



# **Program of Study**

## **2026-2027**

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## ACADEMIC OVERVIEW

### Introduction

The goal of our educational program is to provide the opportunities and challenges necessary for students to achieve their full potential as women of faith in today's society. To achieve this goal, the curriculum offers students a variety of learning experiences in liberal and fine arts, mathematics, science, and career education.

### Graduation Requirements

At The Academy of the Holy Cross (AHC), students must fulfill the designated program of study to earn a diploma, accumulating a minimum of 24 credits. This includes twenty-one credits in academic coursework, one credit in Physical Education, one credit in Fine Arts, and one credit in General Electives. The outlined requirements represent the minimum necessary for graduation. Each student should design her four-year academic plan based on her abilities, interests, and the admission requirements of the colleges to which she intends to apply.

#### Minimum Credit Requirements:

|                    |           |
|--------------------|-----------|
| English            | 4 credits |
| Math               | 4 credits |
| Theology           | 4 credits |
| Social Studies     | 3 credits |
| Science            | 3 credits |
| World Languages    | 3 credits |
| Physical Education | 1 credit  |
| Fine Arts          | 1 credit  |
| Electives          | 1 credit  |

### Senior Internship

All students must also complete a comprehensive Senior Internship at the end of their second semester senior year. Information regarding this long-standing program is provided to students in the fall of senior year. Senior Internship was initiated in 1973 by Sister Ann Donnelly, C.S.C, then principal, who saw the need for a career education program for seniors. This program allows for students the opportunity to shadow a professional in a career field of interest. Students are prepared before leaving for their internship in career issues, such as timeliness, proper work attire, attendance, and office etiquette. Students have been able to use this opportunity to provide them a deeper experience during and after college. Senior Internship takes many forms and is tailored to each Holy Cross student's interests.

### Christian Service Commitment

Students are required to complete service hours that fulfill their Christian Service commitment. Freshmen, sophomores, and juniors are required to complete 20 hours of service each year. Due to the demands of the Senior Internship, seniors must complete 15 service hours by the first Friday in April. All service sites must be approved by the Dean of Students prior to the students beginning service.

## **Course Registration**

With guidance from their advisor, teachers, administration, and department chairs, students select their courses during the second semester of each school year. Students register for seven (7) academic courses and a study hall each semester. Any student wishing to drop a study hall needs permission from the Principal. Teachers carefully review each student's academic performance in order to provide a list of recommended courses for the upcoming academic year. The school may require prerequisites, including department approval, for certain courses, which could result in a course request being denied. Class placement for new students is determined by their academic record, standardized test scores, interviews, and placement exams. A parent signature is required for course registration. Transfer students or those pursuing independent study credits must receive approval from the Principal before credits are accepted.

If a student wishes to enroll in a course for which they were not recommended, they must complete an override form in consultation with their parents and faculty/administration. Final course schedules are released during the summer prior to the start of the school year. Once the school year begins, students have an add/drop period to adjust their schedules without any changes appearing on their records. After this period, any dropped courses will be marked with a "WP" (Withdraw Pass) or "WF" (Withdraw Fail). Unless stated otherwise, all credits must be earned on campus.

## **Course Availability**

Courses offered in the Program of Study are dependent upon enrollment. In some instances, when minimum enrollment numbers are not met for a given course or a course is only offered every other year, an online alternative is available. Please see information below regarding online course offerings from One Schoolhouse. Additionally, students may be reassigned to different sections of the same course to maintain balanced class sizes.

## **Honors and Advanced Placement (AP) Course Placement**

AHC offers a wide variety of Honors and Advanced Placement (AP) courses. These courses cover a greater breadth and depth of material and move at a more rigorous pace. Students enrolled in an Honors course receive 0.5 additional grade points towards their GPA upon successful completion of the course with a grade of C- or higher. For more information, please refer to the grading scale in the Holy Cross Student and Parent Handbook.

AP courses are those for which a College Board Advanced Placement examination exists; the curriculum for these courses follows guidelines established by the College Board and is externally approved each year in which a given course is offered. A qualifying score on an AP exam may give college credit or advanced standing in that subject. Students enrolled in an Advanced Placement course receive a 0.7 additional grade points toward their GPAs upon successful completion of the course with a grade of C- or higher. For more information, please refer to the grading scale in the Holy Cross Student and Parent Handbook.

Admission to Honors and AP courses is based on prerequisite coursework, academic performance, student interest, and department approval. Some AP courses are only offered in alternating years. Students must meet specific requirements to succeed in these demanding courses.

AHC recommends that students take no more than three Honors or AP courses per year due to the substantial workload, independent study required, assignments over school breaks and overall significant time commitment throughout the academic year. Any student seeking to enroll in more than three AP courses must obtain approval from the Principal and complete an Advanced Academic Agreement. AP students are expected to sit for the

corresponding AP exams in May. **Students who do not complete this exam will not be granted weighted AP credit on their transcript and will earn a 0 for the E2 exam grade.** For the May 2027 exam session, the cost to the student family is approximately \$100 per AP exam and is due after the add/drop period in the fall semester.

AP courses in the current Program of Study include:

**English:**

AP English Language &  
Composition  
AP Literature & Composition

**Science:**

AP Biology  
AP Chemistry  
AP Physics 1  
PLTW/AP Comp. Science Principles  
AP Computer Science A  
AP Cybersecurity

**Social Studies:**

AP US History  
AP Psychology  
*Alternating Years:*  
AP US Government & Politics  
AP Comparative Government  
& Politics

**Visual Arts**

AP Art History  
AP Drawing  
AP 2D Art and Design  
AP 3D Art and Design

**Mathematics:**

AP Precalculus  
AP Calculus AB  
AP Calculus BC  
AP Statistics

**Language**

AP French  
AP Latin  
AP Spanish

**Dual Enrollment/Dual Credit with Marymount University**

AHC offers a dual enrollment/dual credit program in partnership with Marymount University that allows eligible seniors in strong academic standing to fulfill a high school academic requirement while simultaneously earning college credit for a course. These courses are taught on our campus during the school day by Holy Cross faculty members who have achieved adjunct faculty status with Marymount. These credits may be transferable to other colleges and universities, depending upon the school and its policies. Students enrolled in these courses receive 0.7 additional grade points towards their GPA upon successful completion of the course with a grade of B or higher. For more information, please refer to the Holy Cross Student and Parent Handbook. Under the dual enrollment arrangement, rising seniors at Holy Cross are eligible to take select Marymount University courses at a substantially discounted rate of \$450.

Dual Credit (DC) courses include:

- English:
  - Short Fiction
  - The Movie or the Book? Narrative Adaptation in the Cinema
- Theology: Religions of the World
- Social Studies: Microeconomics

To enroll in Honors/AP/DC courses within a specific department, students must meet the following **unweighted** minimum grade requirements and receive department approval within that department:

- To continue in honors/AP/DC, 83% (B) or above earned
- To transition from college prep to honors or honors to AP/DC, 90% (A-) or above earned
- To transition from college prep to AP/DC, 93% (A) or above earned

## Grading Scale

| Letter Grade | Percent  | Grade Point Average | +0.5 (Honors) | +0.7 (AP/DC) |
|--------------|----------|---------------------|---------------|--------------|
| A            | 100 – 93 | 4.00                | 4.50          | 4.70         |
| A–           | 92 – 90  | 3.70                | 4.20          | 4.40         |
| B+           | 89 – 87  | 3.50                | 4.00          | 4.20         |
| B            | 86 – 83  | 3.00                | 3.50          | 3.70         |
| B–           | 82 – 80  | 2.70                | 3.20          | 3.40         |
| C+           | 79 – 77  | 2.50                | 3.00          | 3.20         |
| C            | 76 – 73  | 2.00                | 2.50          | 2.70         |
| C–           | 72 – 70  | 1.70                | 2.20          | 2.40         |
| D+           | 69 – 67  | 1.50                | 1.50          | 1.50         |
| D            | 66 – 63  | 1.00                | 1.00          | 1.00         |
| D–           | 62 – 60  | 0.70                | 0.70          | 0.70         |
| F            | Below 60 | 0.00                | 0.00          | 0.00         |

## Project Lead the Way Engineering Program

AHC introduces students to the field of engineering through a nationally recognized, project-based curriculum that draws upon their knowledge of math and science through the model of Project Lead the Way (PLTW). PLTW Engineering empowers students to step into the role of an engineer and adopt a problem-solving mindset. The program engages students in collaborative, real-world activities such as working with a client to design a home, program electronic devices or operate a robotic arm. As students work together to design and develop solutions to local and global challenges, they engage in problem-solving strategies and critical & creative thinking. Students will also be afforded an opportunity to develop hands-on engineering capabilities through their participation in the FIRST Robotics Competition.

Project Lead the Way courses include:

- Honors Introduction to Engineering Design
- Honors Principles of Engineering
- AP Computer Science Principles
- Honors Biology & Environmental Sustainability

## **One Schoolhouse**

As stated above, all credits must be earned on campus. However, in special circumstances and with approval of administration and department chair, a student may elect to take a course through our affiliation with One Schoolhouse.

AHC is a member of One Schoolhouse, which provides rigorous online courses to high school students. Membership in the One Schoolhouse allows us to expand our course offerings and connect our students in meaningful, academic pursuits with students around the country and world in a blended-learning environment.

One Schoolhouse is fully accredited with the Middle States Association of Colleges and Schools. Courses in Mathematics, Science, Social Science and Language have been approved by the NCAA as core-courses. AP courses have been approved by the College Board.

### **One Schoolhouse Fee:**

One Schoolhouse courses have an additional associated fee. For 2026-2027, the fee will be \$1,990 for a full year course and \$1,200 for a semester course. Enrollment requires approval from the Principal. The parents/guardians of any student wishing to take a course through One Schoolhouse must contact the department chair and Principal with the request during the Course Registration process.

### **Required Courses for Graduation:**

In certain circumstances, where school-based courses needed to fulfill graduation requirements are not offered because of factors like low enrollment, AHC will cover the enrollment fee for the One Schoolhouse course. For instance, a student who enters AHC taking Honors Algebra II as a freshmen, could enroll in One Schoolhouse's Multivariable Calculus and Differential Equations course as a senior at no cost to the student.

## COURSE LISTINGS

### ENGLISH DEPARTMENT

*Chair: Raquel Licamele*

*4 credits required*

The members of the English Department value the responsibility of guiding students in deepening their knowledge of the English language and literature, while sharpening their critical and analytical thinking skills. The critical and creative thinking involved in this study and the emphasis on clear written and oral communication are essential to the individual student's success in higher learning and her future professional endeavors. Moreover, literature can open a student's mind and heart to the world around her as she encounters the voices and ideas of writers of different eras, from diverse backgrounds, and from various geographic locales. Students will be able to express themselves correctly and effectively whether applying themselves to literary analysis, expository, creative, or personal writing. Realizing that students have many different skills and talents, members of the department endeavor to engage them on multiple levels - cognitive, affective, and aesthetic - and to address their needs as readers, writers, communicators, and members of a learning community.

#### Course Offerings

|                                       |                                                               |
|---------------------------------------|---------------------------------------------------------------|
| English I                             | Fantastic Realities                                           |
| Honors English I                      | Finding Your Voice: Exploring Identity Through Writing        |
| English II                            | Creative Writing                                              |
| Honors English II                     | Multicultural Literature                                      |
| English III                           | DC: Short Fiction                                             |
| Honors English III                    | DC: The Movie or the Book? Narrative Adaptation in the Cinema |
| AP English Language and Composition   |                                                               |
| AP English Literature and Composition |                                                               |



**English I (full year, 1 credit)****Grade 9**

In the first year of the English program, students trace broad themes of adventure, love, and loyalty through a diverse selection of texts ranging from Greek and world mythology to the modern short story and novel. Throughout the year, students build essential reading comprehension skills and acquire foundational literary vocabulary as they continue to develop their analytical writing through paragraph and essay work. Students will also learn how to incorporate secondary sources into their analysis, prepare oral presentations, communicate ideas effectively in small groups, and produce creative writing and other projects to enhance their engagement and understanding.

**Honors English I (full year, 1 credit)****Grade 9**

*Prerequisite: department approval required*

While tracing a broad theme of the changing views of the Hero/Heroine and his/her journey, students acquire a wide background in mythology and then read *The Odyssey* in translation, while engaging in the process of analytical reading and writing in order to explore the relevance of these texts in their lives and the modern world. In the second semester, students gain an appreciation of the foundations of literature in the English language and acquire an understanding of the techniques of literature through their study of early and contemporary English works, including novels, poetry, and a play by Shakespeare. Students end the year with a modern novel and the modern short story, thus exposing them to a variety of literary elements, themes, and genres during their course of study. In conjunction with their reading, students will work on the craft of writing literary analysis essays throughout the year. Students will also carry out creative projects, learn how to use secondary sources in their analysis, prepare oral presentations, and engage in discussion about their work. The Honors course moves at a faster pace, encourages more nuanced analysis, and requires greater independence than English I.

**English II (full year, 1 credit)****Grade 10**

Tracing a broad theme of individuals in their environments, students continue developing their analytical skills through the study of British and World literature as they read short stories, novels, essays, poetry, and a play. They continue to hone their composition skills, writing different types of essays and learning the process of producing a well-documented research paper in the second semester. In addition, students continue throughout the year to develop their vocabulary and grammar skills, produce individual and group creative projects, and engage in discussion about their work.

