move beyond mere familiarity with the biblical stories of Jesus and the early Christians and actually examine the texts in an attempt to understand the critical issues of authorship, redaction, intent, and relevance in both historical and contemporary contexts. (1 credit)



Theology III: Christian Ethics and Social Justice

This course will focus on Christian ethics, both personal and social. Students will engage the questions of what it means to be virtuous and how to make ethical decisions by drawing on the classical philosophical traditions and Christian spirituality. Students will spend time examining Aristotelian Virtue Ethics, Kant's Categorical Imperative, Utilitarianism, and the Theory of Rights to gain tools for ethical thinking and living. The second semester of the course will focus on issues of social justice. Students will explore various topics, including the Dignity of the Human Person, Care for Creation, Just War Theory, and the Church's Preferential Option for the Poor. Through the lens of Catholic Social Teaching, students will examine what it means to live a faith that does justice, to live as a man for and with others. (1 credit)

Theology IV: World Religions and Ignatian Spirituality

As the final course in Prep's Theology curriculum, students in Theology IV will spend the first half of the course studying the other religious traditions of our world. While the approach will be grounded in Catholicism, the goal will be to both appreciate the diversity of religious traditions and identify the points of commonality. Students will learn about Judaism, Islam, Hinduism, and Buddhism, as well as other religious traditions. The second half of the course will act as a bookend, bringing the students back to Ignatian Spirituality as they prepare to take their first steps beyond Georgetown Prep's campus. As the culmination of their study of Theology at Georgetown Prep, students will take a deeper dive into the spirituality of St. Ignatius of Loyola and the Spiritual Exercises. (1 credit)

The Art of Prayer and Spiritual Direction

The goal of this elective course is to introduce students to the art of prayer and spiritual direction in the Christian tradition with an experiential focus on prayer practices, journaling, and group spiritual conversation. In the language of the Christian and Ignatian traditions, the student will learn what it means to be a Contemplative in Action with a focus on grounding our daily actions from contemplative prayer practices. Students will come to understand and experience the circular rhythm where the inner life fuels the outer world, and the experiences in the outer world fuel the inner life. For this reason, an application process will be required for admission into this course to determine discernment and desire for spiritual growth which will include more prayer time, group and individual spiritual direction with an adult in the GP community, and a culminating Retreat in March/April that allows the student to go deeper into the prayer experience.

Summer Theology II: Introduction to the Bible

This summer Theology course is designed for rising sophomores who would greatly benefit from increased flexibility in their school year schedule. The course will serve as an introduction to the Bible. Students will examine its formation, history, content, and relevance, both in a historical and contemporary context. In this course, students will actually examine the Biblical text in an attempt to discover who wrote the stories, why these stories were written, how the stories have been redacted, what is the deeper meaning of these texts, and how are these stories relevant today.

This summer class covers the academic coursework of Theology II, but students are still expected to be in contact with the teacher throughout the school year, during which time additional spiritual components of the course (e.g., service reflections) will be completed. (Prerequisite: Theology I and approval of both the Academic Dean and Theology Chair) (1 credit)

Summer Theology III: Christian Ethics, Personal and Social

This summer Theology course is designed for rising juniors who would greatly benefit from increased flexibility in their school year schedule. Students will engage the questions of what it means to be virtuous and how to make ethical decisions by drawing on the classical philosophical traditions and Christian spirituality. Students will spend time examining Aristotelian Virtue Ethics, Kant's Categorical Imperative, Utilitarianism, and the Theory of Rights to gain tools for ethical thinking and living. Students will also spend time looking at issues of social justice. Students will explore various topics, including the Dignity of the Human Person, Care for Creation, Just War Theory, and the Church's Preferential Option for the Poor. Through the lens of Catholic Social Teaching, students will examine what it means to live a faith that does justice, to live as a man for and with others. This summer class covers the academic coursework of Theology III, but students are still expected to be in contact with the teacher throughout the school year, during which time additional spiritual components of the course (e.g., service reflections) will be completed. (Prerequisite: Theology II and approval of both the Academic Dean and Theology Chair) (1 credit)

BEYOND THE CLASSROOM

STANDARDIZED TESTING

Standardized tests are just one of the many factors a college or university may consider in the admissions process, and there are several types of standardized tests a student will sit for over the course of his high school career.

