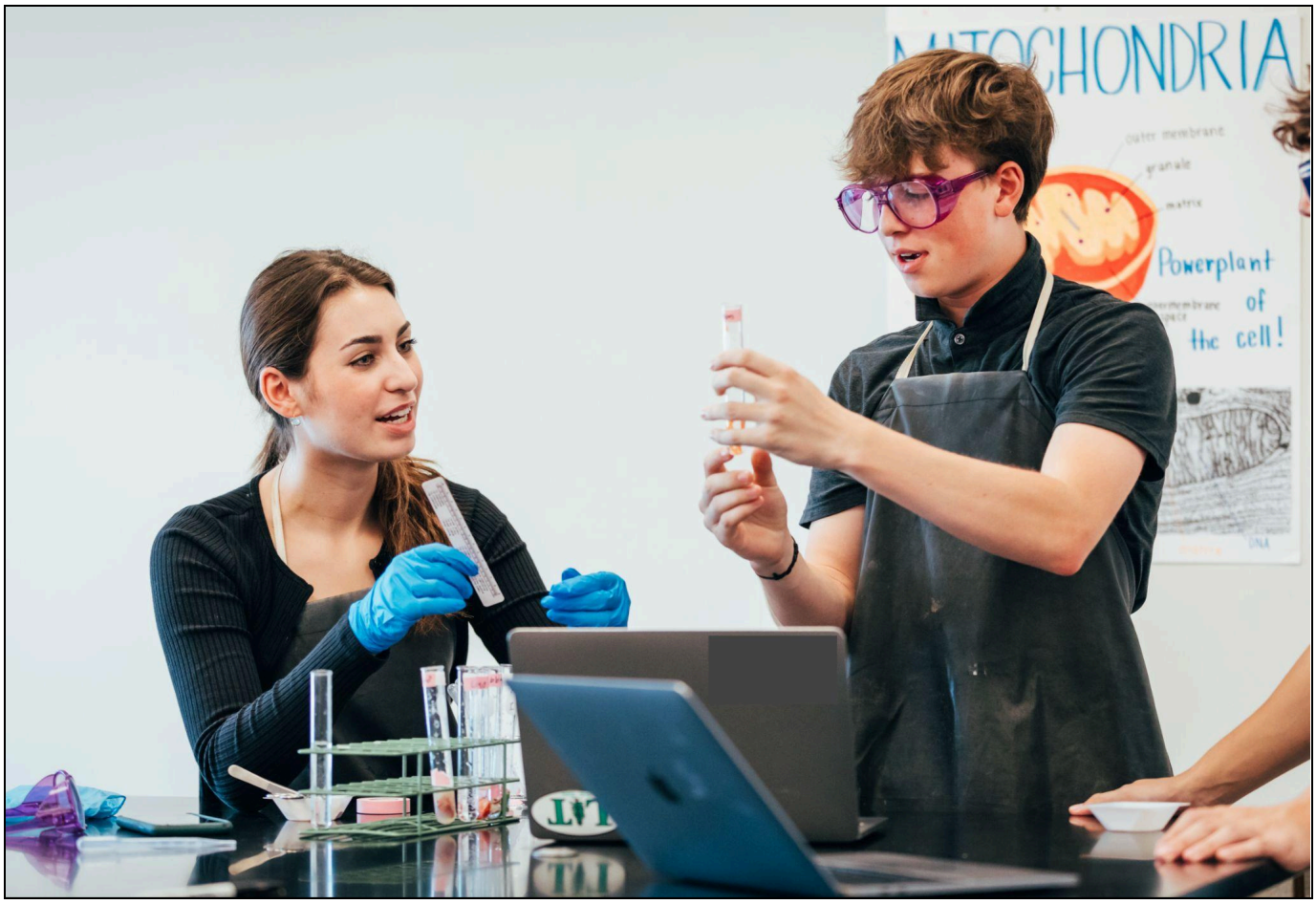
Convent & Stuart Hall
Schools of the Sacred Heart San Francisco

High School Course Catalog
2026–2027



**The course catalog is a dynamic and evolving document of all potential courses in the curriculum. Courses listed may not run every year, and new courses will continue to be added. Final course scheduling is dependent on student placement and student interest/registration.*

Convent & Stuart Hall
High School Graduation Requirements

English Language & Literature	4 years
Mathematics	3 years; 4 years recommended
Laboratory Science	3 years (Physics, Chemistry, Biology recommended)
Modern & Classical Language	Completion of Level 3
History & Social Science	3 years
Religion, Theology, & Spirituality	Sustained engagement in curricular programming over 4 years, including: scheduled class instruction (3.5 years); participation in Mass; chapels; class retreats; service commitments; IB Theory of Knowledge
Visual & Performing Arts	2 semesters of Visual or Performing Art (continued engagement beyond minimum requirement strongly recommended)

*Students enrolled in the International Baccalaureate Diploma Programme for their junior and senior years take a comprehensive program of IB courses, combining three Standard Level courses (SL) and three Higher Level courses (HL). In this document, these courses have the designation IB SL or IB HL. IB courses are available to students enrolled as candidates in the IB Diploma Programme, with the exception of Theory of Knowledge which is a core part of the Grade 11 curricular experience for all students.

*Convent & Stuart Hall offers Summer Term Credits for Algebra, Biology, Coding, Geometry, History, Modern & Classical Language Level I, Physics, Theology, et al. as appropriate.

*Swimming competency is strongly recommended in advance of the sophomore Costa Rica trip.

English Language & Literature



Studies in English Language and Literature Departmental Philosophy

Aligned with the school's Great Texts Philosophy, we believe that reading widely and rigorously is the pathway to critical thinking and the development of the intellectual and reflective self. We believe that an expansive reading list is the foundation for students to develop the essential literacy that crosses and connects all academic fields.

Our English departmental offerings invite students to think critically and flexibly as engaged readers and citizens of the world. The texts that guide this engagement are multi-genre, canonical, classic, historical, controversial, fantastical and more. They invite our students to appreciate the fact that the act of reading opens

up a universe of meaning. A comprehensive and dynamic reading list engages topics that build a critical and varied perspective of the events, ideas, thoughts and emotions of centuries of human experience.

As an IB World School within a global network of Sacred Heart schools, selected texts represent many voices and cultures, and illuminate the human experience from multiple vantage points.

Honors level designation in these courses requires a higher level of demonstrated ability to analyze texts closely and to engage in literary analysis of unfamiliar and unseen texts. As such, graded assessments differ in scope between standard and honors English. Both the standard and honors designations prepare students to engage in the IB Diploma programme.

English I & Honors English I : Archetype and Transformation (one year, freshman)

Homer is new, this morning, and there is perhaps nothing so old as today's newspaper.—Charles Péguy

In this foundational course, ninth graders explore archetype and transformation via a mutli-genre study of classic and contemporary literature. A comprehensive list of great texts across multiple genres invites students to create a generative map of understanding and appreciation for the great writers and imaginative texts that have helped define the human experience. Through their textual study, students develop an appreciation for how centuries of writers have revealed the essential truth of people and their situations.