## **Honors English II (full year, 1 credit)**

### **Grade 10**

*Prerequisite: department approval required with 90% or above in English I or 83% or above in Honors English I*

Honors students work with greater independence and delve more deeply into the themes, techniques, and language of the texts they study. While tracing a broad theme of individuals in their environments, students continue developing their analytical skills through the study of British and World literature, including a play by Shakespeare and a 19th century novel. Over the course of the year, students examine a variety of genres from different time periods, including drama, poetry, the essay, and the novel. Students continue honing their composition skills, and in the first semester, write a research essay on a work of British literature. Students continue to develop their vocabulary, grammar, and composition skills to achieve a higher degree of effectiveness and elegance in their writing and speech. The Honors course moves at a faster pace, encourages more nuanced analysis, and requires greater independence in both reading and writing than English II.

## **English III (full year, 1 credit)**

### **Grade 11**

Students examine the development of American literature and thought, beginning with the colonial period and progressing into selected 21<sup>st</sup> century writings, representing various genres and voices. Over the course of the year, students examine motifs of American literature, changing traditions, and developing genres, such as essays, short stories, poetry, the memoir, and the novel. Students continue honing their analytical reading and writing skills, and their research skills with a second semester research paper, in addition to responding creatively to their reading.

## **Honors English III (full year, 1 credit)**

### **Grade 11**

*Prerequisite: department approval required with 90% or above in English II or 83% or above in Honors English II*

This honors-level course examines the evolution of American literature and thought through the intertwined lenses of identity and voice. Drawing on a diverse selection of texts across genres, from pre-colonial writings to 21st-century works, students investigate how American authors have continually redefined what it means to be “American.” Organized thematically rather than chronologically, the course explores key ideas such as the American Dream, memory and identity, resistance, and belonging. Through these themes, students analyze how recurring motifs and changing literary forms—from sermon and essay to short story, poetry, memoir, and novel—reflect shifting cultural values and voices in America. Throughout the year, students refine their analytical reading and writing skills, strengthen research abilities through a research paper, and respond creatively to texts as a means of discovering their own literary voice while building confidence in their oral communication skills as they collaboratively search for meaning and understanding in their analysis and reflection.

### **AP English Language and Composition (full year, 1 credit)**

#### **Grade 11**

*Prerequisite: department approval required with 93% or above in English II or 90% or above in n English II*

Through the study of the structure and form of language and rhetorical strategies, the course specifically prepares students for the AP Language and Composition exam, which all students are required to take in the spring of the year. Certain key texts are drawn from the canon of American literature and thought to acquaint the students with the development of this country's literary culture and character over the past several centuries. Students read, discuss, and analyze works in a range of genres, including nonfiction essays and editorials, novels, poetry, and short stories. While preparing for the specific requirements of the AP exam, which emphasizes timed writing, students also hone their composition skills, producing various types of essays, formal and informal, and a thesis-driven persuasive research paper. The course follows the syllabus as determined by the College Board. All students are required to take this Advanced Placement exam in the spring of the year.

### **Fantastic Realities (fall semester, ½ credit)**

#### **Grade 12**

This survey course examines the genre of fantastic fiction including the sub-genres of science fiction, speculative fiction, and magical realism. The course focuses on a variety of contemporary authors from the mid-twentieth century and beyond. Students will submit both written and oral responses to works of this fascinating but often neglected literature. Texts include works by such authors as Kazuo Ishiguro, George Orwell, Ray Bradbury, Margaret Atwood, and Haruki Murakami.

### **Finding Your Voice: Exploring Identity Through Writing (fall semester, ½ credit)**

#### **Grade 12**

In this writing-intensive course, students explore different genres of writing while also strengthening literary analysis and research skills. Students will first find their voice through a personal narrative and expand their understanding of identity & rhetoric through novel subjects like food and cultural connections. Then, students will examine aspects of identity in a researched career exploration project, ending the semester by exploring digital rhetoric & electracy to thoughtfully engage with diverse audiences across digital platforms. Each writing assignment and project will address specific skills that will prepare students for college-level writing, helping them to develop into strong and confident communicators.

### **Creative Writing (spring semester, ½ credit)**

#### **Grade 12**

Students develop their writing skills by studying the components of poetry and fiction. They look at creative writing as a process that involves reading, writing, and revision. Students use contemporary poems and stories as models for developing their own sense of craft, style, and voice. Students discuss their writing in a workshop environment, producing a portfolio of their revised work throughout the semester.

## **Multicultural Literature (spring semester, ½ credit)**

### **Grade 12**

Multicultural Literature is a rigorous course designed for students interested in studying various multicultural writers and the relationship of the selected readings to each writer's cultural background. This course will utilize contemporary literary works representing a variety of cultures and races, encourage students to see their own culture from another culture's point of view, and foster critical and deep discussions for rigorous written responses that cultivate nuanced critical thinking. Students will hone their ability to analyze voice, tone, theme, and form, among other literary techniques, and will also be equipped with several critical cultural lenses, among them gender, ethnicity, class, and identity, to better evaluate the works. Students will also partake in creative and reflective writing, discussions, and projects, which will allow them to think about their own cultural identity as well as others. The course emphasizes speaking, listening, and collaborating to prepare students for academic and professional discourse.

## **AP English Literature and Composition (full year, 1 credit)**

### **Grade 12**

*Prerequisite: department approval required with 93% or above in English III; 90% or above in Honors English III; or 83% or above in AP English Language and Composition*

Reading texts from the Renaissance through the 21st century, students engage in the careful reading of literature and the careful analysis of many works in order to sharpen their awareness of language and their understanding of the writer's craft. Students read each work and write about it with the critical awareness of the full range of its stylistic features, its structure, its meaning, and the perspectives offered by critical interpretation. Through units on poetry, the novel, and drama drawn from diverse time periods and different locales, students develop critical standards essential for the independent appreciation of any literary work and increase their appreciation of literature as a shared experience. Successful students are highly motivated to engage in college-level reading, writing, analysis and composition. The course follows the syllabus as determined by the College Board. All students are required to take this Advanced Placement exam in the spring of the year.

## **Short Fiction - Marymount University Dual Credit**

**(fall semester, ½ credit in addition to 3 college credits)**

### **Grade 12**

*Prerequisite: department approval required with 93% or above in English III; 90% or above in Honors English III; or 83% or above in AP English Language and Composition*

*Note: Dual credit allows eligible seniors in strong academic standing to fulfill a high school academic requirement while simultaneously earning college credit for the course. This course is taught on Holy Cross campus during the school day by Holy Cross faculty members who have achieved adjunct faculty status at Marymount. Dual credit students have access to the Marymount Library. Marymount bills and enrolls the accepted student directly (\$450 per course). These credits may be transferable to other colleges and universities, depending upon the school and its policies.*

In this Dual Credit "Short Fiction" course, students will study short stories and novellas from a variety of different times, genres, and cultures as they learn to identify and discuss elements of short fiction such as structure, characterization, plot development, and language. Students will progress through units based around elements of form and style, with several short stories serving as the backbone for each unit. The course culminates in a major researched literary analysis paper that combines the student's own analysis with additional literary criticism and research. Authors may include, but are not limited to, James Joyce, F. Scott Fitzgerald, Nathaniel Hawthorne, Flannery O'Connor, Joyce Carol Oates, Jhumpa Lahiri, Jamaica Kincaid, and Alice Walker.

**The Movie or the Book? Narrative Adaptation in the Cinema - Marymount University Dual Credit**  
**(spring semester, ½ credit in addition to 3 college credits)**

**Grade 12**

*Prerequisite: department approval required with 93% or above in English III; 90% or above in Honors English III; or 83% or above in AP English Language and Composition*

*Note: Dual credit allows eligible Seniors in strong academic standing to fulfill a high school academic requirement while simultaneously earning college credit for the course. This course is taught on Holy Cross campus during the school day by Holy Cross faculty members who have achieved adjunct faculty status at Marymount. Dual credit students have access to the Marymount Library. Marymount bills and enrolls the accepted student directly (\$450 per course). These credits may be transferable to other colleges and universities, depending upon the school and its policies.*

This course is a study of narrative strategies in film, looking both at adaptations of the narrative from print to film and at film genres. Films will be examined from a literary perspective, including an introduction to the vocabulary of film studies from various theoretical backgrounds, such as feminism, genre studies, and multiculturalism. Special attention is given to how the choice of media affects storytelling and how visual narratives differ from, or derive from, textual narratives.

## FINE ARTS DEPARTMENT

*Chair: Dale Placek*

*1 credit required*

The Fine Arts Department is dedicated to utilizing the arts as a tool to help students further develop into young women of courage, compassion, and scholarship. While participating in classes in the areas of music, dance, theatre, film, public speaking, and visual arts, students build confidence, foster creativity and intellectual curiosity, and discover the importance of teamwork, responsibility, initiative, maturity, dedication, and a range of other values that will eventually lead them to succeed not only in the arts, but also in any field they choose to pursue.

For information regarding our extracurricular opportunities, please visit the Fine Arts section of the website.

### Course Offerings

#### *Film & Theatre:*

Theatre & Performance

Acting: Shakespeare

Technical Theatre

Introduction to Film

Public Speaking

#### *Music:*

Glee Choir

Instrumental Ensemble

Intro to Digital Audio Production

Honors Madrigal Singers

#### *Dance:*

Jazz/Hip-Hop

Modern Dance

Musical Theatre Dance

#### *Visual Arts:*

Studio Art

Graphic Design and Digital Media

3D Design Fundamentals

Advanced Ceramics

AP Art History

AP Studio Art

Yearbook

## FILM & THEATRE

### **Theatre & Performance (fall or spring semesters, ½ credit)**

#### **Grades 9-12**

In Theatre & Performance, students will develop and polish their performance, presentation, and collaboration skills through scene-work and individual acting exercises to fine-tune techniques in a variety of formats and approaches. Students will learn key theatre terms, vocal and physical performance methods, improvisation techniques, and character development while working together as a cast to rehearse a 45 - 60 minute performance that will take place in front of an invited audience at the end of the semester.

### **Acting: Shakespeare (fall or spring semesters, ½ credit)**

#### **Grades 9-12**

In the world of theatre, we so often say that if a performer can properly handle Shakespeare, that performer can do anything on stage and off. This class will focus on the fine-tuned techniques that we use for Shakespearean performance including the ownership and delivery of classical verse and prose, breath control, character development, the history of Shakespeare and his writings, and performer physicality rooted in a time period during which we did not have set designs, light designs, and sound effects, but still had a story to tell an audience. The class will culminate at the end of the semester with a performance that will take place in front of an invited audience.

### **Technical Theatre (fall or spring semesters, ½ credit)**

#### **Grades 9-12**

This course is an introduction to the off-stage operations of a theatre company, and especially to the design and production processes of various technical elements that make up a theatrical production. In this class, students will explore the areas of scenery painting and construction, costumes, properties, lighting, sound, and effects through various projects, as well as by providing design and production support during class time to the Fine Arts Department's productions. No previous backstage experience or after-school hours are required.

### **Introduction to Film (fall or spring semesters, ½ credit)**

#### **Grades 9-12**

In the *Intro to Film* class, students will gain an appreciation for and an understanding of film as a complex and powerful art form. Throughout the semester, students will watch and analyze movies from a wide variety of genres and filmmaking traditions, study the history and theories behind those traditions, and collaborate on short filmmaking projects in order to develop techniques to communicate effectively through film. At the end of the semester, students will propose and complete a final project related to a film studies or production area of their choice (film history/theory, directing, screenwriting, documentary, film scoring, animation, etc.).

### **Public Speaking (fall or spring semesters, ½ credit)**

#### **Grades 10-12**

*Prerequisite: English I*

*Note: this course is required for all Madeleva Scholars Classes of 2027 and 2028 but does not count toward a Madeleva Scholar's Fine Arts requirement*

Students learn how to be effective communicators by studying, writing, and performing persuasive, entertaining, and informative speeches. In addition, students will explore rhetoric in society and learn to become critical listeners.

## MUSIC

### **Glee Choir (fall or spring semesters, ½ credit)**

#### **Grades 9-12**

*Note: this is an ensemble class and may be taken in multiple semesters*

Students study, rehearse, and perform vocal music in both contemporary and traditional styles. They explore singing fundamentals in both solo and group settings. They develop skills in sight-reading music, and they perform a variety of songs and musical numbers. Each semester students participate in public performances, including school liturgies, and attendance at these events is mandatory.

### **Instrumental Ensemble (fall or spring semesters, ½ credit)**

#### **Grades 9-12**

*Note: this is an ensemble class and may be taken multiple semesters*

*Note 2: this course now includes Guitar, which was previously offered as a separate course*

Students study, rehearse and perform band and orchestra music in both contemporary and traditional styles. They reinforce the fundamentals of their instrument in both solo and ensemble settings. They develop skills in sight-reading music, playing with expressive dynamics, and they describe and interpret a variety of songs and other musical numbers. Each semester students participate in public performances, and attendance at these events is mandatory.

### **Intro to Digital Audio Production (fall or spring semesters, ½ credit)**

#### **Grades 9-12**

The goal of this course is to introduce students to the fundamental skills of audio engineering in a studio environment. The class will be project-based, centered around music and spoken word content creation. Students will learn and apply the foundational techniques of pre-production planning, tracking, mixing, and editing using GarageBand. GarageBand is an accessible DAW (Digital Audio Workstation) that serves as an effective jumping off point for learning other industry standard DAW's such as Apple LogicPro, ProTools, and Reaper. Students will gain experience with a variety of recording scenarios including field recording, close-mic'ing instruments, and vocal tracking/voiceover production.