PSAT/NMSQT: The PSAT/NMSQT is a practice test that helps students prepare for the SAT and identifies strengths and weaknesses in specific content areas. The PSAT/NMSQT is comprised of sections in math, critical reading, and writing, and is scored by section for a combined total between 320–1520 points. The test is administered at Georgetown Prep on a school day in October to all sophomores and juniors, and students are automatically registered through the school. Results from the PSAT/NMSQT are not shared with colleges and universities, but scores for eleventh grade students are used to determine qualification for National Merit standing.

SAT: College Board’s standardized test used in the college admission process, the SAT, consists of five sections. The maximum score is a 1600, and is the combined result of the Evidence-Based Reading & Writing section and the Math section. The SAT is offered seven times throughout the year, with multiple sittings offered at Prep. Please note, we recommend students sit for the SAT no more than 2-3 times. Even if the student wishes to test at Prep, it is the student’s responsibility to register himself for the SAT test through his College Board account.

ACT & ACT with Writing: The ACT is another standardized test used in the college admission process. Prep sophomores and juniors are invited to take a practice ACT each fall in order to help them decide whether it is a better fit for them, as compared to the SAT. The ACT test consists of four sections (English, math, reading, and science) and includes an optional writing component. Since college admission committees rarely use the optional ACT writing section, Prep discourages students from sitting this section of the test. The ACT score is a composite of the four sections, with the highest possible being a 36. Similar to the SAT, the ACT is offered seven times per year, with a few sittings offered at Prep. Please note, we recommend students sit for the ACT no more than 2-3 times. Even if the student wishes to test at Prep, it is the student’s responsibility to register himself for the ACT through his ACT test account.

Advanced Placement (AP) Exams: At Georgetown Prep, students enrolled in an Advanced Placement course are required to sit for the corresponding AP exam. AP exams are scored from 1–5 and demonstrate mastery of college-level work in the subject area. AP exam results are not a required part of the admission process at universities in the U.S. but a score of 3 or higher may result in a student being granted college credit or a higher-level placement when enrolling in post-secondary courses. Registration and payment for AP exams is completed at the beginning of the school year. During the college application and admission process, students may choose to self-report AP scores.

English Language Tests: For students who need to demonstrate proficiency with the English language as a part of the college application process, the three most widely accepted tests are the TOEFL (Test of English as a Foreign Language), the IELTS (International English Language Testing System), and Duolingo. It is important to check a college’s policies regarding English Language tests, as some will waive the requirement if a student meets alternate criteria.

Testing Accommodations/Extended Time: Students with diagnosed learning differences or certain medical conditions who receive accommodations at Georgetown Prep may be eligible to receive accommodations for College Board and ACT tests. In order to be granted accommodations, there is a separate application process for each testing agency (the College Board for PSAT, SAT, and AP exams; the ACT for the ACT test). Please consult with Ms. Karen Napolitano, Director of Counseling Services, and Ms. Annie Gehringer, Testing Coordinator in the College Counseling Office, who can provide assistance with the accommodations application process.

OPPORTUNITIES FOR INTERNATIONAL STUDY

In many years, depending upon the public health context, the school offers a number of foreign exchange programs in association with high schools across the globe. Interested students should contact Rosita Whitman, the Director of International Programs.

Argentina

A unique opportunity to study at the Colegio del Salvador, Pope Francis' school, in Buenos Aires for two weeks in June and explore the historical sites of Buenos Aires including field trips to the Iguazu Falls and the Jesuit Missions. Students will live with their Argentinean counterparts who spend four weeks at Prep from late January through February. This trip is open to all students studying Spanish.

Spain

Study at one of two Jesuit schools, the Jesus Maria El Salvador in Zaragoza, Spain or the Saint Ignasi School in Barcelona, Spain. Students will stay with host families. This program is open to third and fourth-year Prep students.

Germany

These two exchanges are with our brother Jesuit school, Aloisiuskolleg, in Bonn and the Gymnasium Tegernsee near Munich taking place over Spring Break or for three weeks in June. In Bonn the students will live at the boarding school and in Tegernsee the students will live with German families. The modern language department has started a new partnership with the Benedictine High School of Ettal, located in the beautiful Alps in Southern Germany. The goal of the exchange is to build lasting personal friendships between students in the two countries. Students from Ettal visit us in the spring time for two weeks. The families of our German students host them, they come to school to shadow their friend during the day, and participate in after school or weekend activities with our students and their families. In early June, our students visit their German friends in Southern Germany for two weeks. Part of their trip includes visiting sites in München; after München, our students get a taste of German life by meeting up with their friends in Ettal, shadowing them during class and after school activities, and living in their homes. Naturally they also have plenty time to discover the beautiful sites around Ettal, such as the Alps or the fairy castles of Neuschwanstein and Linderhof. Some of our students opt for extending their German immersion by participating in German language camps following the exchange program.