Units are organized around the study and discussion of a particular literary text or texts, and include historical and cultural context. To understand the conventions of genre, students read essays, short stories, drama, poetry, and novels, and develop analytical tools and a literary lexicon in order to express how the texts derive their meaning and understand the literary significance within their genre.

Assessment includes literary analyses, expository writing (literary essays), oral presentations, rhetorical performance, and creative writing projects. In this way, students develop their imaginations and support their ideas by applying their literary understanding to real world problems. Over the course of the year, and at the conclusion of each unit, students produce a literary essay, passage analyses and other summative assignments such as a research paper, creative nonfiction, an oral presentation, an original short story, and poetry.

<u>Representative Texts: The course offers between six and eight texts over the duration of the year.</u>

The Odyssey by Homer (Emily Wilson translation)
The Tempest William Shakespeare
The Metamorphosis by Franz Kafka
No Longer at Ease by Chinua Achebe
Short Stories writers include:

- Kate Chopin
- Tobias Wolfe
- Willa Cather
- Jamaica Kincaid

George Saunders
Poets include works by:
Sylvia Plath
Joy Harjo
Seamus Heaney
Natalie Diaz

English II & Honors English II: American Voices and Literary Expression (one year, sophomore)

I hear America singing, the varied carols I hear. —Walt Whitman
I, too, sing America.—Langston Hughes

Tenth graders explore a variety of voices that are part of the ever-expanding narrative of the United States. In this exploration, students develop an appreciation for how American literature and the American story has been rendered over time. Within the frame of history and different social contexts, the course comprises an intertextual exploration of the "American Dream".

Units are organized around the study of particular literary genres—essays, short stories, drama, poetry, and novels, and textual analysis includes historical and cultural connections and contexts.
In preparation for the AP Language and Composition examination, the course also comprises a unit on rhetoric.

The course emphasizes critical reading, listening, speaking and writing with a focus on the development of thesis, logical organization of thought, and close textual analysis. Over the course of the year, students produce literary essays, passage analyses, and other summative assignments including a comparative essay, a research paper, an oral presentation, and original short stories and poems.

All 10th grade students sit for the AP Language and Composition examination in May.

<u>Representative Texts: The course offers between six and eight texts over the duration of the year.</u>

A Raisin in the Sun by Lorraine Hansberry
The Great Gatsby by F. Scott Fitzgerald
The Fire Next Time by James Baldwin
Between the World and Me by Ta-Nehisi Coates
On the Road by Jack Kerouac
Their Eyes Were Watching God by Zora Neale Hurston
Passing by Nella Larsen
The Water Museum by Luis Alberto Urrea
The Brief Wondrous Life of Oscar Wao by Junot Diaz
Essays and Speeches by Douglas, Emerson, Thoreau
Poets of the Harlem Renaissance: Hughes, McKay, Cullen, Johnson, Bennett, et al
Leaves of Grass by Walt Whitman
Howl by Allen Ginsburg

In the American Grain by William Carlos Williams

English III & Honors English III: Literature of Community and the Power of Rhetoric (one year, junior)

We make out of the quarrels with others, rhetoric, but of the quarrel with ourselves, poetry.— W.B. Yeats
A word after a word after a word is power.— Margaret Atwood

The critic Wayne Booth defined rhetoric as "the whole range of arts not only of persuasion but also of producing or reducing misunderstanding," and the study of how understanding and misunderstanding emerge from the acts of writing and reading, speaking and listening, is the focus of the grade eleven English curriculum. Along the way, students develop their abilities to understand and analyze civic and literary discourse and to construct sophisticated arguments of their own. They study traditional rhetorical forms as speeches, essays, and editorials and develop an appreciation for the rhetorical dimensions of the major literary genres—the novel, the short story, drama, and poetry.

In this course, students learn to appreciate the role persuasive communication plays in their own lives, to persuade others skillfully and responsibly, and to understand how others try to persuade them. Students will be invited to explore new persuasive techniques while sharing their views and to discover the ways in which great writers and thinkers have enlisted others in their causes.

Units are organized around key literary texts and rhetorical concepts, such as rhetorical appeals and types of argument. Major assessments include four substantial multi-draft essays, a formal presentation, and a classical speech. Students write many shorter analytical and persuasive essays in preparation for the AP English Language and Composition exam at the end of the year.

Representative Texts: The course offers between six and eight texts over the duration of the year.

Julius Caesar by William Shakespeare
1984 by George Orwell
The Awakening by Kate Chopin
The Sympathizer by Viet Thanh Nguyen
The God of Small Things by Arundhati Roy
Brave New World by Aldous Huxley
The Secret Agent by Joseph Conrad
The Autumn of the Patriarch by Gabriel Garcia Marquez
Two Trains Running by August Wilson
The Crucible by Arthur Miller
The Seagull by Anton Chekhov
Poetry by Derek Walcott, Elizabeth Bishop and others
Short stories by Alice Munro
Essays and speeches by Frederick Douglass, James Baldwin, Martin Luther King, Jr., Toni Morrison, Hannah Arendt, and others

English IB HL (two years, junior and senior):

A word after a word after a word is power. —Margaret Atwood
There is no story that is not true. —Chinua Achebe

The study of literature generates appreciation for the power of language and inspires exploration of humanity's complex pursuits, anxieties, joys, and fears. During this two-year IB Literature course, with the help of writers from around the world and from many time periods, students develop a lifelong interest in language and literature and a critical appreciation of the richness of human expression and experience. By studying the language of literature, students appreciate literary expression across cultures throughout history. The course aims to understand the factors that contribute to the creation and reception of great writing: the imagination of writers and readers, the nature of their interaction with their respective contexts and with literary tradition, the ways in which language can give rise to meaning and/or effect, and the performative and transformative potential of literary creation and response.

Critical outcomes of the course include:

- a personal appreciation of language and literature
- critical-thinking skills employed in interaction with a range of texts from different periods, styles, text-types and literacy forms
- an understanding of the formal, stylistic and aesthetic qualities of texts
- strong powers of expression, both written and oral
- an appreciation of cultural differences in perspective
- an understanding of how language challenges and sustains ways of thinking.

Through close analysis of a range of literary texts and forms from different times and places, students will consider their own interpretations as well as the critical perspectives of others. Students will contemplate how such positions are shaped by cultural belief systems. IB Literature enables students to:

- engage with a range of texts, in a variety of media and forms, from different periods, styles and cultures
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- develop skills in interpretation, analysis and evaluation
- develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of the relationships between studies in language and literature and other disciplines
- communicate and collaborate in a confident and creative way
- foster a lifelong interest in and enjoyment of language and literature

Learning Outcomes:
1. Know, understand and interpret:

- a range of texts, works and/or performances, and their meanings and implications
- contexts in which texts are written and/or received elements of literary, stylistic, rhetorical, visual and/or performance craft
- features of particular text types and literary forms.

2. Analyze and evaluate:
- ways in which the use of language creates meaning
- uses and effects of literary, stylistic, rhetorical, visual or dramaturgical techniques
- relationships among different texts
- ways in which texts may offer perspectives on human concerns.

3. Communicate:
- ideas in clear, logical and persuasive ways
- in a range of styles, registers and for a variety of purposes and situations
- ethically and responsibly using many media.