### **Honors Madrigal Singers (full year, 1 credit)**

#### **Grades 10-12**

*Prerequisite: audition and department approval required*

*Note: this is an ensemble class and may be taken in multiple years*

Students study, rehearse, and perform choral music in an advanced ensemble. They will study music note-reading, interpretation of choral and vocal music, vocal techniques, sight-singing, and audition and performance techniques in both solo and ensemble settings. The Madrigals prepare and perform musical selections in multiple languages and from a variety of genres, including classical, liturgical, contemporary/pop, Broadway, and more. The group performs publicly many times throughout the year, including at school liturgies and other functions. Attendance at these events is mandatory for all students in this class.



## **DANCE**

### **Jazz/Hip-Hop (fall or spring semesters, ½ credit)**

#### **Grades 10-12**

*Note: students must provide their own dance attire*

*Note 2: this is an ensemble class and may be taken multiple semesters*

Students spend equal time studying jazz and hip-hop dance, mastering basic movement, vocabulary, and dance technique for each style. Each semester, students participate in public performances; attendance at these performances is mandatory. Additional fees for costume-related items may apply.

### **Modern Dance (fall or spring semesters, ½ credit)**

#### **Grades 9-12**

*Note: students must provide their own dance attire*

*Note 2: this is an ensemble class and may be taken multiple semesters*

This is a beginning course in modern dance designed to increase the movement vocabulary of the beginning dance student. It includes stretching, technical work and composition, and emphasizes energy contrasts, contraction and release, correct alignment, and musicality. Students participate in public performances, and attendance at these performances is mandatory. Additional fees for costume-related items may apply.

### **Musical Theatre Dance (fall semester, ½ credit)**

#### **Grades 9-12**

*Note: students must provide their own dance attire*

*Note 2: this is an ensemble class and may be taken multiple semesters*

Students learn basic movement, vocabulary, and technique most closely associated with musical theatre dance (including tap). No formal dance training or experience is required to be successful in this class. Each semester, students participate in public performances; attendance at these performances is mandatory. Additional fees for costume-related items may apply.

## VISUAL ARTS

### **Studio Art (fall and spring semesters, ½ credit)**

#### **Grades 9-12**

Students enrolled in Studio Art will explore the elements of art and principles of design, keep a visual arts journal, and create artwork in the following areas: drawing, charcoal, pastel, painting, and printmaking.

### **Graphic Design & Digital Media (fall and spring semesters, ½ credit)**

#### **Grades 9-12**

*Note: this course now includes Photography, which was previously offered as a separate course*

Students engage with various ways that photography, graphic design, and other 2D and digital art processes come together in various ways and for various purposes. Students will explore 2D visual arts methods as they relate to marketing and advertising, news, editorial, and publishing, fashion design, web and app design, logos, animated characters, and more.

### **3D Design Fundamentals (fall and spring semesters, ½ credit)**

#### **Grades 9-12**

Students learn and apply foundational methods of three-dimensional design using materials such as wood, wire, fabric, cardboard, clay, and found objects. They create sculptural works that explore structure, form, and craftsmanship across a variety of media.

### **Advanced Ceramics (fall and spring semesters, ½ credit)**

#### **Grades 9-12**

*Prerequisite: Ceramics I or 3D Design Fundamentals*

Students learn to use the potter's wheel, and work to enhance their hand-building skills using a variety of clays and glazing techniques (such as layering and underglazing). The curriculum includes advanced projects while continuing the use of four basic hand-building methods: pinch, coil, slab, and drape.

### **AP Art History (full year, 1 credit)**

#### **Grades 11-12**

*Prerequisite: department approval required with 93% or above in World History and Geography II or US History; 90% or above in Honors World History and Geography II or Honors US History; or 83% or above in AP US History or another AP Social Studies elective*

The AP Art History course welcomes students into the global art world to engage with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the students develop in-depth, holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, developing understanding of individual works and interconnections across history. AP Art History is the equivalent of a two-semester introductory college or university art history survey course, and therefore students should expect up to an hour of homework per each class meeting. The course follows the syllabus as determined by the College Board. All students are required to take this Advanced Placement exam in the spring of the year.

**AP Studio Art (full year, 1 credit)****Grades 11-12**

*Prerequisite: Portfolio review/interview and department approval required*

The AP Studio Art and Design program consists of three options for AP Portfolio submission: 2-D Art and Design, 3-D Art and Design, and Drawing, corresponding to college and university foundations courses. Students create a portfolio of work to demonstrate inquiry through art and design and 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. All students are required to submit a portfolio for their selected Advanced Placement Art Option.

**Yearbook (fall or spring semesters, ½ credit)****Grades 9-12**

*Note: This class may be taken multiple semesters*

This course supports the creation, publication, and distribution of AHC's yearbook, *Cross and Anchor*, a recipient of the Jostens National Yearbook Program of Excellence Award. Students will learn basic elements of design, layout, and photography, and will become familiar with Jostens' online editor, Yearbook Avenue. Students will also be responsible for photography, layout, and page spreads, as well as the promotion and distribution of the final yearbook. Units of study include teamwork, responsibility, brainstorming, content, coverage, concept, reporting, writing, headlines, captions, editing, photography, typography, design, graphics, finances, yearbook campaigns, advertising and distribution. Actual work results in the current volume of the school's yearbook. The publication strives to maintain a tradition of excellence in which the school and the community can take pride. Mastery of the goals and objectives fully verses staff members in all areas of publication production and provides students with a strong background in the field of journalism.

## MATHEMATICS DEPARTMENT

*Chair: Damaris Kinney*

*4 credits required*

The Mathematics Department of AHC is committed to providing a curriculum which will enable each student to attain success at her highest potential level of achievement by offering a variety of levels in each subject. The department aims to build a solid foundation for a student's future work in Mathematics, not only in college but throughout her life, by developing her sense of numeracy and her appreciation for the many applications of Mathematics in all aspects of her life. Students are expected to strive for mastery of concepts as well as to attain the skills to apply those concepts accurately. Critical thinking skills are emphasized throughout the curriculum. Use of graphing calculators is incorporated in all courses as a supplemental tool to develop students' mathematical capabilities. Students are supported in their endeavors by the faculty through Math Support Center and regularly scheduled help sessions outside of class.

### Course Offerings

Algebra Essentials

Algebra I

Honors Algebra I

Geometry

Honors Geometry

Algebra II

Algebra II with Analysis

Honors Algebra II

Algebra III

Precalculus with Analysis

AP Precalculus

Honors Calculus Applications

AP Calculus AB

AP Calculus BC

AP Statistics

## **Algebra Essentials (fall and spring semesters, ½ credit each)**

### **Grade 9**

*Note: this course does not count toward fulfillment of the Math graduation requirement and is taken concurrently with Algebra I*

This course is designed to reinforce foundational math skills while providing targeted support for students concurrently enrolled in Algebra I. Students will review key middle school math concepts, such as operations with fractions and decimals, ratios and proportions, integers, equations, and problem-solving strategies. Through guided practice, interactive activities, and personalized instruction, students will strengthen their mathematical reasoning and build confidence in their Algebra I coursework. Students will demonstrate knowledge gained through weekly graded assignments. This support class aims to bridge skill gaps, enhance understanding of algebraic concepts, and prepare students for success in higher-level mathematics.

## **Algebra I (full year, 1 credit)**

### **Grade 9**

Students begin with a fast-paced review of arithmetic topics including order of operations, absolute value, and operations with rational numbers. Major topics include algebraic expressions, linear equations and inequalities in one variable, functions, exponents, polynomials, factoring, quadratics and radicals. Graphing skills are developed and utilized throughout the entire curriculum. Students apply algebraic skills to problem-solving in all units of study.

## **Honors Algebra I (full year, 1 credit)**

### **Grade 9**

*Prerequisite: department approval required*

Students will conduct an in-depth study of linear and quadratic equations, absolute value equations and inequalities, factoring techniques and formulas, exponents and radicals, problem analysis, and solution techniques for multi-variable systems including graphing, elimination, and the use of determinants. Honors students are expected to handle the associated demands of increased workload, mathematical complexity and independent work.

## **Geometry (full year, 1 credit)**

### **Grades 9-10**

*Prerequisite: department approval required; completion of Algebra I or Honors Algebra I*

Students study the properties, measurements, and relationships of points, lines, angles, planes, and solids. Major topics covered include parallel lines and planes, congruent triangles, quadrilaterals, polygons, similarity, trigonometry with right triangles, transformations, circles, areas and volumes, and coordinate geometry. Students use reasoning and logic as well as applying algebraic skills to the study of geometry throughout the course.

## **Honors Geometry (full year, 1 credit)**

### **Grades 9-10**

*Prerequisite: department approval required with 90% or above in Algebra I or 83% or above in Honors Algebra I*

Students study the properties, measurements, construction, and relationships of points, lines, angles, planes, and solids. Topics covered include parallel lines and planes, congruent triangles, quadrilaterals, polygons, similarity, trigonometry with right triangles, transformations, circles, areas and volumes, and coordinate geometry. Students engage in analytical thinking and problem solving, develop and write formal proofs, and apply algebraic principles to the study of geometry throughout the course. Honors students are expected to handle the associated demands of increased workload, mathematical complexity and independent work.

**Algebra II (full year, 1 credit)****Grades 10-11**

*Prerequisite: department approval required; completion of Geometry*

Students will begin with a review of basic Algebra concepts. Students will study real number properties, linear quadratic equations and inequalities, absolute value equations and inequalities, systems of equations in two variables, polynomials, radical functions, rational exponents and logarithmic functions. Graphing and problem solving are emphasized in each unit.

**Algebra II with Analysis (full year, 1 credit)****Grades 9-11**

*Prerequisite: department approval required; completion of Geometry or Honors Geometry*

Students work with sets, real number properties, linear and quadratic equations and inequalities, absolute value equations and inequalities, systems of equations and inequalities in two and three variables, polynomials, the complex number system, radical functions, rational functions, exponential functions, logarithmic functions, linear programming and transformations of functions as applied to the real world. The emphasis in this course is on an increased depth in analyzing and describing relationships. Topics are explored graphically, algebraically, and numerically.

**Honors Algebra II (full year, 1 credit)****Grades 9-11**

*Prerequisite: department approval required with 90% or above in Geometry or 83% or above in Honors Geometry*

Students work with linear and quadratic equations and inequalities, absolute value equations and inequalities, polynomial, rational, exponential and logarithmic functions, radical functions, and the complex number system. Students also study sequences and series, conic sections, and probability. Graphing is emphasized in each unit. Students engage in analytical thinking and problem solving. This course is advanced and fast paced for the student who has mastered all the concepts of Algebra I. Honors students are expected to handle the associated demands of increased workload, mathematical complexity and independent work.

**Algebra III (full year, 1 credit)****Grades 11-12**

*Prerequisite: department approval required; completion of Algebra II or Algebra II with Analysis*

Students study the core concepts of trigonometry will cover periodic functions, radian measure, trigonometric identities and equations, and Laws of Sines and Cosines. The course will also contain an introduction to probability, statistics and financial literacy. Emphasis will be placed on problem solving skills and applications.

**Precalculus with Analysis (full year, 1 credit)****Grades 9-12**

*Prerequisite: department approval required; completion of Algebra II with Analysis or Honors Algebra II*

Students study right triangle and circular trigonometry from both analytical and graphical perspectives. Topics covered include trigonometric identities, trigonometric graphs, trigonometric equations, Laws of Sines and Cosines, vectors, and complex numbers. Additional topics include exponential and logarithmic functions, conic sections, and probability and statistics. Students engage in analytical thinking and problem solving.

**AP Precalculus (full year, 1 credit)****Grades 9-12**

*Prerequisite: department approval required with 90% or above in Algebra II with Analysis or 83% or above in Honors Algebra II*

AP Precalculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. The course follows the syllabus as determined by the College Board. All students are required to take this Advanced Placement exam in the spring of the year.

**Honors Calculus Applications (full year, 1 credit)****Grades 11-12**

*Prerequisite: department approval required; completion of Precalculus with Analysis or AP Precalculus*

Students begin by reviewing algebraic techniques that will be utilized in the course. The study of calculus begins with an introduction to limits and then the derivative. Students learn a variety of techniques for calculating derivatives, and then apply these skills to problems from business, economics, and science. Trigonometric, exponential, and logarithmic functions are included in each area of study. Applications of the derivative include graphing, optimization problems, and related rates. The emphasis is on skills and applications, with less emphasis on theory. Students are also introduced to integration and some simple applications at the end of the course. Honors students are expected to handle the associated demands of increased volume, mathematical complexity and independence.

**AP Calculus AB (full year, 1 credit)****Grades 10-12**

*Prerequisite: department approval required with 83% or above in AP Precalculus or 90% or above Honors Calculus Applications*

This class is an introductory course covering one semester worth of college calculus content. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions. Students master the theoretical concepts and practical applications of analytical geometry, limits, functions, the differential and integral calculus of single variable functions. The course follows the syllabus as determined by the College Board. All students are required to take this Advanced Placement exam in the spring of the year.

**AP Calculus BC (full year, 1 credit)****Grades 11-12**

*Prerequisite: department approval required with 93% or above in AP Precalculus*

This class is an introductory course covering two semesters worth of college calculus content. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions. Students master the theoretical concepts and practical applications of analytical geometry, limits, functions, the differential and integral calculus of single variable functions, vectors, sequences and series, and Taylor polynomials. The course follows the syllabus as determined by the College Board. All students are required to take this Advanced Placement exam in the spring of the year.

**AP Statistics (full year, 1 credit)**

**Grades 11-12**

*Prerequisite: department approval required with 93% or above in Precalculus with Analysis or 83% or above in AP Precalculus*

*Note: this course can be taken concurrently with another mathematics course*

*Note 2: this is an elective course*

Students will study topics in descriptive and inferential statistics including analysis of data, regression analysis, and hypothesis testing. Students will use computers and graphing calculators. Students will explore data, use sampling and experimentation to plan and conduct studies, anticipate patterns from simulations and use statistical inference. The course follows the syllabus as determined by the College Board. All students are required to take this Advanced Placement exam in the spring of the year.