Dominican Republic

Students have the opportunity to study at the Jesuit high school, Colegio Loyola, and live with a Dominican family during spring break. This is open to second and third-year students.

Korea

This program provides an opportunity to study and learn the basics of Korean language and culture for three weeks in a Catholic high school in Seoul, South Korea. Participants will have the opportunity to visit many sites including a guided tour of the Demilitarized Zone and the ancient Royal Palaces. Student will live with a host family.

Italy

This program provides an opportunity to study and learn at the Scuola Massimo, a Jesuit school in Rome. Ancient Rome comes alive for the lucky senior who submits a 150-word essay detailing his ambition to study and live in Rome with a host family. This opportunity takes place during the first two weeks in June.

Taiwan

This unique program, sponsored by the Scholl Foundation, sends two rising seniors to study Chinese at the TCFHS High School in Taichung Taiwan. Students will stay with a host family. This opportunity includes a fully paid round trip airfare and excursions in Taiwan. Georgetown Prep Global Scholars Program Global Scholars is an honors group where students focus on academics in a cross curricular context and global citizenship. During the year, students participate in monthly seminars culminating in a trip during Spring Break — past trips have included Italy, Great Britain, and Israel. Global Scholars is open to Sophomores and Juniors. Accepted applicants who complete Global Scholars will have it added to their transcripts as an honor completed at Georgetown Preparatory School.



SERVICE PROGRAMS

Service is at the core of a Jesuit education. It has been a long tradition at Georgetown Prep for students to reach out to those who are experiencing economic poverty or who are otherwise disadvantaged or marginalized. The goal is for students at Prep to see the world beyond themselves, and work to erase those lines that keep people on the margins of society. Through these experiences, Prep students become “Men for and with Others.”

Freshman, Sophomore, and Junior Service

All freshman, sophomores, and juniors complete community service with a program of their choosing, provided that the program provides direct contact with those on the margins of society. The hour requirements are as follows; freshmen must complete 10 hours, sophomores must complete 15 hours, and juniors must complete 20 hours. Students complete their hours through programs such as KEEN, Shepherd’s Table, and Sports Plus. In addition, all freshmen and sophomores take part in a day of service where they work with Special Olympics athletes.

Senior Service

Seniors are required to complete a minimum of forty hours of service during the summer prior to their senior year. The goal is to immerse themselves and be in solidarity with those they serve. This service assists in forming their outlook on the world in which they live and their fellow man. During their senior year, Prep students will stay connected with and advocate for the people they served. Rising seniors may elect to complete their summer service by participating in one of Prep’s immersion trips.

Summer Immersion Sites

Q’eqchi Maya: Guatemala: Together with Q’eqchi Maya students, Prep students will plant trees, native understory plants and Q’eqchi heirloom crops in ecologically integrated agroforest birdscapes that restore critical habitat and produce nutritious foods. Students will also have an opportunity to explore Ancient Maya archaeology and history while experiencing living Maya culture and contributing to restoration of natural and human environment. The primary goal is to help young Q’eqchi women to develop financial independence through sustainable agriculture.

Los Angeles Urban Plunge: Following in the footsteps of Fr. Greg Boyle, S.J., students will encounter the marginalized all across the Los Angeles landscape, and the Dolores Mission Church community -- where Fr. Boyle had once been pastor -- will serve as an anchor for our experience. Over the course of the week, students will visit and learn

about Homeboy Industries, which serves the formerly gang-affiliated; plan, prepare, and serve a meal to those experiencing homelessness within the Dolores Mission Church Community; and will encounter and serve those on the margins at Covenant House, ARC, and a variety of other partnering organizations. Ignatian spirituality will guide our reflections and discussions as we consider the complicated landscape of the poor and marginalized of East L.A.

Somos Amigos: Guatemala: The Somos: Amigos summer immersion trip will give students the opportunity to encounter and serve children and families who live and work in and around the Guatemala City garbage dump. To help the community break the cycle of poverty, several organizations provide extensive outreach and education, including Safe Passage. Founded in 1999 by Hanley Denning, a woman who would later become known as “The Angel of the Garbage Dump”, Safe Passage transforms lives by providing students with an excellent education, a higher quality of life, and pathways to jobs with dignity so that they can build a better future for themselves and their families. During our week in Guatemala, we will spend most of our days helping out in the school, but we will also enjoy a day trip to the beautiful city of Antigua on our last full day together.