The intention of assessment in this course is that students are able to fulfill the following assessment objectives:

1. Know, understand and interpret:
- a range of texts, works and/or performances, and their meanings and implications
- contexts in which texts are written and/or received elements of literary, stylistic, rhetorical, visual and/or performance craft
- features of particular text types and literary forms.

2. Analyze and evaluate:
- ways in which the use of language creates meaning
- uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
- relationships among different texts
- ways in which texts may offer perspectives on human concerns.

3. Communicate:
- ideas in clear, logical and persuasive ways
- in a range of styles, registers and for a variety of purposes and situations
- ideas, emotion, character and atmosphere through performance opportunities.

Curriculum:
HL students must study at least 13 works over two years (7 in junior year and 6 in senior year), of which:

- a minimum of five must be written originally in the language studied, by authors on the Prescribed reading list
- a minimum of four must be works in translation written by authors on the Prescribed reading list
- four can be chosen freely—from the Prescribed reading list or elsewhere—and may be in translation. There must be a minimum of three works for each area of exploration. Works must be selected to

cover the four literary forms, three periods and four countries or regions as defined on the Prescribed reading list in at least two continents

Preparation for assessments:

Students prepare for IB assessments during both their junior and senior year. Across both years, students compose literary analyses during each 4-6 week book unit. In year one, they also prepare a mock Individual Oral and complete three original multi-draft analytical essays, followed by revision of one essay for IB submission in January of year two. In year two, students complete the official Individual Oral which takes place in the fall of Year Two. Paper Two is introduced, practiced, and taken in the second semester of Year Two.

Representative Texts:

Map by Wislawa Szymborska
Short Stories by Anton Chekhov
Medea by Euripedes
Antigone by Sophocles
The Refugees by Viet Than Nguyen
Selected Poems by Pablo Neruda
Fences by August Wilson
Klara and the Sun by Kazuo Ishiguro
The Things They Carried by Tim O'Brien
The Diving Bell and the Butterfly by Jean-Dominique Bauby
Hamlet by William Shakespeare
Blind Willow, Sleeping Woman by Haruki Murakami
Song of Solomon and *Beloved* by Toni Morrison
Angels in America by Tony Kushner
Poems by Elizabeth Bishop
To the Lighthouse by Virginia Woolf
Ceremony by Leslie Marmon Silko
The Sixth Extinction by Elizabeth Kolbert
Chronicles of a Death Foretold by Gabriel Garcia Marquéz
Poetry by Anne Sexton, Ada Limón, and Terrence Hayes
The Man with the Compound Eyes by Wu Ming-Yi

World Literature: Global Citizenship and Shared Humanity (one year, senior)
I cannot see why you should act the stranger, / For you and I spring from a common source.—Mīr Hasan Mīr

In World Literature: Global Citizenship and Shared Humanity, seniors study diverse works of world literature that illuminate the diversity of human experience, its obstacles or conflicts. Using the tools of literary analysis, intellectual dialogue and critical writing and presentation, our study will cultivate an appreciation for the human story, as evidenced in global works of literature. The course emphasizes critical reading, listening, speaking and writing with a focus on the development of complex interpretation and argumentation, close textual analysis, and creative expressions about literature. Major assessments, which

occur at the end of each book module, include: literary analyses, multi-draft analytical essays, creative writing projects, oral presentations and group discussion.

Learning Outcomes:

1. Know, understand, and interpret:
    - a range of texts, works and/or performances, and their meanings and implications
    - historical and cultural contexts in which texts are written and/or received
    - elements of literary, stylistic, rhetorical, visual and/or performance craft
    - features of particular text types and literary forms.
2. Analyze and evaluate:
    - ways in which the use of language creates meaning
    - uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
    - relationships among different texts (intertextuality)
    - ways in which texts may offer perspectives on human concerns.
3. Communicate (writing and speaking):
    - ideas in clear, logical and persuasive ways
    - in a range of styles, registers and for a variety of purposes and situations
    - ethically and responsibly using many media.

The course offers six texts over the duration of the year.

Representative Texts:

Demon Copperhead by Barbara Kingsolver
Portrait of the Artist as a Young Man by James Joyce
Antigone by Sophocles
Invisible Man by Ralph Ellison
Macbeth by William Shakespeare
A Good Man is Hard to Find by Flannery O'Connor
*Short stories and poems provided by the instructor

AP English Literature and Composition (one year, senior)

Life is sacred, that is to say, it is the supreme value, to which all other values are subordinate.—Albert Einstein

Critical reading and analysis of great literature is ultimately life-affirming. The AP English Literature and Composition course focuses on reading, analyzing, and writing about fiction, nonfiction, poetry, and drama from various periods and cultures. Students engage in close reading and critical analysis of literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Students enrolled in the course sit for the AP exam in May.

The texts that animate the AP Literature and Composition course examine the various ways authors of significant literary texts have examined human existence, one's sense of being and what is truth.

Students in the AP Literature and Composition course take the examination in May.

The course offers between six and eight texts over the duration of the year.

Representative Texts:

Demon Copperhead by Barbara Kingsolver
Portrait of the Artist as a Young Man by James Joyce
Antigone by Sophocles
Invisible Man by Ralph Ellison
Macbeth by William Shakespeare
A Good Man is Hard to Find by Flannery O'Connor
*Short stories and poems provided by the instructor

Mathematics



Departmental Overview

Mathematics at Convent & Stuart Hall High School builds a solid foundation in computational and critical reasoning. Students acquire critical mathematical language and skills, confidently translating the symbols and values of equations and shapes.

Each student develops a tested capacity in problem analysis, problem solving and mathematical modeling. This foundation in logical, creative and resilient mathematical thinking sets the stage for success across the curriculum and extends into life well beyond school.

With the goal that all students will study calculus before they leave high school, the curricular sequence is designed so that all students will have completed Algebra II or Honors Algebra II by the end of 10th grade. Summer acceleration in Geometry through the school's well-established Summer Term program ensures that students have the requisite mathematical skills to engage in math electives beginning in 11th grade.

Assessment in mathematics takes multiple forms with formal assessment occurring on a regular basis allowing students to develop a clear understanding of their progress . Assessment includes smaller formative assessments, such as exit tickets, mini quizzes, homework and classwork. Most units culminate with a summative assessment that focuses on recent content and also includes questions that assess for cumulative understanding. Assessments are graded on method of approach and not simply on the correctness of the answers.

Algebra I (one year, freshman)

While the majority of students will have completed Algebra I by 8th grade, this foundational course ensures that all students develop the requisite algebraic skills that are foundational for future mathematics courses. Students write and graph linear equations, solve and graph linear inequalities, graph quadratic functions and factor and solve polynomial equations. Students also develop an understanding of exponential rules and the graphs of exponential functions, making connections to real world applications via compound interest and population growth/decay.

Geometry (one year, freshman)

Geometry introduces the concepts of two and three dimensional objects. Students study geometric objects such as points, lines and planes, as well as angles, triangle congruence and similarity, right triangle trigonometry, polygons, circles and three dimensional solids. Consistently throughout the course, students develop the skill of geometric proofs that have been the foundation for all mathematics for millenia.
Prerequisite: Algebra I

Honors Geometry (one year, freshman)

In addition to the topics covered in Geometry, the Honors Geometry program puts a deeper emphasis on proof-based mathematics. Students explore the concepts of reasoning and logic throughout, providing formal proofs for many of the theorems covered. Students will also work with the unit circle and learn about its connections to trigonometric ratios and special triangles Students are assessed via unit assessments and cumulative exams that require students to apply formulas and rules from each unit.
Prerequisite: Algebra I and departmental assessment.