## PHYSICAL EDUCATION DEPARTMENT

### *1 credit required*

The Physical Education Department strives to educate through purposeful physical activity and by teaching strategies for the development of optimal health. We center our instructional program on improving our students' physical, mental, emotional, and social health. To fulfill the graduation requirement, students must complete 0.5 credit in either *Physical Education: Team Sports*, *Physical Education: Strength and Conditioning*, or *Yoga*. Students may earn the remaining 0.5 credit by taking an additional course or by successfully completing a varsity season of one of the varsity sports noted in the course description for Interscholastic Sports Participation. Credit for Interscholastic Sports Participation will automatically be noted on a student's transcript at the end of the relevant season.

### Course Offerings

Interscholastic Sports Participation

Introduction to Sports Medicine (spring only)

Kinesiology (A and B)

Physical Education: Team Sports

Physical Education: Strength and Conditioning

Wellness Lab

Yoga

### **Interscholastic Sports Participation (fall, winter, or spring seasons, ½ credit)**

#### **Grades 9-12**

*Note: this class is pass/fail*

The athletic department offers opportunities across 14 interscholastic programs, with teams available at the varsity level. Programs which meet regularly (at least four times a week) qualify for students to earn 0.5 credit toward their PE graduation requirement. These programs include cross-country, field hockey, soccer, tennis, volleyball, basketball, swimming and diving, ice hockey, equestrian, indoor track, lacrosse, softball, outdoor track & field, and golf. Sports not included are poms and bocce. To earn credit, students must attend at least 90% of scheduled team activities. Credit for Interscholastic Sports Participation will automatically be noted on a student's transcript at the end of the relevant season.

### **Introduction to Sports Medicine (spring semester, ½ credit)**

#### **Grades 11-12**

This course explores the physiology of exercise and nutrition. Students will develop an understanding and practical application of basic athletic training principles. The course includes both classwork and practical hands-on application. Students will have the option to be certified in First Aid and CPR.

### **Kinesiology A (fall semester, ½ credit)**

#### **Grades 11-12**

*Note: students may take either Kinesiology A or B, or both, in any order*

Kinesiology is the scientific study of human movement and its connection to health, performance, and lifelong fitness. This semester-long course introduces the foundational principles of movement science, focusing on musculoskeletal anatomy, basic joint function, introductory biomechanics, and the body's energy systems. Students learn how the body produces movement, generates force, and responds to activity through hands-on labs, demonstrations, and guided analysis. The course also emphasizes practical application by exploring career pathways—including physical therapy, athletic training, biomechanics, exercise science, coaching, and sport performance—and examining how foundational kinesiology concepts support these fields. Kinesiology A is designed as a complete stand-alone course that gives students a strong scientific base, while also serving as an entry point for those who may continue into more advanced topics in Kinesiology B.

### **Kinesiology B (spring semester, ½ credit)**

#### **Grades 11-12**

*Note: students may take either Kinesiology A or B, or both, in any order*

Kinesiology is the scientific study of human movement and its connection to health, performance, and lifelong fitness. This semester-long course applies and expands movement science through advanced and specialized topics such as applied biomechanics, motor learning, training adaptations, exercise physiology, performance program design, and foundational rehabilitation concepts. Students learn how movement is analyzed in professional settings, how athletes and patients adapt to training or treatment, and how psychological factors influence performance. Hands-on labs, case studies, and data-driven assessments help students connect movement science to real-world scenarios. The course also includes practical exploration of career pathways in sports medicine, physical therapy, occupational therapy, performance coaching, strength and conditioning, and human performance research. Kinesiology B is structured as a fully independent stand-alone course, offering students an application-focused experience whether or not they have taken Kinesiology A.

**Physical Education: Team Sports (fall or spring semesters, ½ credit)****Grades 9-12**

Team sports is a dynamic, activity-based course designed to develop leadership, athletic skills, teamwork, and game strategy across a variety of sports. Students will build physical fitness and communication through active participation in competitive and cooperative team environments. Each unit emphasizes rules and regulations, skill development, and sport-specific strategies. Through consistent practice and gameplay, students will gain confidence, improve performance, and understand how leadership and teamwork contributes to success both on and off the field.

**Physical Education: Strength and Conditioning (fall or spring semester, ½ credit)****Grades 9-12**

*Note: this class may be taken multiple semesters*

Strength and conditioning is the foundation of athletic performance and lifelong fitness. This semester-long course examines the science of movement, exploring biomechanics, muscular development, and energy systems. Students will learn principles of resistance training, cardiovascular conditioning, and flexibility while applying them through structured workouts and performance tracking. Emphasis will be placed on proper technique, injury prevention, and program design for different goals. Through deeper analysis and extended practice, students will connect training methods to physiology and long-term health. Discussions on sports performance, recovery strategies, and current trends in fitness will challenge students to think critically about strength and conditioning in both athletic and personal contexts.

**Wellness Lab (fall or spring semesters, ½ credit)****Grades 9-12**

Wellness Lab is a hands-on exploration of health and well-being, designed to connect knowledge with practical application. This semester-long course examines the foundations of physical, mental, and social health through active labs, projects, and personal challenges. Students will engage in topics such as stress management, nutrition, sleep, and physical activity, applying strategies to their own lives while tracking personal growth. Emphasis will be placed on developing lifelong wellness habits, making informed health decisions, and understanding how lifestyle choices impact overall quality of life. Through interactive activities and real-world applications, students will actively practice what it means to live well. Students discuss current adolescent issues and practices that affect social, mental, and physical well-being. Topics include self-esteem, body image, eating disorders, nutrition, decision-making, conflict resolution, substance abuse, stress, anxiety, and teen depression. This course covers skills and techniques that can be used to achieve lifelong health and overall well-being.

**Yoga (fall or spring semesters, ½ credit)****Grades 9-12**

*Note: this class may be taken multiple semesters*

This semester-long course blends the mindfulness and mobility of yoga with the strength and energy of functional fitness training. Students will build endurance, flexibility, balance, and overall strength through a combination of yoga flows, rhythmic cardio movement, and resistance-based exercises. Each class emphasizes breath control, proper form, and mindful intensity to promote both physical and mental well-being. Students will explore how yoga and fitness complement each other, learning techniques that improve posture, reduce stress, and enhance long-term health.

## SCIENCE DEPARTMENT

*Chair: Alison Simon*

*3 credits required*

*Required courses: Physics (1 credit) and Chemistry (1 credit) and Biology (1 credit)*

At AHC, we believe that a strong foundation in science empowers students to make informed decisions, ask thoughtful questions, and communicate their ideas effectively. Through diverse scientific experiences, students cultivate curiosity, deepen their understanding of the natural world, and develop critical thinking skills essential for inquiry and discovery. Our program fosters the ability to analyze observations, construct logical explanations, and make predictions while instilling a deep respect for nature and the environment. Science education equips students with the skills to think critically, objectively, and creatively, preparing them to engage with the world as responsible and informed citizens. Note: the progression for the course of study for required coursework may vary for transfer students.

### Course Offerings

#### *Science:*

|                  |                                           |
|------------------|-------------------------------------------|
| Physics          | Honors Neurobiology                       |
| Honors Physics   | Honors Molecular and Cell Biology: Cancer |
| Chemistry        | Honors Medical Physics                    |
| Honors Chemistry | Honors Applied Chemistry                  |
| Biology          | AP Biology                                |
| Honors Biology   | AP Chemistry                              |
| Global Health    | AP Physics 1                              |
| Marine Biology   |                                           |

#### *Project Lead the Way - Engineering:*

|                                                  |                                                         |
|--------------------------------------------------|---------------------------------------------------------|
| PLTW - Honors Introduction to Engineering Design | PLTW - AP Computer Science Principles                   |
| PLTW - Honors Principles of Engineering          | PLTW - Honors Biology &<br>Environmental Sustainability |

#### *Computer Science:*

|                   |                       |
|-------------------|-----------------------|
| Coding & Robotics | AP Cybersecurity      |
| Cybersecurity     | AP Computer Science A |

## SCIENCE

### **Physics (full year, 1 credit)**

#### **Grade 9**

This full-year, lab-centered physics course introduces foundational concepts that support future study in chemistry and life sciences. Through hands-on investigation and conceptual exploration, students study motion, forces, gravity, acceleration, and momentum, then extend into energy, heat transfer, light, waves, electricity, and magnetism. Emphasis is placed on developing conceptual understanding before applying principles through inquiry, collaboration, and problem-solving. The course fosters curiosity, critical thinking, and an appreciation for how physics models and explains everyday phenomena and real-world challenges.

### **Honors Physics (full year, 1 credit)**

#### **Grade 9**

*Prerequisite: department approval required; completion of Algebra I*

This full-year, honors-level physics course deepens conceptual and mathematical understanding through inquiry-driven investigation and advanced experimentation. Students explore motion, forces, gravity, acceleration, and momentum before progressing to thermodynamics, wave mechanics, light, electricity, and magnetism. Emphasis is placed on building strong conceptual frameworks and applying mathematical models to complex problems. Through rigorous labs, analytical reasoning, and independent project work, students develop scientific thinking, resilience, and the ability to evaluate real-world phenomena—preparing them for advanced STEM coursework.

### **Chemistry (full year, 1 credit)**

#### **Grade 10**

*Prerequisite: completion of Physics/Honors Physics and Algebra I*

Understanding fundamental chemistry concepts to improve scientific literacy and investigate real-world problems is the core of this course. Students will take an active role in exploring the properties of materials in the world around us and learn that these properties are a function of the underlying structure of matter at the nanoscale. The course introduces topics and examines relationships in the following areas: atomic structure, periodicity, bonding, formula writing and nomenclature, chemical reactions and equation writing, mole concept, stoichiometry, energy, acids and bases, and solutions.

### **Honors Chemistry (full year, 1 credit)**

#### **Grade 10**

*Prerequisite: completion of Physics with a 90% or above or Honors Physics with a 83% or above, and completion of Algebra I*

This rigorous and fast-paced introduction to chemistry is intended for highly-motivated students who possess strong mathematical abilities. There is extensive lab work that features applications to the real world and cooperative team work. Students are challenged to reason about chemical phenomena from both conceptual and quantitative perspectives. While the topics examined in this course are similar to those studied in Chemistry, the material is covered in greater depth and with more mathematical rigor.

## **Honors Applied Chemistry: Molecules, Medicine and Materials (fall or spring semester, ½ credit)**

### **Grades 11-12**

*Prerequisite: department approval required with 90% or above in Chemistry or 83% or above in Honors Chemistry*

This advanced, lab-intensive honors course explores the chemistry that powers life, health, and innovation. Students investigate how molecular structure, bonding, and energetics shape biological systems, pharmaceuticals, and modern materials. Topics include organic and biochemistry fundamentals, reaction mechanisms, spectroscopy, and analytical techniques used in research and medicine. Through inquiry labs, case studies, and a capstone project, students apply chemistry to real-world challenges in medicine, pharmacology, and sustainability. Designed for juniors and seniors interested in science, health, or engineering, this course offers a rigorous and engaging alternative or complement to AP Chemistry.

## **Biology (full year, 1 credit)**

### **Grade 11**

*Prerequisite: completion of Chemistry or Honors Chemistry*

This full-year, lab-centered survey course broadens core biological concepts and emphasizes unifying scientific principles. Building on skills from earlier science coursework, students explore major themes such as biochemistry, cellular structure and function, genetics, evolution, and ecology. Throughout the year, they practice scientific methodology, deepen critical thinking, and learn to apply biological concepts to real-world and global issues—while fostering curiosity and an appreciation for life.

## **Honors Biology (full year, 1 credit)**

### **Grade 11**

*Prerequisite: department approval required with 90% or above in Chemistry or 83% in Honors Chemistry*

This full-year, honors-level, lab-centered course advances biological understanding through inquiry-driven investigation, advanced experimentation, and quantitative analysis. Building on prior science coursework, students explore major themes—biochemistry, cellular structure and function, genetics, evolution, and ecology—with greater depth and complexity. They apply scientific methodology to complex problems, interpret and critique data, and engage in rigorous lab and project-based assessments that connect biology to global and ethical issues. The course fosters curiosity, intellectual independence, and an enduring appreciation for life while preparing students for advanced study in the life sciences.

## **Marine Biology (spring, ½ credit)**

### **Grade 12**

*Prerequisite: completion of Biology or Honors Biology*

This semester course is designed for students with an interest in marine biology and oceanography. It will introduce the chemical and physical features of the oceans that in turn affect the biological features of the ocean. It will feature organisms and the environments of estuaries, oceans, and freshwater systems examining how things have evolved over time and how climate change may affect their futures. The focus will be on inquiry-based investigations, honing skills in data analysis and presentation, and becoming more scientifically literate.

### **Honors Molecular and Cell Biology: Cancer (fall semester, ½ credit)**

#### **Grade 12**

*Prerequisites: department approval required with 90% or above in Biology or 83% or above in Honors Biology*

Cancer is among the leading causes of death worldwide. This semester-long honors course explores the disease at the molecular and cellular levels, emphasizing genetic machinery, cell differentiation, and the cell cycle. Students will investigate cancer epidemiology, diagnostics, treatments, and public health impacts through deeper analysis and extended assessments. Increased writing and research will challenge students to synthesize complex information. Bioethical discussions will encourage critical thinking on the ethics of cancer research, treatment, and patient care.