Encuentro: Located in the border region of El Paso, Texas, the Encuentro Project is a collaborative project that involves the Jesuits, Marist Brothers, Sisters of St. Francis and the Holy Family in the El Paso community. During our immersion week in El Paso, students will provide direct services in shelters and/or parishes to vulnerable migrants who have just arrived to the United States. Additionally, students will also participate in workshops with community organizers, border patrol agents, and attorneys that offer a comprehensive look at the social and legal aspects of the immigration issue. We will also consider the migrant/border realities through the lens of Catholic Social Teaching in discussions and reflection.

Camino: Prep will partner with the Camino Institute in the Dominican Republic for a weeklong service immersion experience in the small mountaintop town of El Faro. Due to the rural location of El Faro, the Camino Institute seeks to fill critical infrastructure and construction needs for the surrounding mountainside communities. Prep students will partner with the families and community members of El Faro working side by side on a construction project to aid El Faro. After a morning and afternoon at the service worksite, our group will join community life along the local rivers and waterfalls. As our group nears completion of

the service project, the Camino Institute will take us up to the island's north coast where we will partner with a local pastor who ministers to Haitian migrant workers Philadelphia: Prep volunteers with St. Francis Inn in Philadelphia. We will spend time working inside of the Soup Kitchen and Thrift Store, which will include packing "daily bread bags" as well as assisting in preparing, cooking, and serving the meals. We will also be called upon to help with a variety of projects that arise in the community. In the evenings, we will have the opportunity to tour the city of Philadelphia.

Ivanhoe: Ivanhoe is a small town of about 600 aging residents in the economically depressed Appalachian region of southwest Virginia. It is approximately 6 hours away from DC, just off Route 81. Ivanhoe, once a prosperous manufacturing town, has very high unemployment and has never quite been the same since a Union Carbide plant left the town and took many jobs with it. By the 1980s the last of the mineral companies closed and the local economy was decimated. Through the work of Phyllis and Danny Alley and the Ivanhoe Civic League, the residents of Ivanhoe refuse to allow their town to die.

Bethlehem Farm: Bethlehem Farm, located in Summers County, is a Catholic Community which transforms lives through service with the local community and the teaching of sustainable practices. They have been serving in Appalachia since 2004, and each year have over 400 volunteers join their full-time staff to live together as a community. During

the week, students can expect to learn about and from the people of Appalachia, pray with the community, and experience ways of practicing and living volunteers are divided into different work crews to travel to work sites across the community. Students will also have the opportunity to explore the nature of Appalachia and meet with members of local communities. You can go to their website at bethlehemfarm.net to explore more of their way of life and more information about what to expect.

Flathead: Prep will partner with the Jesuit community that serves the Flathead Reservation. We will be stationed at the Saint Ignatius Mission Church in Saint Ignatius, Montana. During our visit we will engage in conversations about Native American history in the region and the role that the Jesuits played in that history. We will meet various members of the Native American community and engage them in conversation about their culture, traditions, history and challenges. We will have trips to various museums that show the rich history of the region. Prep will also have the opportunity to visit Glacier National park where we will discuss issues of environmental justice, mainly climate change and its effect on glaciers at the park. After this immersion trip the students should have a deeper understanding of life as a Native American in the United States as well as the effects of global warming at Glacier National Park.

RETREAT PROGRAMS

Since the founding of the first Jesuit college in 1548, Jesuit education has placed great emphasis on the spiritual formation of each student. Today, Georgetown Prep continues preparing students to lead meaningful lives as leaders in the professions, the arts, government, and the Church. The Campus Ministry team plans and directs retreat programs at each grade-level.

Freshman Year: “Finding God in All Things”

On this one-day retreat, students reflect on their experience at Georgetown Prep as they explore what it means to be a student at a Jesuit school. While hiking along the Appalachian Trail, students are invited to consider the Jesuit motto “Finding God in All Things,” while participating in small group discussions centered on the themes of self-awareness, spirituality and service.

Sophomore Year: “The Grad at Grad Values”

The goal of this overnight retreat is to lead the sophomores to reflect on the five “Grad at Grad” values of a Jesuit education. Through a series of peer led discussions and talks, as well as various activities themed on each of the Grad at Grad values, students delve deeper into the meaning of Jesuit education and how to be of service to the world.