Algebra II (one year, freshman/sophomore)

The Algebra II curriculum builds a strong foundation in algebraic thinking while progressively challenging students to develop advanced problem-solving skills. The course begins with fundamental concepts including variables, expressions, and equations. Students explore functions in depth, including, quadratic, exponential, logarithmic, trigonometric and polynomial functions, learning to analyze their properties, transformations, and real-world applications. The curriculum incorporates rigorous work with rational expressions, radical equations, and complex numbers, while emphasizing multiple representations of mathematical relationships through tables, graphs, equations, and verbal descriptions. Throughout the course, students engage in both procedural fluency and conceptual understanding, tackling multi-step problems that require synthesis of multiple concepts. The curriculum culminates in advanced topics such as sequences and series, trigonometric functions and identities. Assessment strategies include traditional problem sets, quizzes and tests, projects, mathematical modeling tasks, and collaborative investigations that promote critical thinking and mathematical communication skills.
Prerequisite: Algebra I and departmental assessment

Honors Algebra II (one year, freshman/sophomore)

In addition to the topics covered in Algebra II/Trigonometry, students in the Honors Algebra II course study basic statistics, probability distributions and the application of trigonometric identities when solving equations.
Prerequisite: Algebra I and departmental assessment

Precalculus (one year, sophomore/junior)

Precalculus prepares students for Calculus topics by strengthening Algebra II skills as well as deepening understanding of trigonometric identities, sequences and series, probability distributions, counting principles and statistics. Students apply their trigonometric knowledge to basic vectors and polar functions. The year culminates with an introduction to limits, which are the foundation for all calculus. Students are assessed via unit assessments and cumulative exams that require students to apply formulas and rules from each unit.
Prerequisite: Algebra II

Honors Precalculus (one year, sophomore/junior)

Students in the Honors Precalculus program build upon the advanced topics covered in Honors Algebra II through a study of trigonometric identities, matrices, polar, parametric and vector equations. Students develop a strong understanding of limits and their connection to key Calculus topics such as derivatives and integrals. They will work with polynomials, exponential, logarithmic, and trigonometric functions while also exploring their applications as they relate to rates of change, optimization and area under a curve. Students in the Honors Precalculus course have the opportunity to sit for the AP PreCalculus exam in May.
Prerequisite: Honors Algebra II and departmental assessment; Algebra II with additional departmental assessment and approval

Calculus (one year, sophomore/junior/senior)

Calculus covers differential calculus and the beginnings of integral calculus. Students study limits and continuity and their connection to derivatives of polynomial, exponential, logarithmic and trigonometric functions. Students will be introduced to derivatives and integrals of polynomials, exponential, logarithmic and trigonometric functions. Students also explore applications of both derivatives and integrals as they relate to rates of change, optimization and area under a curve. The course requires extensive use of the graphing calculator and emphasizes development of advanced analytical skills.
Prerequisite: Precalculus

AP Calculus AB (one year, sophomore, junior/senior)

This college-level course covers differential and integral calculus. Students study applications of derivatives as they relate to position, velocity, acceleration, rates of change and optimization. Students also explore applications of integrals as they relate to area under a curve, area between curves and the volume of a solid

of revolution. The course requires extensive use of the graphing calculator and emphasizes development of advanced mathematical analytical skills. Students prepare for the AP Exam in May. Students enrolled in this course are required to sit for the AP exam in May and must demonstrate consistent effort and achievement in the course to maintain the AP designation. Students are assessed via unit assessments and cumulative exams that require students to apply formulas and rules from each unit.
Prerequisite: Precalculus and departmental assessment; Honors Precalculus

AP Calculus BC (one year, junior/senior)

In addition to the topics covered in AP Calculus AB, this college-level course covers the added topics of plane curves, improper integrals, advanced integration techniques, the convergence or divergence of an infinite series, and the calculus of parametric, polar, and vector functions. Students prepare for the AP Exam in May. Students enrolled in this course are required to sit for the AP exam in May and must demonstrate consistent effort and achievement in the course to maintain the AP designation.
Prerequisite: Honors Precalculus and departmental assessment

AP Statistics (one year, sophomore/junior /senior)

This course covers the equivalent of one semester of college-level general Statistics. The course covers four main components: data exploration, study design, probability and inference procedures. Students develop this understanding through hands-on activities and experimentation of their own. Students prepare for the AP Exam in May by having assessments in AP style (multiple choice and free response). Students enrolled in this course are required to sit for the AP exam in May and must demonstrate consistent effort and achievement in the course to maintain the AP designation.
Prerequisite: completion of or concurrent enrollment in Precalculus and departmental assessment

Mathematics: Analysis & Approaches IB SL/HL (two years, junior/senior)

The IB Mathematics: Analysis & Approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on understanding important mathematical concepts in a comprehensible, coherent and rigorous way. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. This course has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students can expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Topics of study include Algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability, and an emphasis on advanced calculus topics. Content of the SL course is a complete subset of the HL course. HL coursework includes extended topics and requires additional papers and exams. Students are assessed via unit assessments and cumulative exams that include questions in the IB-style. They will require students to apply formulas and rules from each unit using the IB formula packet.

SL Prerequisite: Algebra II
HL Prerequisite: (Honors) Precalculus

Mathematics: Applications & Interpretations IB SL/HL (two years, junior/senior)

The IB Mathematics: Applications & Interpretations course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations. Students should expect to develop strong technology skills and will be intellectually equipped to appreciate the links between the theoretical and practical concepts in mathematics. Topics of study include Algebra, functions and equations, circular functions and trigonometry, vectors, calculus, probability, and an emphasis on advanced statistical analysis of data sets. Content of the SL course is a complete subset of the HL course. HL coursework includes extended topics and requires additional papers and exams. Students are assessed via unit assessments and cumulative exams that include questions in the IB-style. They will require students to apply formulas and rules from each unit using the IB formula packet.

SL Prerequisite: Algebra II
HL Prerequisite: Honors Algebra II

COMPUTER SCIENCE

Introduction to Coding in the world of AI (one semester, sophomore)

This introductory course teaches the essentials of computer programming in an evolving era of AI-enabled software development. Students will learn core foundations like variables, control flow, functions, data structures, debugging, and basic software design, then apply those concepts through hands-on projects that use modern AI coding tools responsibly and effectively. Emphasis is placed on prompt-to-code workflows, reading and evaluating AI output, testing and troubleshooting, understanding security and bias risks, and developing the judgment to decide when to rely on AI and when to write code from scratch. By the end of the course, students will be able to produce working programs and collaborate with AI as a powerful assistant, while still thinking like a programmer.