### **Honors Neurobiology (fall semester, ½ credit)**

#### **Grade 12**

*Prerequisites: department approval required with 90% or above in Biology or 83% or above in Honors Biology*

This honors-level course explores neurobiology and behavior, emphasizing how the nervous system adapts to experience, regulates behavior, and is impacted by stress, injury, and disease. Students will examine neural circuits, neurochemistry, and sensory processing while considering broader questions: What does it mean to be human? How will emerging brain science shape our future? With an emphasis on neuroscience's role in personal health, identity, and society, students will critically analyze scientific literature, engage in case studies, and conduct hands-on lab investigations. Rigorous assessments and extended writing assignments will challenge students to explore the evolving impact of neuroscience on individuals and communities.

### **Global Health (fall and spring semester, ½ credit)**

#### **Grade 12**

*Prerequisites: completion of Biology or Honors Biology*

Using the UN's Sustainable Development Goals as a framework, this semester course will provide students with an overview of the most important health challenges facing the world today, including hunger, bioethics, communicable diseases, and reproductive health. Students will study how various microbes have contributed to major epidemics and how the immune system works to combat these pathogens. The course will feature an interdisciplinary design project on the impact of neglected tropical diseases on developing nations that will encompass anatomy and physiology, ecology, microbiology, and epidemiology.

### **Honors Medical Physics (fall semester, ½ credit)**

#### **Grades 11-12**

*Prerequisites: department approval required with 90% or above in Chemistry/Biology or 83% or above in Honors Chemistry/Honors Biology*

This semester course will build on first-year physics and investigate how physics principles are vital in modern medicine in the way in which they are applied to diagnosis, treatment and storage of medicines. Students will explain ideas and processes using models while studying radiation, radioactive decay, subatomic structure, momentum and kinetic theory. Students will consider the role that physics and physicists play in our lives through the study of lasers and other treatments for correcting vision, the use of X-rays in medicine, ECGs and pacemakers, and the use of radioactive materials. In addition to practical work and inquiry-based data collection and analysis, students will consider the ethical and social issues as well as possible future technologies.

## **AP Biology (full year, 1 credit)**

### **Grade 12**

*Prerequisites: department approval required with 93% or above in Biology or 90% or above in Honors Biology*

*Note: To meet the demands of AP Biology curriculum and required time in the laboratory, students are expected to attend an extended class period on a weekly basis; that class meets starting at 7:30am.*

Advanced Placement Biology is designed to be the equivalent of a college introductory survey course in Biology. This rigorous course focuses on four underlying principles, called Big Ideas, encompassing evolution; cellular processes and homeostasis; genetics and information transfer; and ecology and biological interactions. It also emphasizes inquiry-based learning and the development of science practices and skills. Students will be given the opportunity to engage in student-directed laboratory investigations throughout the course as well as modeling, group projects and problem-solving to complement lectures in class and reading for understanding outside of class. The course follows the syllabus as determined by the College Board. All students are required to take this Advanced Placement exam in the spring of the year.

## **AP Chemistry (full year, 1 credit)**

### **Grades 11-12**

*Prerequisites: department approval required with 93% or above in Chemistry or Biology or 90% in Honors Chemistry or Honors Biology*

AP Chemistry is a challenging, college-level course that builds on foundational chemistry knowledge, emphasizing the development of theoretical concepts, problem-solving techniques, and inquiry-based experimentation. Students explore atomic and molecular structure, chemical equilibrium, kinetics, thermodynamics, electrochemistry, and acid-base chemistry while strengthening their critical thinking and data analysis skills. Hands-on laboratory investigations provide opportunities to apply chemical principles to real-world scenarios, deepening both conceptual understanding and practical skills. This course prepares students for advanced studies in science and engineering. The course follows the syllabus as determined by the College Board. All students are required to take this Advanced Placement exam in the spring of the year.

## **AP Physics 1 (full year, 1 credit)**

### **Grades 11-12**

*Prerequisites: department approval required based on review of performance in Physics/Honors Physics and a 93% or above in Chemistry or Biology or 90% in Honors Chemistry or Honors Biology*

AP Physics 1 is an algebra-based, introductory college-level physics course that explores foundational principles of motion, force, energy, momentum, waves, and basic circuits. Through inquiry-based investigations, students develop critical thinking and problem-solving skills by analyzing real-world phenomena and conducting hands-on experiments. Emphasis is placed on conceptual understanding, mathematical reasoning, and scientific inquiry. The course follows the syllabus as determined by the College Board. All students are required to take this Advanced Placement exam in the spring of the year.



## PROJECT LEAD THE WAY: ENGINEERING

### **PLTW: Honors Introduction to Engineering Design (full year, 1 credit)**

#### **Grades 9-12**

*Prerequisite: department approval required with 83% or above in Honors Algebra I or 90% or above in Algebra I; incoming 9th grade students must place in Geometry or higher*

This is an honors level course in the Project Lead the Way Engineering Program. Using activity-, project-, and problem-based learning, students are introduced to the engineering design process and applied problem solving. The curriculum is focused primarily on mechanical engineering and the application of mathematical principles, science, and engineering standards to design solutions to a variety of real problems. Students work both individually and in collaborative teams to develop and document design solutions using engineering notebooks and 3D modeling software (Autodesk Fusion 360). Successful completion of the course (course grade and national exam performance) qualifies students for three college credits from Rochester Institute of Technology.

### **PLTW: Honors Principles of Engineering (full year, 1 credit)**

#### **Grades 10-12**

*Prerequisite: department approval required with 83% in Honors Introduction to Engineering Design or Honors Physics*

This is an honors level course in the Project Lead the Way Engineering Program. Using activity-, project-, and problem-based learning, students are introduced to a wide variety of engineering disciplines: mechanical, electrical, software, and civil. The curriculum includes mechanisms and drive trains, energy, fluid mechanics, material science, robotics and automation, computer programming (Vex V5 block coding and Python), transportation, and sustainable infrastructure. Successful completion of the course (course grade and national exam performance) qualifies students for three college credits from Rochester Institute of Technology.

### **PLTW: Honors Biology & Environmental Sustainability (full year, 1 credit)**

#### **Grades 11-12**

*Prerequisite: department approval required with 83% or above in Honors Chemistry or 90% in Chemistry*

*Note: this course serves as a biology credit*

*Note 2: Additional fee required for Chesapeake Bay trip. All students are required to participate in a 3-day overnight data-collection activity with the Chesapeake Bay Foundation, giving them the opportunity to investigate a local ecosystem.*

Imagine a world where there is abundant, healthy food for everyone, there is a clean, bountiful water supply, the environment is resilient and flourishing, there is sustainable, clean energy, and good health is the norm. What can you do to help make our world environmentally sustainable? This is a specialization course in PLTW Engineering. Through both individual and collaborative team activities, projects, and problems, students problem solve as they practice common design and scientific protocols such as project management, lab techniques, and peer review. Though this course sets a rigorous pace, building enthusiasm for and a real understanding of the role, impact, and practice of environmental sustainability is a primary goal of the course.

## **PLTW: AP Computer Science Principles (full year, 1 credit)**

### **Grades 10-12**

*Prerequisite: department approval required with students having a 93% or above in previous year's college-preparatory math course or 90% or above in previous year's Honors math course, or an 83% in the previous year's AP math course.*

Computer Science Principles (CSP) is a PLTW course to implement the College Board's AP CS Principles framework. This is a rigorous college level course in computer science that requires a solid foundation in algebraic concepts. Using Python® as a primary tool and incorporating multiple platforms and languages for computation, PLTW Computer Science Principles aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. The course also aims to build students' awareness of the tremendous demand for computer specialists and for professionals in all fields who have computational skills. Each unit focuses on one or more computationally intensive career paths. Students are engaged in ethical discussions regarding issues raised by the present and future societal impact of computing. Successful completion of this course qualifies students to take the Advanced Placement exam for Computer Science and may result in college credit. The course follows the syllabus as determined by the College Board. All students are required to take this Advanced Placement exam in the spring of the year.

## COMPUTER SCIENCE

### **Coding & Robotics (fall or spring semesters, ½ credit)**

#### **Grades 9-12**

This hands-on course introduces students to computer programming through applied robotics and physical computing. Students learn foundational coding concepts including sequencing, variables, conditionals, loops, and algorithms using block-based programming and Python as they design, build, and program robots equipped with sensors to solve real-world challenges. Emphasis is placed on computational thinking, iterative design, debugging, and collaboration. Upon completion of this course, students may pursue advanced coursework in coding and robotics through an approved independent study.

### **Cybersecurity (fall or spring semester, ½ credit)**

#### **Grades 9-12**

This course will introduce students to the fundamental topics of cybersecurity. Students will learn the foundational tools and concepts of cybersecurity and cryptography, through a mix of web-based and physical activities. They will investigate cyber related topics and systems' vulnerabilities, and consider solutions that allow computing resources to be shared while protecting privacy and security. There will be an emphasis on ethical computer behavior.

### **AP Cybersecurity (fall or spring semester, ½ credit)**

#### **Grades 10-12**

*Prerequisite: department approval required with successful completion of a previous Computer Science course or PLTW IED*

The AP Cybersecurity course is designed to be the equivalent of a one-semester college introduction to cybersecurity course. It is a broad introduction to the field of cybersecurity that aligns closely with a standard first year college introductory cybersecurity course. Students learn about common threats and vulnerabilities, and how those combine to create risk. Students study the ways that individuals and organizations manage risk, and how risk can be mitigated through a defense-in-depth strategy. Students explore specific vulnerabilities, attacks, mitigations, and detection measures across a variety of domains including physical spaces, computer networks, devices, and data and applications. Throughout the course, students consider the impact of cybersecurity on individuals, organizations, governments and societies. The course follows the syllabus as determined by the College Board. All students are required to take this Advanced Placement exam in the spring of the year.

### **AP Computer Science A (full year, 1 credit)**

#### **Grades 11-12**

*Prerequisite: department approval with a 83% in PLTW-AP Computer Science Principles*

Computer Science A is developed by the College Board to be equivalent to an introductory college-level computing course. The framework is organized into 10 commonly taught units of study that also encourages instruction that prepares students for advanced computer science coursework and its integration into a wide array of STEM-related fields. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using the Java programming language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The course follows the syllabus as determined by the College Board. All students are required to take this Advanced Placement exam in the spring of the year.

## SOCIAL STUDIES DEPARTMENT

*Chair: Anna Dettbarn*

*3 credits required*

Students are passionate about making the world a better place. By tapping into that energy, the teachers in the Social Studies Department work to empower them to recognize and develop their ability to shape the future. History matters because it helps us understand the world we live in and why our societies function as they do. Learning about different people, eras, and cultures broadens our perspectives and deepens our appreciation for diversity. Social studies matter because of the issues that define our time: economic challenges, cultural change, geopolitical instability, societal polarization, and persistent inequities that require us to analyze problems that cross the boundaries of history, geography, government, economics, law, and psychology.

In the Social Studies Department, students learn the skills of 21st-century citizenship: a strong foundation in historical understanding, the intellectual skills necessary to think critically and make informed decisions, and the social skills needed to engage in their communities, locally, nationally, and globally.

### Course Offerings

|                                        |                         |
|----------------------------------------|-------------------------|
| World History and Geography I          | Criminal and Civil Law  |
| World History and Geography II         | Constitutional Law      |
| Honors World History & Geography II    | Economics               |
| US History                             | Honors Global Economics |
| Honors US History                      | International Relations |
| AP US History                          | Financial Management    |
| AP Comparative Government and Politics | DC: Microeconomics      |
| AP US Government and Politics          |                         |
| AP Psychology                          |                         |
| Psychology                             |                         |

## **World History and Geography I (full year, 1 credit)**

### **Grade 9**

The World History and Geography I course is a chronologically-organized study of world history and geography from prehistoric times through 1500. This course explores the development of human civilization from prehistory through the early modern era. Students will examine the rise of ancient river valley civilizations, classical empires, and the interactions of societies across Africa, Asia, Europe, and the Americas. Key themes include political and economic systems, cultural achievements, religious traditions, and the impact of geography on historical events. Through primary sources, maps, and critical analysis, students will develop historical thinking skills and a deeper understanding of the forces that shaped the world up to 1500.

## **World History and Geography II (full year, 1 credit)**

### **Grade 10**

*Note: students must take one of the World History and Geography II courses offered*

The World History and Geography II course examines world history from the Age of Exploration to the present, focusing on the political, economic, and cultural forces that shaped the modern world. Students will analyze major developments such as the rise of nation-states, revolutions, imperialism, industrialization, global conflicts, and the interconnectedness of world regions. Emphasis is placed on geographic influences, primary sources, and historical analysis to develop critical thinking skills. By exploring patterns of change and continuity, students will gain a deeper understanding of how past events continue to impact the world today.

## **Honors World History and Geography II (full year, 1 credit)**

### **Grade 10**

*Prerequisite: department approval required with 90% or above in World History and Geography I*

*Note: students must take one of the World History and Geography II courses offered*

The Honors World History and Geography II course provides an in-depth examination of world history from 1500 to the present, emphasizing critical thinking, historical analysis, and independent inquiry. In addition to exploring major developments such as the rise of nation-states, revolutions, imperialism, industrialization, and global conflicts, students will engage in deeper analysis of primary sources, historiography, and the interconnectedness of world regions. Honors students will be expected to demonstrate higher-level writing, research, and discussion skills, as well as engage with more complex historical arguments. The course moves at an accelerated pace and requires strong reading comprehension and analytical abilities. Students will also develop their historical writing skills by crafting Document-Based Question (DBQ) essays and analyzing sources to construct well-supported historical arguments. This course prepares students for advanced coursework in history and the social sciences.