Junior Year: “Putting Love into Action”

The four-day junior retreat, Kairos, encourages the student to examine his life through the relationships he has experienced. The retreat challenges the student to deeper self-examination than previous retreats. Many students long remember Kairos as the highlight of their Prep experience.

Senior Year: “Living the Fourth”

During this overnight retreat, seniors focus on three key questions: Where have I been? Where am I now? Where am I going? As students reflect on their challenges and successes in “Living the Fourth,” particular attention will be paid to the Kairos and summer service experiences and to imagining what it means to live out of these experiences in life beyond Georgetown Prep.



ATHLETICS

The Georgetown Prep athletic program is designed to provide an environment in which each student is given the opportunity to become a spiritually, intellectually, and physically stronger person. Prep focuses on each student as a complete person and encourages him to explore all aspects of human experience. It is the goal of Prep's athletic department to foster an atmosphere that enables the student-athlete not only to be coached the intricacies of his individual sport but to learn the values and lessons of life that are closely associated with the Ignatian experience.

Georgetown Prep has a lasting and well-known reputation of fielding teams that respect the traditions and high standards of each individual sport. The school is a member of the Interstate Athletic Conference (IAC) and competes against Bullis School, Episcopal High School, Landon School, St. Albans School, and St. Stephen's & St. Agnes School. Our athletes and coaches compete with determination, desire, and integrity and bring honor to Georgetown Prep by earning the respect and admiration from their opponents.

Fall

- **Cross Country**
Head Coach: Greg Dunston
- **Football - Freshman**
Head Coach: James Long
- **Football - Junior Varsity**
Head Coach: Fred Foster
- **Football - Varsity**
Head Coach: Dan Paro '79
- **Soccer - Freshman**
Head Coach: Ryan Feeney '14
- **Soccer - Junior Varsity**
Head Coach: Dan Helhowski
- **Soccer - Varsity**
Head Coach: Brian Danver

Winter

- **Basketball - Freshman**
Head Coach: Sean Strittmatter '16
- **Basketball - Junior Varsity**
Head Coach: Darryl Norris
- **Basketball - Varsity**
Head Coach: Howard Blue
- **Hockey - Varsity II/JV**
Head Coach: Brian Danver
- **Hockey - Varsity**
Head Coach: Brian Danver
- **Indoor Track**
Head Coach: Dan Rose
- **Swimming and Diving**
Head Coach: Matt Mongelli '93
- **Wrestling - Junior Varsity**
Head Coach: Henry Bradley
- **Wrestling - Varsity**
Head Coach: Henry Bradley

Spring

- **Baseball - Junior Varsity**
Head Coach: Will Wolf
- **Baseball - Varsity**
Head Coach: Rob Begin
- **Fencing - Junior Varsity**
Head Coach: Byron Neslund
- **Fencing - Varsity**
Head Coach: Byron Neslund
- **Golf - Junior Varsity**
Head Coach: Julius Tangwe
- **Golf - Varsity**
Head Coach: Bob Barry
- **Lacrosse - Junior Varsity**
Head Coach: Patrick Butcher
- **Lacrosse - Varsity**
Head Coach: Andy Hilgartner
- **Outdoor Track**
Head Coach: Greg Dunston
- **Rugby - Junior Varsity**
Head Coach: Peter Belford
- **Rugby - Varsity**
Head Coach: Tom McHale
- **Tennis - Junior Varsity**
Head Coach: Monique Bonner
- **Tennis - Varsity**
Head Coach: Keith MacKinnon



CO-CURRICULAR ACTIVITIES



Clubs at Georgetown Prep complement the school's rigorous academic curriculum by offering a diverse selection of extracurricular activities that allow students to develop leadership skills, pursue interests, form relationships, and gain valuable life experiences.

As a Jesuit institution committed to developing "men for others," Georgetown Prep supports clubs that provide opportunities for students to be of service to both the Prep community and society while developing themselves through new experiences.

Students are strongly encouraged to actively participate in existing clubs and develop new clubs, which will make a positive contribution to campus life.