Computer Science IB SL/HL (two years, junior/senior)

The Computer Science IB course requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course, underpinned by conceptual thinking, draws on a wide spectrum of knowledge and enables and empowers innovation, exploration and the acquisition of further knowledge. Students study how computer science interacts with and influences culture, society and individuals and the ethical issues involved. During the course, the student develops computational solutions. This involves the ability to: identify a problem or unanswered question; design, prototype and test a proposed solution; and liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments. In addition to other assessments, students complete multiple projects, including simple games and cross-disciplinary java calculators that align with the IB Internal Assessment.

Prerequisite for HL: Intro to Coding and/or departmental recommendation

Laboratory Science



Science Department Overview

At Convent & Stuart Hall, the development of scientific literacy is fundamental to a complete and practical education for the 21st century. Students explore physics, chemistry and biology through the study of core concepts and contemporary applied science topics. Engaging a systems approach, an appreciation for how phenomena interconnect and the capacity to recognize patterns, students are able to demystify their world and translate and interpret complex phenomena.

The science curriculum begins with Physics in Grade 9, followed by Chemistry in Grade 10. We recommend Biology as a Grade 11, or third year, science so that students have the experience of the three foundational

sciences in high school. Students who plan to continue their science at the university level, particularly those applying to pre-med programs, are strongly encouraged to complete the physics, chemistry, biology sequence. It should be noted that students who are applying to schools in the California State University system are required to complete a year of biological science in addition to a year of physical science for admissions eligibility.

The science department's assessment model provides students with multiple opportunities to demonstrate their skill improvement through an on-going review of learning outcomes in novel contexts. During each unit, students are summatively assessed through the completion of two quizzes, one major written assessment, and at least one performance-based laboratory investigation. Students are formatively assessed on peer collaboration challenges, simulation analyses, homework assignments, and science inquiries.

Physics (one year, freshman)

This course is an algebra-based introduction to physics, reinforcing foundational algebraic and geometric math concepts. To this end, Grade 9 Physics explores multiple essential topics: one-dimensional and two-dimensional motion; forces and Newton's Laws; linear momentum; work and energy; mechanical and longitudinal waves; and electricity and magnetism. Students develop problem-solving skills, engage in science argumentation, employ hypothesis-driven methods of scientific inquiry, foster teamwork through peer collaboration, analyze real-world data, and articulate conceptual understandings through verbal and written communication.

Honors Physics (one year, freshman)

The course is an algebra-based, mathematically-rigorous introduction to physics, grounded primarily in mastery of algebraic and geometric concepts. This offering explores seven topics: one-dimensional and two-dimensional motion, forces and Newton's Laws, linear momentum, work and energy, mechanical and longitudinal waves, and electricity and magnetism. Students develop problem-solving skills, engage in science argumentation, employ hypothesis-driven methods of scientific inquiry, foster teamwork through peer collaboration, analyze real-world data, and articulate conceptual understandings through verbal and written communication.
Prerequisite: placement based on correlating math skills, including the ability to consistently demonstrate: how to rearrange equations to solve for different variables; solve equations involving exponents; and determine the value for elementary trigonometric functions (sine, cosine, and tangent) from word problems. Well-prepared candidates will have completed courses in both algebra and geometry.

Physics IB SL/HL (two years, junior/senior)

Physics seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Students engage in the scientific method of observation and experimentation, developing models to test observations and derive theories, and use manipulative skills to design investigations, collect data, analyze and evaluate results, and communicate their findings. Core topics include measurements and uncertainties, mechanics, thermal physics, waves, electricity and magnetism, circular motion and

gravitation, atomic, nuclear and particle physics, and energy production. While the skills and activities are common to students in both SL and HL, students taking the HL course are required to study some topics in greater breadth and depth and are required to take additional assessments.
HL Prerequisite: Honors Physics and Honors Chemistry. It is recommended that students enroll in the summer physics course in preparation for the HL course

AP Physics C: Mechanics (semester, junior/senior)

This course covers the Mechanics portion of the AP exam. The following areas are covered: kinematics, Newton's laws of motion: work, energy and power, systems of particles and linear momentum, circular motion and rotation, and oscillations and gravitation. Students enrolled in this course are required to sit for the AP exam in May and must demonstrate consistent effort and achievement in the course to maintain the AP designation.
Prerequisite: introductory Honors Physics or Physics and departmental recommendation; completion of or concurrent enrollment in AP Calculus AB or BC preferred

Chemistry (one year, sophomore)

This foundational chemistry course introduces the nature of matter which is the foundation for everything in the universe. Course delivery is varied and includes lecture, discussion and integrated laboratory experiments, reinforcing concepts of scientific method and experimentation. The material is presented with both descriptive and quantitative considerations, with emphasis on problem-solving skills and abstract (theoretical) conceptualization. First semester topics include the structure of the atom, periodicity of the elements, nomenclature, structure and bonding, and chemical reactions. The second semester covers gasses, moles and stoichiometry, fluid states of matter, energy in chemical processes, and acid-base chemistry.

Honors Chemistry (one year, sophomore)

For students with strong quantitative and analytical reasoning skills and a desire to apply knowledge in complex ways, this laboratory course explores the principles of inorganic chemistry at a brisk pace. Self-motivation and a significant time commitment are required for mastery of the material at an accelerated pace of instruction. The first semester covers matter and measurement, atomic theory, periodic law, nomenclature, chemical bonding, reactions and equations. The second semester introduces the concepts of the mole as a unit of measurement, stoichiometry, the chemistry of gases and solutions, the principles of thermal and electrical energy in chemical processes, and an introduction to acid-base chemistry. Throughout the course, students are involved in an intensive laboratory curriculum. Through laboratory investigations, students acquire extensive experience developing and implementing experimental processes, which include the collection and presentation of data and the monitoring and critical analysis of experimental results.
Prerequisite: departmental recommendation based on skills and aptitude as demonstrated in physics along with strong algebra skills

Chemistry IB SL (two years, junior/senior)

The Chemistry IB SL course combines academic study with the acquisition of practical and investigational skills through the experimental approach. Students learn the chemical principles that underpin both the physical environment and biological systems through the study of quantitative chemistry, periodicity, kinetics and other subjects. The chemistry course covers the essential principles of the subject. Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context. Core topics include quantitative chemistry, atomic structure, periodicity, bonding, energetics (thermodynamics), kinetics, equilibrium, acids and bases, oxidation and reduction, organic chemistry, and measurement and data processing.

Prerequisite: Chemistry or Honors Chemistry

Chemistry IB HL (two years, junior/senior)

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. This course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the twenty-first century. By studying chemistry, students become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyze results and evaluate and communicate their findings. Core topics include stoichiometric relationships, atomic structure, periodicity, chemical bonding and structure, energetics and thermochemistry, chemical kinetics, equilibrium, acids and bases, redox processes, organic chemistry, and measurement and data processing.

Prerequisite: Honors Chemistry

Success in the HL course requires strong algebraic skills, including solving logarithmic equations.
Note: This course is co-seated with AP Chemistry, so well-suited candidates may opt to sit for the AP Exam at the end of year one.