## **US History (full year, 1 credit)**

### **Grade 11**

*Note: students must take one of the US History courses offered*

This course explores the major political, social, and economic developments in the United States from the Civil War to the modern era. Students will examine key topics such as Reconstruction, industrialization, immigration, progressive reform, the World Wars, the Cold War, the Civil Rights Movement, and contemporary America. Emphasis is placed on analyzing primary sources, understanding historical cause and effect, and evaluating the nation's evolving role in global affairs. Through critical thinking, discussion, and historical writing, students will develop a deeper understanding of how the past continues to shape the present.

## **Honors US History (full year, 1 credit)**

### **Grade 11**

*Prerequisite: department approval required with 90% or above in World History and Geography II or 83% or above in Honors World History and Geography II*

*Note: students must take one of the US History courses offered*

Honors U.S. History examines major political, social, and economic developments from the Civil War to the present, including Reconstruction, industrialization, immigration, reform movements, the World Wars, the Cold War, the Civil Rights Movement, and contemporary America. Students analyze cause and effect, connect past to present, and consider the nation's evolving global role. This honors-level course requires advanced reading, analytical writing, and independent inquiry. Students interpret primary and secondary sources, evaluate multiple perspectives, and construct evidence-based historical arguments through essays, document-based questions, and a research project. The course also introduces historiography and emphasizes higher-level critical thinking, synthesis, and independence consistent with college-level expectations.

## **AP US History (full year, 1 credit)**

### **Grade 11**

*Prerequisite: department approval required with 93% or above in World History and Geography II or 90% or above in Honors World History and Geography II*

*Note: students must take one of the US History courses offered*

This is a college-level survey of the American people and their political, social, economic, intellectual, and cultural heritage and institutions from the colonial era to the contemporary period. This rigorous course requires excellent reading, comprehension, and writing skills in order to succeed. Students must be independent learners who manage substantial nightly reading and regular written work, keeping pace with a fast-moving curriculum that expects efficient engagement with complex texts and consistent preparation. Class time is used in developing the analytical skills necessary to succeed in the course and on the Advanced Placement exam. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, and historiography. The course follows the syllabus as determined by the College Board. All students are required to take this Advanced Placement exam in the spring of the year.

## **\*AP Comparative Government and Politics (full year, 1 credit)**

**\* runs during odd-even years, next 2027-2028**

### **Grades 11-12**

*Prerequisite: department approval required with 93% or above in World History and Geography II or US History; 90% or above in Honors World History and Geography II or Honors US History; or 83% or above in AP US History or another AP Social Studies elective*

Students compare different political systems around the world in order to gain an understanding of the diversity of political life, policy, and policy outcomes. Political systems are compared at the structural, institutional and behavioral levels. Other important themes include modernization, democratization and globalization. The six countries that form the core of the AP Comparative Government and Politics course are: China, Great Britain, Iran, Mexico, Nigeria and Russia. Particular emphasis is given to current events as related to the countries discussed in this course. This rigorous course requires excellent reading, comprehension, and writing skills in order to succeed. Students must be willing to be independent learners and take on the responsibility of learning most of the material through the reading assignments. Class time is used in developing analytical skills. The course follows the syllabus as determined by the College Board. All students are required to take this Advanced Placement exam in the spring of the year.

**\*AP US Government and Politics (full year, 1 credit)**

**\* runs during even-odd years next 2026-2027**

**Grades 11-12**

*Prerequisite: department approval required with 93% or above in World History and Geography II or US History; 90% or above in Honors World History and Geography II or Honors US History; or 83% or above in AP US History or another AP Social Studies elective*

Students use a variety of primary and secondary sources to enhance their basic understanding of the structure and function of American government. The course will cover political themes in the American founding and framing period, Constitutional development, federalism, linkage institutions, policymaking institutions, and civil rights and civil liberties. Important concepts will also be explored through the lens of current events. This rigorous course requires excellent reading, comprehension, and writing skills in order to succeed. Students must be willing to be independent learners and take on the responsibility of learning most of the material through the reading assignments. Class time is used in developing analytical skills. The course follows the syllabus as determined by the College Board. All students are required to take this Advanced Placement exam in the spring of the year.

**Psychology (fall or spring semester, ½ credit)**

**Grades 11-12**

This semester-long course is designed to explore the foundations of psychology. The first quarter will create a basis of knowledge for the course, and discuss the research theories, research methods, and biology of our psychology. The second quarter will delve into a select few psychological challenges such as schizophrenia and issues in abnormal psychology. The course is designed to develop a greater understanding of our biological, psychological, and social influences that highlight our collective human experience. Implementing the themes of history and sociology, students will implement analytical thought, application of knowledge and skills, and exercise writing and research skills.

**AP Psychology (full year, 1 credit)**

**Grades 11-12**

*Prerequisite: department approval required with 93% or above in World History and Geography II or US History; 90% or above in Honors World History and Geography II or Honors US History; or 83% or above in AP US History or another AP Social Studies elective*

This course introduces 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. This rigorous course requires excellent reading, comprehension, and writing skills in order to succeed. This course also has a heavy focus on biology. Students must be willing to be independent learners and take on the responsibility of learning most of the material through the reading assignments. Class time is used in developing analytical skills. The course follows the syllabus as determined by the College Board. All students are required to take this Advanced Placement exam in the spring of the year.

**Criminal and Civil Law (spring semester, ½ credit)****Grades 11-12**

This course provides students with an understanding of the law and legal principles as used in everyday situations, emphasizing both legal rights and responsibilities. Students will learn to evaluate, analyze, and determine outcomes for legal issues and disputes with an intensive study of criminal law and procedure. This course begins with an introduction to our government and the court system, including Maryland state law. This course will proceed to discuss crimes against the person, crimes against property, juvenile justice, consumer law, and torts. Students prepare for and conduct mock criminal and civil trials.

**Constitutional Law (fall semester, ½ credit)****Grades 11-12**

This course provides students with an understanding of the law and legal principles as used in everyday situations, emphasizing both legal rights and responsibilities. Students will learn to evaluate, analyze, and determine outcomes for legal issues and disputes with an intensive study of individual rights and liberties. This course begins with an introduction to our government and the federal court system and will proceed to discuss various freedoms protected by the Bill of Rights. Students prepare for and conduct a moot court as a final project.

**Economics (fall or spring semesters, ½ credit)****Grades 11-12**

*Note: students who have completed Honors Global Economics or Microeconomics are not eligible for this course*

Economics is a social science that focuses on how people and nations choose to use their scarce resources to satisfy competing and unlimited wants. Students will examine the choices they face daily from an economic perspective, gaining an understanding of opportunity cost and how it shapes their decision-making. In this survey course, students will examine topics such as economic systems and the role of government, markets, environmental externalities, fair trade, labor economics, unemployment, poverty, and economic growth.

**Honors Global Economics (full year, 1 credit)****Grades 11-12**

*Prerequisite: department approval required with 90% or above in World History and Geography II or US History; 83% or above in Honors World History and Geography II or Honors US History or AP US History*

Economics is a social science that focuses on human behavior – specifically how individual and collective decisions are made within groups, nations, or societies regarding the allocation of scarce resources among competing uses. Honors Global Economics begins with a foundation in both micro and macroeconomics and extends to international and development economics. Students will have the opportunity to demonstrate their understanding of key economic concepts by gathering, interpreting, and analyzing data; by writing papers that focus on current events; by creating presentations, such as: planning a marketing strategy to increase total revenue; developing a business plan; formulating an economic policy recommendation for an OECD country; creating a funding proposal to finance a development project in an LDC that will reduce poverty and improve human development. Honors Global Economics brings together topics from many popular fields within the discipline to create a solid foundation for future economic studies. Students are expected to demonstrate a high level of critical thinking, writing skills, and independent analysis. Increased rigor in class discussion, homework, and assessments will be commensurate with an honors course.



**International Relations (fall or spring semester, ½ credit)****Grades 11-12**

This semester-long course is designed to explore current issues in contemporary international relations. The course will create a basis of knowledge about the structure of the international system, instruments of foreign policy, and development of the post-1945 world dynamics. As the students progress, the focus is applied to issues in international relations such as contemporary conflicts, terrorism, consequences of climate change, the status of women, and human rights. Students enrolled in the course will pay close attention to current events, geography, and global problems. They will engage in regular discussions, class debates, and simulations related to international relations.

**Financial Management (fall or spring semester, ½ credit)****Grades 11-12**

Financial Management examines a variety of topics which fall under the umbrella of personal and corporate financial management. Regarding personal financial management, students will learn about earning and saving money, using and managing money, the stock market and investing, economics, and income taxes. Regarding corporate financial management, students will learn about the basics of financing a business, how a business relates to society, how to identify a business opportunity, and techniques for planning, executing, and marketing a business plan.

**Microeconomics - Marymount University Dual Credit****(fall semester, ½ credit in addition to 3 college credits)****Grade 12**

*Prerequisite: department approval required with 93% or above in US History; 90% or above in Honors US History; or 83% or above in AP US History or another AP Social Studies Elective*

*Note: Dual credit allows eligible seniors in strong academic standing to fulfill a high school academic requirement while simultaneously earning college credit for the course. This course is taught on Holy Cross campus during the school day by Holy Cross faculty members who have achieved adjunct faculty status at Marymount. Dual credit students have access to the Marymount Library. Marymount bills and enrolls the accepted student directly (\$450 per course). These credits may be transferable to other colleges and universities, depending upon the school and its policies.*

Principles of Microeconomics is an introductory college level course that teaches the fundamentals of microeconomics – including the market mechanism of supply and demand, market structures, market failures including monopoly power and externalities, resource markets, and the theory of the firm. Students will apply microeconomic principles to current topics such as minimum wage legislation, farm subsidies, rent controls, pollution, welfare programs, and the trade-off between equity and efficiency.

## THEOLOGY DEPARTMENT

*Chair: Matthew Newell*

*4 credits required*

The Theology Department recognizes religion as an essential dimension of human life. We help each student develop an informed and reflective faith that offers hope, inspires love, and pursues justice. We provide a distinctively Catholic intellectual formation in the Holy Cross tradition that is open and hospitable to other religious identities and experiences as well as to questioning. We nurture and challenge our students as they journey from adolescent to young-adult faith that can sustain, integrate, and orient their lives long after they leave our care.

### Course Offerings

Christian Foundations I: Scripture

Christian Foundations II: Doctrine

Advanced Theology I: The Paschal Mystery

Advanced Theology II: The Church and Its Mission

Theology Application I: Moral Philosophy

Theology Application II: Catholic Social Teaching

Theology Capstone: Encountering World Religions

DC: Religions of the World

**Christian Foundations I: Scripture (fall semester, ½ credit)**

**Grade 9**

The purpose of this introductory course is to explore two fundamental questions of theology: who is God, and how do we know Him? Since these questions contain both personal and social dimensions, the course begins with an examination of personal identity and the human search for God through natural revelation. Students will then encounter God's revelation of himself in sacred scripture, with a focus on God's covenant history with the people of Israel as a preparation for the coming of Christ.

**Christian Foundations II: Doctrine (spring semester, ½ credit)**

**Grade 9**

This introductory course continues the study of divine revelation through the fundamental doctrines of the Christian faith. With a focus on the New Testament and the teaching of Christ, students will examine the Incarnation of Jesus of Nazareth as God's decisive personal revelation of himself as a Triune communion of love. Students will then study the Christological implications for anthropology, noting with *Gaudium et spes* §22 that "Jesus Christ fully reveals humanity to itself," focusing on the knowledge and love of God as the highest good for the rational creature, and on God's open invitation to the communion of love as the key to Catholic sexuality and the meaning of the body.

**Advanced Theology I: The Paschal Mystery (fall semester, ½ credit)**

**Grade 10**

This course investigates the two chief topics of traditional Christology: the person of Christ and the work of Christ. The first examines the doctrine of the Incarnation as the "union without confusion" of divine and human nature. The second explores the life, death, resurrection, and ascension of Jesus Christ as the climax of God's plan of salvation for the human race. The course's aim is to understand the cosmic, social, personal, and devotional implications of this central topic of Christian faith.

**Advanced Theology II: The Church and Its Mission (spring semester, ½ credit)**

**Grade 10**

This course investigates the topics of ecclesiology and sacramental theology. Christ's followers are *called*—the basic meaning of "church"—to be his living body in the world, an invitation which continues the incarnation of God's love and establishes a mission to advance the flourishing of all peoples on earth for the sake of his coming kingdom. The course will examine the four marks of the Church and their practical implications for the life of Christian discipleship, and discuss the sacraments as privileged sites of encounter with God's grace and means of empowerment for this mission.

**Theology Application I: Moral Philosophy (fall semester, ½ credit)**

**Grade 11**

This course conducts a philosophical investigation of human moral action according to the moral doctrine of the Catholic Church. Students will learn basic philosophical methods for analyzing truth claims and parsing ethical situations into their constituent parts, and use these to engage moral claims grounded in universal human reason and human nature, as well as the Church's moral teaching in scripture and the magisterium. The aim of the course is to understand the life of moral virtue as the fulfillment of Jesus' claim that he came to give "life more abundant"—that is, the only kind of life which is ultimately fulfilling and worthwhile. Students will be invited to reconsider moral life as the cultivation of personal habits of moral and intellectual virtue, as opposed to understanding morality as uncritical submission to authority, custom, or fashion.