Student clubs and organizations at Prep are overseen by the Dean of Students Office. The following clubs have been active this year:

- Arrupe Society
- Best Buddies
- Biology Club
- Black Student Association
- Board Game Club
- Book Club
- Business Club
- Chemistry Team
- Chess Club
- Classics Club
- Coding Club
- Computer Science Club
- Cooking Club
- Current Events
- Cyber Security Club
- DC Sports Club
- Diplomacy Society
- Drum Line
- Engineering Design & Prototyping Club
- Environmental Club
- Families4Families
- Fencing Team
- Film & Editing Club
- Financial Analysis Club
- Fishing Club
- French Club
- German Club
- GP Unidos
- Hippocratic Society (Science and Medical)
- International Relations Club/OAS
- Intramurals
- Irish American Heritage Club
- Jazz Band
- Keyboard Club
- Korean Club
- Literary Magazine
- Little Hoya Newspaper
- Mandarin Club
- MarComm Club
- Math League
- Mock Investment Club
- Multiverse Club
- Music Appreciation Club
- National Honor Society
- Oasis/Recording Studio Photography Club
- Ping Pong Club
- Poker Club
- Pottery Club
- Prep Players
- Quiz Bowl
- SADD
- Ski and Snowboard Club
- South Asian Student Association
- Spanish Club
- Spectrum Alliance Group Speech and Debate Club
- Stock Market Club
- Student Government
- String Ensemble
- Trap & Field Team
- Wounded Warriors Club
- Yearbook

ADMINISTRATION AND FACULTY

Administration

James Van Dyke, S.J.

President

B.A., English, University of Virginia

M.Div., Weston School of Theology

Th.M., Weston School of Theology

M.A.L.A., St. John's College

John Glennon, Jr.

Headmaster

B.A., Government, Georgetown University

M.P.P., Education, Social, & Family Policy, Georgetown University

Ed.M., School Leadership, Harvard Graduate School of Education

Robert Posniewski '77

Chief Financial Officer

B.A., Marketing & Management, James Madison University,

M.B.A. The George Washington University

J. Patrick Gugerty

Vice President of Institutional Advancement

B.A., General Studies, University of Maryland

Christopher Lapp '04

Chief Operating Officer

B.A., Economics, Virginia Tech

Connie Shaffer Mitchell

Director of Marketing and Communications

B.A., Communications, Fairfield University

J.D., Columbus School of Law,

The Catholic University of America

John Krambuhl

Director of Mission and Ministry

B.A., University of Virginia

Ed.D., The George Washington University -
Graduate School of Education and

Human Development

Erik Maginnis

Academic Dean; Classics

B.A., English, Classical Languages, Georgetown University

M.A., Classics, University of Maryland

Ed.D., Administration & Supervision,
University of Virginia

Thomas Venker

Dean of Faculty; English

B.A., English Language and Literature,
University of Virginia

M.Ed., Secondary English Education, Lehman College

Joseph Harkins '96

Dean of Residential Life

B.A., English, Columbia College

Christopher Rodriguez

Dean of Students

B.A., Criminal Law / Criminal Justice, Appalachian State University

Brett Graham '92

Director of Admissions

B.A., Communications, Fordham University

Howard Blue

Director of Academic Support Services

B.A., Educational Leadership and Administration, Colgate University

Karen Napolitano

Director of Counseling Services

B.A., English, Providence College

M.S., Education-Counseling & Guidance, Johns Hopkins University

D.S.W., University of Southern California

Daniel Paro '79

Director of Athletics

B.A., History, Denison University

M.A. Athletic Administration, Ohio University

Rosita Whitman

Director of International Programs

B.A., University of Pittsburgh

M.A., University of Lisbon

Faculty

Nicole Albrecht

Social Studies
B.A., History, University of Zagreb
MPhil., Modern European History,
University of Cambridge, Trinity Hall
MSc., Economic and Social History, Birkbeck,
University of London
Ph.D., History, University of London/Georgetown
University/Library of Congress Kluge Center Fellow

Yushan “Bonnie” Bai

Science
B.S., Biological Sciences, University of Maryland
MAT, Secondary Biology, University of Maryland

John Balbach

Science
B.S., Physics
B.A., Math, Eastern Illinois University
M.S., Physics, Washington University in St. Louis
Ph.D., Physics, Washington University in St. Louis

Victoria Barrero

Modern Languages
B.A., Law, Universidad de los Andes
LLM Common Law Studies,
Georgetown University Law Center
Certificate in International Business, New York University

Robert Barry

English
B.A., English, University of Virginia
M.A., English and Education, University of Maryland

Evelyn Beckman

Registrar/Database Administrator
B.A., Florida State University
M.A., Florida State University
Educational Leadership & Administration Certificate,
George Washington University