AP Chemistry (one year, junior/senior)

Advanced Placement Chemistry is a college-level course which provides an in-depth understanding of the chemical principles introduced in the introductory course. AP Chemistry probes deeply into the nature of matter and its changes on both the macroscopic and microscopic levels, and challenges the student to articulate these changes and justify their statements with scientific fact. The course involves an emphasis on lab work in which the students develop their own experimental procedure, analyze the effects of error on calculated results and relate the problems solved in class to everyday phenomena. There is little to memorize in AP Chemistry; the focus is on problem-solving. Students must master concepts and learn to apply them to many multifaceted problems in order to be successful in the course. Students enrolled in this course are required to sit for the AP exam in May and must demonstrate consistent effort and achievement in the course to maintain the AP designation.

Prerequisite: Chemistry or Honors Chemistry. Students enrolling in AP Chemistry should have the mathematical capacity to solve logarithmic equations, which are covered late in the Algebra II curriculum.
*AP Chemistry may be co-seated in the first year of the IB HL Chemistry course

Biology (one year, junior)

As the completion of the science sequence, Biology is designed to challenge, broaden and strengthen the understanding of the living world and all living systems, applying and unifying key concepts acquired in physics and chemistry. The course covers a variety of biological fields of study: characteristics of life; molecules of life; structure and function; cell energetics; heredity and molecular genetics; evolution; and ecology. Laboratory work is an important part of the course, reinforcing scientific approach, and observational and analytical skills.

Biology IB SL (two years, junior/senior)

In this course, students master both the practice of the scientific method and topics in cell biology, molecular biology, genetics, ecology, evolution and biodiversity, and human physiology. They will become aware of how scientists work and communicate with each other. Students design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings.

Biology IB HL (two years, junior/senior)

In this course, students master both the practice of the scientific method and topics in cell biology, molecular biology, genetics, ecology, evolution and biodiversity, human physiology, nucleic acids, metabolism, cell respiration and photosynthesis, plant biology, and animal physiology. They will become aware of how scientists work and communicate with each other. Students design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings.
Prerequisite: It is recommended that students who have not completed a high school biology course (or its equivalent) enroll in the summer biology course in preparation for the HL course, or take another summer course equivalent to prepare for the HL Biology curriculum.

AP Biology (one year, junior/senior)

Advanced Placement Biology is an intensive, fast paced college-level course. Units of study include: chemistry of life; cell structure and function; cell energetics; cell communication; the cell cycle; heredity; gene expression; natural selection; and ecology. Skill building of the following scientific practices is also part of the course: explaining biological concepts; analyzing visuals; identifying and answering scientific questions and methods; representing, describing and analyzing data; justifying scientific arguments. Students learn through lecture and hands-on laboratory practices (both guided and inquiry based). Students enrolled in this course are required to sit for the AP exam in May and must demonstrate consistent effort and achievement in the course to maintain the AP designation.
Prerequisite: Students who have not completed a high school biology course (or its equivalent) are very strongly encouraged to enroll in the summer biology course in preparation for the AP course.
*AP Biology may be co-seated in the first year of the IB HL Biology course

Environmental Systems & Societies IB HL/SL (two years, junior/senior)

The IB Environmental Systems & Societies (ESS) course provides students with a coherent perspective of the interrelationships between environmental systems and human societies. Through the course students will learn about ecosystem interactions, biodiversity and conservation, water resources and security, soil systems and agriculture, atmosphere and climate change, use of natural resources, and human populations. The HL course also includes lessons on environmental law, environmental economics and environmental ethics. Skills in data analysis, collaboration, and inquiry will be cultivated. Students also learn to evaluate the scientific, ethical and socio-political aspects of the field of environmental science. ESS is an interdisciplinary course in the IBDP and qualifies as a laboratory science in the school's graduation requirement.

AP Environmental Science (one year, junior/senior)

AP Environmental Science is designed to engage students in the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. This course explores environmental systems, biodiversity, populations, earth systems and resources, land and water use, energy resources and consumption, pollution, and global change. Students develop critical thinking and analytical skills through hands-on laboratory investigations, fieldwork, data analysis, and real-world case studies. Emphasis is placed on evaluating environmental problems, proposing evidence-based solutions, and understanding the social, economic, and political dimensions of sustainability. Students will be prepared to take the AP Environmental Science Exam in May.

Astronomy (one semester, junior/ senior)

This semester survey course is designed to give students a broad overview of the mysteries and not-so-mysteries of the universe. Students use direct observation, thought experiments, personal research, and software simulations to explore the sky, the universe, and everything you can find in both. Astronomy contains elements of physics, biology, chemistry, geology, history, cartography, ethics, sociology, philosophy, and art. Students gain knowledge, appreciate beauty, marvel in wonder, grapple with existential dread, and prepare to continue those explorations beyond the classroom.

In this course, students will: (1) Define and recognize the patterns that astronomical objects follow and use those patterns to locate those bodies in both time and space, whether or not they are directly observable. (2) Describe the physical characteristics and interactions of astronomical objects as well as the underlying mechanisms that drive them. (3) Relate the understanding of astronomical bodies to the human experience (4) Practice good scientific communication through relaying and receiving information. This is a fourth year science open elective.

History & Social Science



Departmental Overview

We seek to teach the skills necessary for an active engagement with history: critical evaluation of primary and secondary sources, making and testing deductions from those sources, and the clear presentation of those deductions both orally and in writing. We also emphasize the habits of mind specific to historical argument: making arguments about change and continuity,cause and effect, and situating ideas chronologically and geographically. These skills come together in historical research — the formulation of a question and pursuit of its answer from sources — which is a cornerstone of the history program each year.

World History: Power and the Human Story (one year, freshman)

This course is an introduction to World History focusing on Eurasia and North Africa, from the advent of agriculture through the modern world. Examining the mechanics of power, this course teaches young historians to analyze how rulers use coercive, economic, and ideological means to gain and hold control, and how this overarching theme shapes everyday life and the human experience. Built into this framework are studies of the role of class, religion, trade, culture, and conquest in shaping the vast, sweeping tide of the human story. The scope of the course is global, though we prioritize depth over breadth, diving deeply into case studies in each era. The class will examine perspective through the critical reading of primary sources. Additionally, the course will engage students' creativity, requiring the development of research questions and the presentation of original theses tied to evidence from primary and secondary sources. World History emphasizes active participation, therefore students should expect to discuss, debate, imagine and investigate as they pursue questions that they themselves generate as well as those posed by the teacher.

Assessment: Each topical unit ends with a test that measures content knowledge, demonstrated by students' ability to articulate their understanding and analysis of historical events and processes in short- and long-form writing. Assignments consist of written responses to primary sources centering on analysis and support of their own ideas. Each semester culminates with a scholarly research paper requiring the use of primary and secondary academic sources.

Representative Texts:
- Livy's *Early History of Rome*
- Qin Shi Huangdi's Terracotta Soldiers
- Einhard's *Life of Charlemagne*
- Bartolomé de las Casas' *Brief Account of the Devastation of the Indies*

United States History: The Unfinished Nation (one year, sophomore)

The Unfinished Nation is a survey course in the history of the United States. The course offers a comprehensive introduction to the historical eras of the United States from the pre-colonial period to the current presidential administration. Research and analytical reasoning skills are developed throughout the course via analysis of the Constitution and prominent Supreme Court cases. Students explore events in U.S. history through the use and analysis of documents, images, cartoons, quantitative data, and other primary and secondary sources. Through this content understanding and inquiry, students develop an understanding of major themes in U.S. history, including American identity, economic and social life, human rights and conflict, political change and continuity, and the global role of the United States. The course includes opportunities to connect history to present-day situations.