**Theology Application II: Catholic Social Teaching (spring semester, ½ credit)**

**Grade 11**

This course continues last semester's philosophical investigation of human moral action by expanding its scope to the social and political arenas. Students will apply the ethical principles they have learned to the four main pillars of Catholic social teaching—the dignity of the human person, the common good, solidarity, and subsidiarity—and examine these themes as a blueprint for building the kingdom of God on earth. The course aims to elucidate the cooperative synergy between the Church's social teaching and contemporary pluralist society, and students will be invited to critically examine their political identities and allegiances for the sake of responsible civic engagement in light of Christ's call to be ambassadors of God's kingdom. Particular topics include the Church's doctrine on the family, work, civil society, and the environment, as well as a unit on the Marxist challenge to 20th century social order.

**Theology Capstone: Encountering World Religions (full year, 1 credit)**

**Grade 12**

This year-long course surveys five major international religions – Judaism, Christianity, Islam, Hinduism, and Buddhism – as well as Greco-Roman and indigenous religions. It integrates the academic study of religion with the Catholic practice of inter-religious dialogue. We examine the histories, beliefs, rituals, and contemporary forms of these diverse religions in a systematic, analytical, and empathetic way. We analyze the contribution that each religion makes to the search for ultimate meaning and purpose in human existence. We aim to understand what it is like to practice each of these religions and how different religious identities constitute unique ways of living, seeing, and being. Our studies culminate in living encounters and dialogues with members of the faiths that we are studying.

## **Religions of the World - Marymount University Dual Credit**

**(full year, 1 credit in addition to 3 college credits)**

**Grade 12**

*Prerequisite: department approval required with 93% or above in Theology Application I and II*

*Note: Dual credit allows eligible seniors in strong academic standing to fulfill a high school academic requirement while simultaneously earning college credit for the course. This course is taught on Holy Cross campus during the school day by Holy Cross faculty members who have achieved adjunct faculty status at Marymount. Dual credit students have access to the Marymount Library. Marymount bills and enrolls the accepted student directly (\$450 per course). These credits are transferable to other colleges and universities, depending upon the school and its policies.*

This year-long course surveys five major, international religions – Judaism, Christianity, Islam, Hinduism, and Buddhism – as well as Greco-Roman and indigenous religions. It integrates the academic study of religion with the Catholic practice of inter-religious dialogue. We examine the histories, beliefs, rituals, and contemporary forms of these diverse religions in a systematic, analytical, and empathetic way. We analyze the contribution that each religion makes to the search for ultimate meaning and purpose in human existence. We aim to understand what it is like to practice each of these religions and how different religious identities constitute unique ways of living, seeing, and being. Our studies culminate in living encounters and dialogues with members of the faiths that we are studying. The assessments in this course are more rigorous and essay-based than those used for Encountering World Religions, and this course has college-level textbooks and readings.

## WORLD LANGUAGES DEPARTMENT

*Chair: Lauriane Guihard*

*3 credits in the same language in consecutive years required*

The members of the World Languages Department bring a world of languages and cultures to life in our classrooms through immersion, technology and media, and active use of authentic language. We believe that language empowers students to be curious about the world, to be lifelong learners, and to become vibrant members of a multilingual and multicultural world. Our curriculum is guided by the ACTFL World-Readiness Standards, which shape our approach to communication, culture, connections, comparisons, and communities. We strive to empower our students to be knowledgeable global citizens by developing functional proficiency and intercultural understanding in a world language.

### Course Offerings

#### *French:*

French I

French II

Honors French II

French III

Honors French III

French IV

Honors French IV

AP French Language and Culture

Honors French V

#### *Latin:*

Latin I

Latin II

Honors Latin II

Latin III

Honors Latin III

Latin IV

Honors Latin IV

AP Latin

Honors Latin V

#### *Spanish:*

Spanish I

Spanish II

Honors Spanish II

Spanish III

Honors Spanish III

Spanish IV

Honors Spanish IV

AP Spanish Language and Culture

Honors Spanish V

#### *World Languages Elective:*

The Ancient World: Culture and Language

## **FRENCH**

### **French I (full year, 1 credit)**

#### **Grade 9-10**

*Note: this course is intended for students with little or no previous study of French*

In this introductory course, students will begin to develop the fundamental skills of language: listening, speaking, reading, and writing. Throughout the year, students will acquire basic grammar, structures and vocabulary that will allow them to communicate and express themselves confidently in a variety of real life situations. They will actively practice their communication skills through a variety of oral and written activities and projects. Students will also begin to explore the Francophone world through videos, music, readings and discussions. This course is conducted in French.

### **French II (full year, 1 credit)**

#### **Grades 9-10**

*Prerequisite: French I or equivalent*

*Note: may be co-seated with Honors French II*

In this course, students will continue to develop the basic oral and written skills they started to acquire in French I. Authentic material (i.e., short stories, press articles, songs) will complement the traditional manual as learning support. Through these resources, the students will increase the scope of their vocabulary, consolidate their grammar and start to use more advanced structures to express themselves in more complex situations and to complete more complicated tasks. They will continue to work toward proficiency throughout a variety of oral and written activities and projects. While continuing to increase their awareness of the entire French-speaking world they will experience a deeper discovery of France and its various regions. This course is conducted in French.

### **Honors French II (full year, 1 credit)**

#### **Grades 9-10**

*Prerequisite: department approval required with 90% or above in French I, or performance on admissions placement test*

*Note: may be co-seated with French II*

In this course, students will continue to develop the basic oral and written skills they started to acquire in French I. Authentic material (i.e., short stories, press articles, songs) will complement the traditional manual as learning support. Through these resources, the students will increase the scope of their vocabulary, consolidate their grammar and start to use more advanced structures to express themselves in more complex situations and to complete more complicated tasks. They will continue to work toward proficiency throughout a variety of oral and written activities and projects. While continuing to increase their awareness of the entire French-speaking world they will experience a deeper discovery of France and its various regions. Students in Honors will have the opportunity to study the material more in depth and will be exposed to more complex material. More rigorous testing will reflect the higher expectations. This course is conducted in French.

### **French III (full year, 1 credit)**

#### **Grades 9-12**

*Prerequisite: French II or equivalent*

*Note: may be co-seated with Honors French III*

In this course, students will continue to strengthen their ability to express themselves with proficiency in any given situation, confidently progressing towards accuracy. A variety of authentic sources (i.e., press articles, short stories, novels, poetry, songs, movies, podcasts) will constitute the main support of learning. Students will listen, read, and analyze material and then they will apply their French to present, discuss, and write about a variety of topics. Throughout the year, students will also deepen their understanding and increase their knowledge of the Francophone world in general as well as specific French-speaking countries of their choice. This course is conducted in French.

### **Honors French III (full year, 1 credit)**

#### **Grades 9-12**

*Prerequisite: department approval required with 90% or above in French II, 83% or above in Honors French II, or performance on admissions placement test*

*Note: may be co-seated with French III*

In this course, students will continue to strengthen their ability to express themselves with proficiency in any given situation, confidently progressing towards accuracy. A variety of authentic sources (i.e., press articles, short stories, novels, poetry, songs, movies, podcasts) will constitute the main support of learning. Students will listen, read, and analyze material and then they will apply their French to present, discuss, and write about a variety of topics. Throughout the year, students will also deepen their understanding and increase their knowledge of the Francophone world in general as well as specific French-speaking countries of their choice. Students in Honors will have the opportunity to study the material more in depth and will be exposed to more complex material. More rigorous testing will reflect the higher expectations. This course is conducted in French.

### **French IV (full year, 1 credit)**

#### **Grades 9-12**

*Prerequisite: French III or equivalent*

*Note: may be co-seated with another advanced French course*

In this course, while students will continue to get many opportunities to strengthen and perfect their grammar, the language will truly become a means of communication and expression rather than a goal in itself. The objective of this course is for students to gain a better understanding of France as a country and the French people through a study of the country's History and its implication on its culture. Through a variety of authentic sources that the students will study in depth (classic novels, plays and poems) the students will explore centuries of French History from Antiquity to the 20th Century. The study of additional sources (comic books, songs and movies, but also paintings, sculptures and pieces of architecture) will enhance the course for the students. This course is conducted in French.



### **Honors French IV (full year, 1 credit)**

#### **Grades 9-12**

*Prerequisite: department approval required with 90% or above in French III, 83% or above in Honors French III, or performance on admissions placement test*

*Note: may be co-seated with another advanced French course*

In this course, while students will continue to get many opportunities to strengthen and perfect their grammar, the language will truly become a means of communication and expression rather than a goal in itself. The objective of this course is for students to gain a better understanding of France as a country and the French people through a study of the country's History and its implication on its culture. Through a variety of authentic sources that the students will study in depth (classic novels, plays and poems) the students will explore centuries of French History from Antiquity to the 20th Century. The study of additional sources (comic books, songs and movies, but also paintings, sculptures and pieces of architecture) will enhance the course for the students. Students in Honors will have the opportunity to study the material more in depth and will be exposed to more complex material. More rigorous testing will reflect the higher expectations. This course is conducted in French.

### **AP French Language and Culture (full year, 1 credit)**

#### **Grades 10-12**

*Prerequisite: department approval required with 90% in Honors French III or Honors French IV, a 93% in French IV, or performance on admissions placement test*

*Note: may be co-seated with another advanced French course*

This challenging advanced French class motivates students to continue to put into practice all linguistic skills acquired in previous classes. Through a selection of authentic sources (press articles, podcasts, videos, news reports, movies...), students will strive to heighten their awareness of global issues and their understanding of current events impacting the Francophone world. Students will also read, study and discuss pieces of French literature. Through a variety of oral and written activities, students will have ample opportunity to demonstrate their mastery of the French language and their understanding of its culture acquired over their years of French. The course follows the syllabus as determined by the College Board. All students are required to take this Advanced Placement exam in the spring of the year. This course is conducted in French.

### **Honors French V (Post AP French) (full year, 1 credit)**

#### **Grade 11-12**

*Prerequisite: department approval required with 83% in AP French*

*Note: may be co-seated with another advanced French course*

This challenging college level French class is designed for students who have already taken the AP exam and are interested in pursuing further their study of the French language and of the francophone culture. The class will closely follow the current events in the Francophone world, digging deeper into the issues which French speaking countries and people face. Students will also read and study classic and modern literature, magazine articles, watch movies and listen to podcasts and songs. The studied themes will reflect the specific interests of the students who enroll in the class. Their input will be welcome when choosing the source selection. This course is conducted in French.

## **LATIN**

### **Latin I (full year, 1 credit)**

#### **Grade 9-10**

*Note: this course is intended for students with little or no previous study of Latin*

Students begin to develop a reading knowledge of Latin through examination of the nature and structure of the language. They learn basic Latin vocabulary and grammatical structures while reading about the famous city of Pompeii in the Cambridge Latin Course. Students study English derivatives and loan words, daily life in ancient Rome, the influence of Roman art and architecture, and the lasting cultural legacy of classical civilization.

### **Latin II (full year, 1 credit)**

#### **Grades 9-10**

*Prerequisite: Latin I or equivalent*

*Note: may be co-seated with Honors Latin II*

Students increase their reading proficiency by learning additional vocabulary and grammatical structures and continue to study English derivatives and loan words. Students continue to use the Cambridge Latin Course while also being introduced to unadapted Latin of Roman authors. Students will continue to study Ancient Rome and its influence on Western Culture through readings and projects.

### **Honors Latin II (full year, 1 credit)**

#### **Grades 9-10**

*Prerequisite: department approval required with 90% or above in Latin I, or performance on admissions placement test*

*Note: may be co-seated with Latin II*

Students choosing to take Honors Latin II will encounter more challenging and rigorous testing and translation passages. Students increase their reading proficiency by learning additional vocabulary and grammatical structures and continue to study English derivatives and loan words. Students continue to use the Cambridge Latin Course while also being introduced to unadapted Latin of Roman authors. Students will continue to study Ancient Rome and its influence on Western Culture through readings and projects.

### **Latin III (full year, 1 credit)**

#### **Grades 9-12**

*Prerequisite: Latin II or equivalent*

*Note: may be co-seated with Honors Latin III*

In the third year of Latin, Students will deepen their knowledge of Latin grammar and vocabulary with their completion of the Cambridge Latin Course. The culmination of two years of language study brings students face-to-face with the Roman past. Students read and study selections of various Roman authors from Ovid to Caesar. The culture and history of Rome reflected in these works are examined and interpreted as well. Regular review of grammar and vocabulary, integrated with the works read, will help students reinforce their understanding of the language. Students will learn figures of speech and scansion of Latin poetry.

### **Honors Latin III (full year, 1 credit)**

#### **Grades 9-12**

*Prerequisite: department approval required with 90% or above in Latin II, 83% or above in Honors Latin II, or performance on admissions placement test*

*Note: may be co-seated with Latin III*

In the third year of Latin, Students will deepen their knowledge of Latin grammar and vocabulary with their completion of the Cambridge Latin Course. The culmination of two years of language study brings students face-to-face with the Roman past. Students read and study selections of various Roman authors from Ovid to Caesar. The culture and history of Rome reflected in these works are examined and interpreted as well. Regular review of grammar and vocabulary, integrated with the works read, will help students reinforce their understanding of the language. Students will learn figures of speech and scansion of Latin poetry. Students in Honors Latin III will be assigned more rigorous testing and translation passages as well as have access to a broader spectrum of Latin Literature.

### **Latin IV (full year, 1 credit)**

#### **Grades 9-12**

*Prerequisite: Latin III or equivalent*

*Note: may be co-seated with another advanced Latin course*

This course will solidify students' knowledge of Latin and the Roman World through an exploration of selections from some of the most important works of Rome's literary achievements: Caesar's *de bello Gallico* and Vergil's *Aeneid*. Students will study meter, figures of speech, diction, syntax, the mythology and the literary predecessors and legacy, as well as the socio-political culture in which these works arose.