Robert Begin

English; Assistant Director of Admissions
B.A., English, Georgetown University
M.S., Education Studies, Johns Hopkins University

Daniel Bowen

Theology
B.A., Theology, St. Anselm College
S.T.B., Catholic University of Louvain

Bradley Boyle

Chair, Theology Department
B.A., Theology, Georgetown University
Master of Theological Studies, Harvard University

Joanna Bradley

Science
B.S., Biology, Providence College
M.Ed., Providence College

Robert Brewer

Classics
B.A., Classical Humanities, Honors Arts Baccalaureate,
Xavier University
M.A., Classical Studies, University of Florida
Ph.D., Classical Philology, University of Florida

Colin Brown

Fine Arts
B.S. Music Education,
Duquesne University Master of Music,
Northwestern University

Mary Butcher

Modern Languages
B.A., Theology and Spanish, University of Notre Dame
M.Ed., University of Notre Dame

Patrick Butcher '03

Mathematics; Social Studies
B.S., Mathematics and Engineering Science,
Vanderbilt University
Master of Accountancy, Vanderbilt University

Thomas Conlan

Social Studies
B.S., Economics, Villanova University
M.A., Philosophy, Washington Theological Union

Brian Danver

Classics, Social Studies
B.A., English, Washington College
M.A.L.S., Humanities, Georgetown University

John DeCaro

Mathematics
B.A., Mathematics, Boston College
M.S., Mathematics and Statistics, Georgetown University
M.A., Pastoral Studies, Loyola University Chicago

Christopher DeFeo

Science
B.S., Chemistry, Villanova University
Ph.D., Molecular Biophysics and Biochemistry,
Yale University

Emily Dronson

Director of College Counseling
B.A., History, College of the Holy Cross
M.A., Education and Human Development,
The George Washington University

Brian Dybicz

Classics

B.A., Classics, College of the Holy Cross

Ryan Eskow

Associate Dean of Students, English

B.A., English Literature, American University

M.A., Organizational Leadership and Learning,
The George Washington University

Thomas Fenfert

Chair, Science Department

B.A., Physics, State University of New York at Geneseo

M.S., Applied Physics, University of Maryland at Baltimore

Patrick Fitzgerald

Theology

B.A., Philosophy and Theology,

Mount St. Mary's University

M.A., Theological Studies, University of Dayton

Matthew Fitzgibbons

Chair, Modern Language Department

B.A., Spanish and Sociology, Holy Cross College

M.A., Spanish, Middlebury College

Valerie Franck

Mathematics

B.S., Mathematics, Secondary Education Concentration,
The Catholic University of America

Josh Furnary

Chair, Social Studies Department

B.A., History, University of Mary Washington

M.Ed., University of Mary Washington

Sean Gaiser '98

Director, Recording Studio; Fine Arts

B.A., Psychology, Duke University

Annie Gehringer

College Counseling

B.S., Business, University of Maryland University College

William Haardt

Theology

B.A., Religious Studies, Colgate University

M.A., Theology, University of San Francisco

George Hendren

Chair, Classics Department

B.A., History, Classics, Virginia Tech

M.A., Classics, University of Florida

Ph.D., Classics, University of Florida

Leah Hepburn

English

B.A., English and Creative Writing, The George
Washington University

M.F.A., Creative Writing, Temple University

Katherine Howard

Mathematics

B.A., Mathematics Education, University of Delaware

M.S., Educational Leadership, Hood College

Michelle Huang

Mathematics

B.S., Psychology, John Hopkins University

M.A., Secondary Education, American University

Rizgar Ismael

Fine Arts

B.A., Composition, University of Toronto

M.A., Composition, Anton Bruckner Private University

Ph.D., Musical Arts, Composition, University of Maryland

Jennifer Jones

Behavioral Health Nurse

B.S., Nursing, University of Missouri

Jacob Kaufmann

Science

B.S., M.S., Civil Engineering, Northeastern University

Kurt Kaufmann

Social Studies; Director of Christian Service

B.A., Economics, College of the Holy Cross

Cameron Keuning

Classics

B.S., Secondary Education, University of Michigan

M.A., Classics, Villanova University

Eileen Liberti

Science Teacher

B.S., Biology, St. Bonaventure University

M.S., Biology, George Mason University

Matthew Malatesta

College Counseling

B.A., Managerial Economics, Union College

M.Ed., Union College

James Margraff

Mathematics

B.A., Economics, Rhodes College

Weston Matthews

Theology

B.A. Anthropology, University of Pennsylvania

M.A. Theological Studies, Harvard Divinity School

Erika McGinn

Modern Languages
B.A. Linguistics, History, and Pedagogy,
Eötvös Lorand University
B.A. German Linguistics, German Literature, and
Pedagogy, University of Heidelberg
M.A. German Literature and Pedagogy,
University of Heidelberg