**Students enrolled in this course may take the AP exam in May. While the course offers a very thorough preparation in US History content and historical skills of source analysis and interpretation, additional independent content development and practice will be required for AP exam preparation. A qualifying score (3 or above) on the external examination will be reflected on the student's transcript for AP credit.*

Assessment: Topical units conclude with in-class assessments, consisting of short answer questions, essay responses, and source analysis (Document Based Questions). These assessments require cumulative content

mastery and application of concepts. Over the course of the year, students engage in a range of self-directed projects, including a formal written paper, oral interviews, class presentations, and a culminating research project.

Representative Primary Sources:

●Primary source documents related to King Philip's War
● The Declaration of Independence & Constitution of the United States
● John and Abigail Adams discuss "Remembering the Ladies," 1776
● The Great Law of Peace, Constitution of the Iroquois Nations
● The Interesting Narrative of the Life of Olaudah Equiano
● *The Federalist* Papers by James Madison, Alexander Hamilton, and John Jay
● *Common Sense* by Thomas Paine
● On Indian Removal by Andrew Jackson, 1830 and Cherokee Petition Protesting Removal, 1836
● Seneca Falls Declaration of Sentiments
● The Emancipation Proclamation and The Gettysburg Address by Abraham Lincoln
● Excerpts from *Narrative of the Life of Frederick Douglass*
● Various Supreme Court decisions, including *Plessy v. Ferguson* and *Brown v. Board of Education*
● The Chinese Exclusion Act of 1882
● President Woodrow Wilson's 14 Points
● The Kennedy-Nixon Debates
● Letter from the Birmingham Jail by Martin Luther King Jr.
● Executive Order 9066: Resulting in the Forced Removal of Japanese Americans
● Cartoons by Thomas Nast

AP Art History (one year, sophomore/junior)

Since the beginning of time, humans have been creating imagery and building spaces in order to express desires and fulfill needs. AP Art History examines the history of human creation through selected works of painting, sculpture and architecture from antiquity to the present, focusing primarily on the Western tradition but also examining the art of China, Southeast Asia, the Near East and Islam. Emphasis is placed on the acquisition of perceptual and critical skills, the analysis and interpretation of style and meaning, and the ability to relate works to a broader visual tradition and historical context. Works of art and architecture are studied as products of a particular set of circumstances involving the artist and patron, as well as the political, social and economic context. Students enrolled in this course are required to sit for the AP exam in May and must demonstrate consistent effort and achievement in the course to maintain the AP designation.

Assessment: Graded assessments include sourced-based multiple-choice questions, free-response essay questions, short answers assessing form, function, content, and context (FFCC) of the 250, identifier and art history vocabulary quizzes. Most assessments are cumulative and use past AP exam questions. Assessments are given every unit or half unit depending on the number of works contained in a content area.

Representative Works:

- *Doryphoros (Spear-Bearer)* - Polykleitos

- Great Mosque of Djenné
- *Venus of Urbino* - Titian
- *Travelers among Mountains and Streams* - Fan Kuan
- *Darkytown Rebellion* - Kara Walker

History IB HL/SL: Topics in Early Modern World History (two years, junior/senior)

Topics in Early Modern World History is a two-year world history course that explores the transition from the medieval period in Europe and the Middle East into the early modern era. Cataclysmic shifts in religious, political, economic, and cultural thought and practice will be explored at the inflection point of a world altered by epidemics, scientific discovery, and new beliefs. Topics covered include the development of feudal kingdoms and the royal houses of Europe; the emergence of Islam and powerful caliphates in the Middle East and Spain; the Crusades in the Holy Land, as well as the Reconquista, Renaissance, and Spanish Inquisition; the indigenous history of Central and South America and the Spanish conquest of the Aztec and Inca civilizations. Essential questions include: What events, beliefs and structures signified a shift to modernity? How did cross-cultural contact in the age of exploration impact the political and religious landscape of Europe and the Americas? How did individuals and groups peripheral to the central narrative influence society, and what methods do historians use to study these groups? Fostering international mindedness, both HL and SL students will investigate case studies and multiple perspectives.

Assessment: Each unit includes a formative, content-based assessment in which students will practice articulating nuanced explanations of historical events, processes, and concepts in writing. Units conclude with a summative assessment that mirrors the IB examHomework consists of reading assignments and occasional writing exercises geared towards building skills for the exam. At the end of Year 1, students complete the Internal Assessment (IA) by developing a research question and writing a research paper on a historical topic of their choosing in response to primary and secondary sources.

Representative Texts:
- Stephen Greenblatt's *The Swerve: How the World Became Modern*
- The Great Mosque-Cathedral of Córdoba
- Ambroise L'estoire *de la Guerre Sainte* (The History of the Holy War)
- *School of Athens*, Raphael
- *Os Lusíadas* by Luís Vaz de Camões
- Martin Luther's *95 Theses*
- Hernan Cortes, *Letters from Mexico*

History IB SL/HL: Topics in Modern World History (two years, junior/senior)

Topics in Modern World History is a two-year world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural. HL students begin the two year program with an investigation of reaction, nationalism, and reform in 19th Century Europe, with a focus in Italy, Germany, and Russia. Both SL and HL students then proceed to study the causes and effects of various 20th century wars in Europe and East Asia including types of war, the use of technology, and the impact these factors had upon the outcome.

Both HL/SL will focus on authoritarian leaders in East Asia, Germany and the Soviet Union at comparative junctures. Students write a research paper on a topic within the content area.

Assessment: Each unit includes a formative, content-based assessment in which students practice articulating nuanced explanations of historical events, individuals, and concepts in writing. Units conclude with a summative assessment that mirrors the IB exam: a series of short-answer questions analyzing primary and secondary sources, followed by an in-class essay. Homework consists of reading assignments and occasional writing exercises geared towards building skills for the exam. At the end of Year 1, students complete the Internal Assessment (IA) by developing a research question and writing a research paper on a historical topic in response to primary and secondary sources.

Representative Texts:
- Imperial German Constitution of 1871
- *Quotations from the Chairman Mao Zedong* (aka *The Little Red Book)*
- Selections from the writings of Mussolini and Hitler
- Lenin's thoughts on Marxism
- Kim il-Sung on Juche thought
- Dostoyevsky and Gogol on Russian peasant life

Global Politics IB SL/HL (two years, junior/senior)

This course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts and through a variety of approaches. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives. Students in the HL course pursue an additional research topic examining two contemporary global political challenges.

Representative Texts:
- IB Global Politics textbook
- Selected Articles on student/faculty selected Case Studies
- Quantitative and Qualitative Data international data sets
- International Charters and Treaties such as the Universal Declaration of Human Rights
- Current newspaper articles, opinion pieces, and scholarly articles on various aspects of international relations:
- The use of oil gas exports as a power tool (link)
- Globalization and its economic consequences (link)
- Nuclear Weapons and the global threat they pose (link)

Assessment: In class, students are assessed with essay-based exams that mirror the format and expectations of the IB exams in May of their senior year. The students also produce a substantive research paper with an experiential component on a policy question of their choice. Students in the higher level course additionally make two extemporaneous presentations on political science case studies.