### **Honors Latin IV (full year, 1 credit)**

#### **Grades 9-12**

*Prerequisite: department approval required with 90% or above in Latin III, 83% or above in Honors Latin III, or performance on admissions placement test*

*Note: may be co-seated with another advanced Latin course*

This course will solidify students' knowledge of Latin and the Roman World through an exploration of selections from some of the most important works of Rome's literary achievements: Caesar's *de bello Gallico* and Vergil's *Aeneid*. Students will study meter, figures of speech, diction, syntax, the mythology and the literary predecessors and legacy, as well as the socio-political culture in which these works arose. Students in Honors will have the opportunity to study the material more in depth and will be exposed to more complex material. More rigorous testing will reflect the higher expectations.

### **AP Latin (full year, 1 credit)**

#### **Grades 10-12**

*Prerequisite: department approval required with 90% or above in Honors Latin III or Honors Latin IV, a 93% in Latin IV, or performance on admissions placement test*

*Note: may be co-seated with another advanced Latin course*

This course will solidify students' knowledge of Latin and the Roman World through an exploration of selections from some of the most important works of Rome's literary achievements: Caesar's *de bello Gallico* and Vergil's *Aeneid*. Students will study meter, figures of speech, diction, syntax, the mythology and the literary predecessors and legacy, as well as the socio-political culture in which these works arose. The course follows the syllabus as determined by the College Board. All students are required to take this Advanced Placement exam in the spring of the year.

**Honors Latin V (Post AP Latin) (full year, 1 credit)**

**Grade 11-12**

*Prerequisite: department approval required with 83% in AP Latin*

*Note: may be co-seated with another advanced Latin course*

This challenging college level Latin class is designed for students who have already taken the AP exam and are interested in pursuing further their study of Latin. Students will explore Latin prose and poetry from the time of Augustus as well as from the Silver Age. Attention will be paid to translation, analysis, and literary interpretation. There will also be time allotted for reading at sight, expanding vocabulary, and reviewing grammar. Projects will encourage students to explore their own interests in Roman literature.

## SPANISH

### **Spanish I (full year, 1 credit)**

#### **Grade 9-10**

*Note: this course is intended for students with little or no previous study of Spanish*

In this first-year course, students are immersed immediately in Spanish as they begin to acquire the four basic skills: listening, speaking, reading, and writing. The language program simulates real-life scenarios that reflect the diversity of the many Spanish-speaking cultures. Varied activities that stimulate understanding for all types of learners are used on a daily basis, such as producing skits, watching video segments, and listening to, understanding, and replying to auditory stimuli. Technology-based activities that are both challenging and fun will be incorporated into class. Active class participation is strongly encouraged. This course is conducted in Spanish.

### **Spanish II (full year, 1 credit)**

#### **Grades 9-10**

*Prerequisite: Spanish I or equivalent*

In the second year of Spanish, students continue their immersion in the language and culture as they develop the four basic skills begun in Spanish I. They broaden their vocabulary and build on their syntactic structures in order to communicate with greater ease and fluency. They explore the values and customs of the Spanish-speaking world using video, audio, and Technology-based resources. This course is conducted in Spanish.

### **Honors Spanish II (full year, 1 credit)**

#### **Grades 9-10**

*Prerequisite: department approval required with 90% or above in Spanish I, or performance on admissions placement test*

In the second year of Spanish, students continue their immersion in the language and culture as they further develop the four basic skills begun in Spanish I. They continue to broaden their vocabulary and syntactic structures in order to communicate with greater ease and fluency. They explore the values and customs of the Spanish-speaking world using video, audio, print media, and Internet-based resources, allowing them to explore literary as well as journalistic prose from around the Spanish-speaking world. This course is conducted in Spanish.

### **Spanish III (full year, 1 credit)**

#### **Grades 9-12**

*Prerequisite: Spanish II or equivalent*

In this course, students further develop their listening, speaking, writing, and reading skills. Immersed in the language, they will increase their proficiency by discussing reading selections, writing compositions, role-playing, and analyzing advanced syntactic structures. Students expand their knowledge of the Hispanic cultures using audio, video, and Technology-based sources. This course is conducted in Spanish.

### **Honors Spanish III (full year, 1 credit)**

#### **Grades 9-12**

*Prerequisite: department approval required with 90% or above in Spanish II, 83% or above in Honors Spanish II, or performance on admissions placement test*

This class motivates students to continue to apply all linguistic skills acquired in levels 1 and 2, as well as to explore more complex expressions and texts in Spanish. Students will learn to communicate effectively in a wide range of situations and will be able to understand and respond appropriately to written and spoken prompts of average difficulty. Immersed in the language, they discuss reading selections of literary or journalistic prose, write a variety of essays, role-play, and analyze advanced syntactic structures found in authentic sources. This course is conducted in Spanish.

### **Spanish IV (full year, 1 credit)**

#### **Grades 9-12**

*Prerequisite: Spanish III or equivalent*

*Note: may be co-seated with Honors Spanish IV*

Students develop a more advanced level of the four language skills in the immersion classroom: listening, speaking, reading, and writing, with an emphasis on their oral communication and writing abilities. They continue to expand their knowledge of grammatical structures, as well as their ability to analyze and compare different Hispanic cultures. Through a variety of interactive activities that range from guided to communicative, students understand and appreciate the Hispanic world and engage in interesting conversations. This course is conducted in Spanish.

### **Honors Spanish IV (full year, 1 credit)**

#### **Grades 9-12**

*Prerequisite: department approval required with 90% or above in Spanish III, 83% or above in Honors Spanish III, or performance on admissions placement test*

*Note: may be co-seated with Spanish IV*

Students develop a more advanced level of the four language skills in the immersion classroom: listening, speaking, reading, and writing, with an emphasis on their oral communication and writing abilities. They continue to expand their knowledge of grammatical structures, as well as their ability to analyze and compare different Hispanic cultures. Through a variety of interactive activities that range from guided to communicative, students understand and appreciate the Hispanic world and engage in interesting conversations. Students in Honors will have the opportunity to study the material more in depth and will be exposed to more complex material. More rigorous testing will reflect the higher expectations. This course is conducted in Spanish.

### **AP Spanish Language and Culture (full year, 1 credit)**

#### **Grades 10-12**

*Prerequisite: department approval required with 90% in Honors Spanish III or Honors Spanish IV, a 93% in Spanish IV, or performance on admissions placement test*

In this course students will be immersed in the understanding of Spanish language and culture by applying interpersonal, interpretive and presentational modes of communication in real-life situations. Some topics include family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life and global challenges. This course is conducted in Spanish. The course follows the syllabus as determined by the College Board. All students are required to take this Advanced Placement exam in the spring of the year.

**Honors Spanish V (Post AP Spanish) (full year, 1 credit)**

**Grade 11-12**

*Prerequisite: department approval required with 83% in AP Spanish*

This challenging advanced class motivates students to continue to put into practice all linguistic skills acquired in previous classes. Students strive to heighten their awareness of global issues and the impact on the Spanish-speaking world. Immersed in the language, they discuss reading selections of literary or journalistic prose, write a variety of essays, role-play, and analyze advanced syntactic structures found in authentic sources. This course is conducted in Spanish.

**WORLD LANGUAGE ELECTIVE**

**The Ancient World: Culture and Language (fall or spring semester, ½ credit)**

**Grades 9-12**

*Note: this course is an elective and does not count toward fulfillment of the World Language graduation requirement*

This course is an introduction to the literature, language, and culture of the ancient Greek and Roman worlds. The class focuses on exploring the relationship and responsibilities of the individual to authorities, both civic and divine. It pursues these issues through the lens of epic, history, tragedy, comedy, and philosophy. We will, in addition, discuss the influence of ancient languages on our own, as well as the traces of ancient civilizations that remain alive in today's world.

## NON-DEPARTMENT ELECTIVES

*Please note that these courses do not fulfill requirements for credits in specific departments and are not factored into GPA.*

### **Peer Ministry (fall or spring semesters, ½ credit)**

#### **Grade 12**

*Prerequisite: application and Campus Ministry approval*

*Note: this class is pass/fail*

*Note 2: students may enroll in this course for either fall, spring, or both semesters*

In the spring of the junior year, students are invited to apply for the role of Peer Minister through the Director of Campus Ministry. The course requires students to build self-awareness, develop a spirituality based on contemplation and action, and investigate both spiritually and academically the roles of servant-leadership. Students will also explore different modes of prayer, including Lectio Divina, centering prayer, and the Ignatian Examen to foster spiritual growth and a deeper faith life. Peer Ministers serve as the spiritual leaders of the school community, planning and leading our Campus Ministry programs including but not limited to prayer services, chapel activities, liturgical celebrations, and retreats. Students are required to attend the Alumnae Memorial Mass in the fall.

### **Introduction to Special Education (fall or spring semesters, ½ credit)**

#### **Grades 11-12**

*Prerequisite: application and Moreau Inclusion Program approval*

*Note: this class is pass/fail*

*Note 2: this course may be repeated for credit*

Students in this class directly work with students in the Moreau Inclusion Program as classmate aides in general education settings. Under the supervision of the Moreau Inclusion Director, they create and implement lesson plans, and assist students with academic tasks. Outside of class, students complete readings and assignments related to the topics of disability, and best practices in education for students with identified disabilities. Upon successful completion of this course, students will be able to explain the foundations of special education, identify the needs of learners with disabilities, and describe effective practices for supporting inclusive educational environments.



## **MOREAU INCLUSION PROGRAM**

***Director: Robin Witcher***

The Moreau Inclusion Program serves AHC students with intellectual or developmental disabilities. Each student in the Moreau Program takes 2 - 4 classes a semester that are specifically designed for students with disabilities, with an emphasis on developing skills and knowledge that students can apply immediately in their inclusive classes and the broader Holy Cross community. Moreau Inclusion Program course offerings include Math and Academic Foundations I-IV. Inclusive classroom instruction is supported for the following courses: Theology (Christian Foundations, Advanced Theology and Theology Application), Social Studies (World History and Geography I and II and US History) and English (English I, II, III and IV).

*Enrollment in these classes is limited to Moreau Inclusion Program students only.*

### Course Offerings

Math

Academic Foundations

**Math (full year)****Grades 9-12**

*Note: this class may be repeated*

Math is a self-paced class and based on the current level of knowledge and skill for each student. Technology is used to ensure that each student receives an individualized education that suits their abilities and learning needs. Major topics may include number sense, computations with whole numbers, fractions, geometry, measurement, time, and interpreting tables, charts and graphs. Hands-on activities and applications to real-life situations are emphasized throughout the year with field trip opportunities and real time money management and spending.

**Academic Foundations I: Learning Skills (full year)****Grades 9-12**

*Note: this class is pass/fail*

Within the Academic Foundations class, students will build academic stamina, develop their reading, writing, and oral language skills and executive functioning while working on assignments from their general education classes, hosting round table discussion on social topics and inspiring goals and aspirations. Primarily, this course promotes growth, dignity, and purpose, while making clear that students are developing increasingly sophisticated skills over time. This aligns well with the goals of the Moreau Inclusion Program and the broader Holy Cross emphasis on preparing students for life beyond high school.

In year one, Learning Skills, students will demonstrate effective classroom behaviors, identify personal strengths and areas for growth and maintain an organized system for planning and completing class work.

**Academic Foundations II: Learning Strategies (full year)****Grades 9-12**

*Note: this class is pass/fail*

Within the Academic Foundations class, students will build academic stamina, develop their reading, writing, and oral language skills and executive functioning while working on assignments from their general education classes, hosting round table discussion on social topics and inspiring goals and aspirations. Primarily, this course promotes growth, dignity, and purpose, while making clear that students are developing increasingly sophisticated skills over time. This aligns well with the goals of the Moreau Inclusion Program and the broader Holy Cross emphasis on preparing students for life beyond high school.

In year two, Learning Strategies, students will develop effective organizational and study skills, strengthen executive functioning and self-management abilities. Students will also work to build self-advocacy and self-determination skills, increase independence and confidence in learning and apply learned strategies across educational and life settings.

**Academic Foundations III: Academic Independence (full year)****Grades 9-12**

*Note: this class is pass/fail*

Within the Academic Foundations class, students will build academic stamina, develop their reading, writing, and oral language skills and executive functioning while working on assignments from their general education classes, hosting round table discussion on social topics and inspiring goals and aspirations. Primarily, this course promotes growth, dignity, and purpose, while making clear that students are developing increasingly sophisticated skills over time. This aligns well with the goals of the Moreau Inclusion Program and the broader Holy Cross emphasis on preparing students for life beyond high school.

In year three, Academic Independence, students will strengthen independent work habits and academic responsibility, apply effective learning and study strategies across content areas, increase self-advocacy and self-determination skills, build confidence and resilience in addressing academic challenges and prepare for success in postsecondary education, employment, and independent living.

#### **Academic Foundations IV: College and Career Readiness (full year)**

##### **Grades 9-12**

*Note: this class is pass/fail*

Within the Academic Foundations class, students will build academic stamina, develop their reading, writing, and oral language skills and executive functioning while working on assignments from their general education classes, hosting round table discussion on social topics and inspiring goals and aspirations. Primarily, this course promotes growth, dignity, and purpose, while making clear that students are developing increasingly sophisticated skills over time. This aligns well with the goals of the Moreau Inclusion Program and the broader Holy Cross emphasis on preparing students for life beyond high school.

In year four, College and Career Readiness, with the support of AHC faculty and staff, students will demonstrate evidence of transition planning, self-advocacy, career investigation, and independent living skills. It is our goal to ensure students are equipped to achieve meaningful postsecondary outcomes and become active, productive members of their communities.