Kevin Medina

College Counseling
B.A., English, Ursinus College
M.S., Management, The Catholic University of America

Kathy Mulquin

School Nurse
B.S., Nursing, University of Rhode Island

Stephen Ochs

Social Studies
B.A., History, St. Louis University
M.A., US History, University of Maryland
Ph.D., US History, University of Maryland

Eamon O'Liddy

Director of Strength and Conditioning
B.S., Kinesiology, University of Maryland

Dietrich Paredes Baralt

Conductor of the String Ensemble
B.M., Instituto Universitario de Estudios Musicales

Christian Patragnoni

English
B.A. English, University of North Carolina - Wilmington
M.A. English, San Francisco State University

Marcos Poole

Social Studies
B.A., Political Science, University of Georgia
M.A., International Affairs, American University

Brandon Rothenberg

Social Studies Teacher; Dorm Parent
B.A., History, Dickinson College
M.A., Liberal Arts, St. John's College

Christopher Russell

Theology
B.A., Theology and Philosophy, Seattle University
M.T.S., Weston Jesuit School of Theology

Robin Russell

Fine Arts; Dorm Parent
B.F.A., Fine Art, The Cleveland Institute of Art
M.A., Art & Art Education, Teachers College,
Columbia University

Margaret Schlichter

Modern Language
B.A., French and Italian Language,
Indiana University-Bloomington
M.A., French Language and Literature,
University of Wisconsin-Madison

Antonieta Singer

Modern Language
B.A., Education,
Universidad Metropolitana de Ciencias de la Educación

Katherine Steuart

Assistant to the Headmaster
B.A., Spanish, Washington and Lee University
M.Ed., Teaching the Spanish Language,
University of Granada - Spain

Matthew Sudnik

Theology
B.A., Philosophy, Peace Studies,
The Catholic University of America
M.T.S., Religious Studies, Harvard Divinity School

Andy Swaminathan

Mathematics; Social Studies
B.S., Electrical Engineering,
Madras College of Engineering
M.S., Electrical Engineering,
New Jersey Institute of Technology
M.B.A., Finance, Pace University

Julius Tangwe

Theology
B.A., English Modern Letters, French, Yaounde University
M.A., Education, University of St. Thomas

Dacque Tirado

Social Studies; Director of Intercultural Diversity
B.A., Government, Wesleyan University
M.A.L.S., Columbia University
J.D., University of Pennsylvania

Alvin Trask

Fine Arts
B.A., Music, Louisiana State University
M.A., Music, Howard University

Ramón Tusell

Science
B.S., Chemistry and Physics,
Universidad del Valle de Guatemala
Ph.D., Chemistry, Montana State University

Kathleen Vega

English
B.A., English, Fordham University
M.A., Teaching, University of Virginia

Margaret Verst

Mathematics
B.S., Theoretical Mathematics, The Ohio State University
M.Ed., Alliance for Catholic Education, University of
Notre Dame

William Whalen '08

Mathematics
B.S., Mathematics, Virginia Polytechnic Institute and State
University

Elizabeth White

Fine Arts
B.F.A., Sculpture, Boston University
M.Ed., Art Education, Boston University

Jasmine White

English
B.A., English, Georgetown University
M.A.T., Secondary Education: Social Studies, Relay
Graduate School of Education

Benjamin Williams '80

English
B.A., English, Spring Hill College
M.A., English, St. Louis University

Lucie Wilson

Mathematics
B.S., Industrial Engineering, Lehigh University
M.S., Computer Science, Johns Hopkins University
M.A., Education, Johns Hopkins University

William Wolf

Social Studies
B.A., History, Xavier University
M.Ed., Differentiated Instruction, Canisius College

Hannah Wolff

College Counselor
B.S., Psychology, Keene State College
B.S., Radiation Therapy, University of Vermont

Xueying "Shirley" Zhang

B.S., Chemistry, East China Normal University
M.Ed., University of Mary Washington

Eileen Zullo

Director of the Health and Wellness Center
B.S., Nursing, The Catholic University of America



GEORGETOWN PREPARATORY SCHOOL