The following semester-long courses are offered in recommended pairings on rotation every other year:

2026-27
Western Political Thought: Utopias, Dystopias, and Revolutions (Fall 2026)
AP American Government (Spring 2027)

2027-28
Global Economies (Fall 2027)
AP Comparative Government (Spring 2028)

Western Political Thought: Utopias, Dystopias, and Revolutions (one semester, junior/ senior)

Western Political Thought: Utopias, Dystopias, and Revolutions is a semester-long investigation of visionary political, social, and economic change, both proposed and realized. This course leans on the long tradition of imagining a better human society. Students are asked to consider the following kinds of questions asked by societies throughout time. What is the ideal political organization? What should be the relationship between individual possibilities and the well being of the community? Who should do the undesirable labor in society? How should resources be allocated? How should the social and political order be organized to promote human needs? What is the right balance between security and liberty? This semester-long course precedes AP United States Government and Politics. The Political Thought: Utopian, Dystopian, and Revolutionary course introduces students to political theory, both ancient and modern.

**This fall semester course is recommended as a foundation for AP United States Government in the spring.*

Assessment: Each week, students are asked to write précis or analyses in response to readings. Students also engage in Harkness discussion. Each unit, students are asked to either create presentations, participate in formal debate, write research papers, or take exams to assess their understanding.

Representative texts (some of these texts will be explored in excerpted form):

- Plato - *Republic*
- Thomas More - *Utopia*
- John Milton - *Areopagitica*
- Christopher Hill - *The World Turned Upside Down*
- Thomas Hobbes - *Leviathan*
- C.L.R. James - *The Black Jacobins*
- Gareth Stedman Jones - *Introduction to the Communist Manifesto*
- Leo Tolstoy - *The Kingdom of God is Within You*
- William Morris - *News From Nowhere*
- Gregory Claeys - *Dystopia: A Natural History*
- George Orwell - *1984*
- Philip K. Dick - *Minority Report*

AP U.S. Government and Politics (one semester, junior/senior)

AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis.

* *It is recommended that students take the foundational Western Political Thought: Utopias, Dystopias, and Revolutions in the fall preceding AP U.S. Government and Politics in the spring.*

Assessment: Debates, presentations, and analysis of data and primary sources require students to examine the impact of federal policy, law, and consequential Supreme Court cases. In-class assessments reflect the AP United States Government exam. Students are required to write a scholarly research paper on a topic within the content area.

Representative texts (some of these texts will be explored in excerpted form):
- Kenneth Dolbeare and Michael Cummings. *American Political Thought*
- Peter Irons. *A People's History of the Supreme Court*

Global Economies (one semester junior/senior)

Global Economies introduces economic theory and principles. Four regions of focus from AP Comparative Government – Asia, Latin America, Africa, and Europe – will serve as case studies within the Global Economies course. The international convergence and interchange of money, goods, and other forms of capital will be explored, prompting the key questions of the course: *How do local and international economic forces shape policy, the interaction between states, and individual lives? In what ways does the individual shape, resist, and become commodified by the marketplace?* This course is designed as a Fall semester course preceding the Spring semester AP Comparative Government course.

**It is recommended that students take this course as a foundation for AP Comparative Government.*

Representative Texts:
- Adam Smith - *Wealth of Nations; Theory of Moral Sentiments*
- John Stuart Mill - *Principles of Political Economy*
- Philip J. Stern - *Empire, Incorporated*
- Walter Rodney - *How Europe Underdeveloped Africa*
- Chalmers Johnson - *MITI and the Japanese Miracle*
- Victor Bulmer-Thomas (Editor) - *The Cambridge Economic History of Latin America*

AP Comparative Government (one semester junior/senior)

This course explores the government and politics in China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Throughout the course, students will learn how different governments solve similar problems and will gain a clear understanding of comparative methods by analyzing data and text-based sources, making comparisons and applications, and developing evidence-based arguments.

Over five units, students will develop a broad and thorough understanding of the fundamental concepts and mechanisms of political systems by focusing on institutions, political culture, elections, and economics. Throughout the course, students' gain agility comparing and contrasting political systems in the six countries of focus, honing the following skills: concept applications, comparative analysis, data analysis, source analysis, and construction of evidence based argumentation.

**It is recommended that students take this course with Global Economies.*

Assessments include preparation for various elements of the AP exam, including Free Response Questions (FROs), multiple choice assessment practice, and developing long and short form written responses to case-based questions.

Representative Texts:

- AP Comparative Government textbook (Barrons)
- Current primary sources, opinion pieces, and scholarly articles on various aspects of international relations, such as:
- Changes (historical and contemporary) in the Russian government as covered by The Economist
- The Ayatollah Khomeini on The Uprising of Khurdad 15, 1979
- Mao Zedong: The People's Democratic Dictatorship

Modern & Classical Language



Departmental Overview

We learn languages as a way to understand how different language systems are formed and structured as well as to engage with people and with cultures that are different from our (US) language and cultural background. Language learning invites us to make global connections and develop skills that facilitate intercultural understanding. Students learn how to interact in the language and develop a capacity to live within the culture's different habits, practices and systems.

Assessment Model:

Students are assessed across modes of communication to **interpret**, **produce** and **interact** in the language. Interpretive modes include Reading and Listening, Presentational and Interpersonal modes include Speaking and Writing. Reading and Writing assessment occurs across a variety of text types.

FRENCH and SPANISH

French or Spanish I (one year)

This introductory course is designed for students with no prior experience in the language and/or students who may have studied the language in middle school. The course is focused on developing a solid foundation across the interpretive, interpersonal and presentational modes of communication. Students develop the ability to communicate personally relevant information in the present, past and future. The yearlong course is divided into thematic units such as school culture, sports and leisure activities, family relationships, food and drink, and daily life. Vocabulary is also introduced thematically with particular attention given to high-frequency words and essential idiomatic expressions.

Assessment: Each unit includes formative assessments for reading comprehension and interpreting audio excerpts, producing short written texts, and demonstrating the ability to interact in basic conversational situations. Bi-weekly quizzes assess topical vocabulary and grammar structures. At the end of each unit, students have a summative assessment that incorporates two or more of the aforementioned modalities through which they demonstrate their interpretive and communicative skills.

French or Spanish II (one year)

This early intermediate course is designed to solidify structures and vocabulary from Level I, while developing proficiency across the interpretive, interpersonal and presentational modes of communication. The course is focused on communicative functions with authentic goals such as narrating, describing and asking, and giving information. Students continue developing the ability to communicate personally relevant information in the present, past and future, with increased complexity of structures. The yearlong course is divided into thematic units such as community, cuisine, daily routine, health, travel, and physical geography of the French or Spanish-speaking world. Vocabulary is acquired thematically with particular attention given to high-frequency words and essential idiomatic expressions.
Prerequisite: Level I or its equivalent and/or departmental recommendation

Assessment: Each unit includes formative assessments for reading comprehension and interpreting audio excerpts, producing short written texts, and demonstrating the ability to interact in basic conversational situations. Bi-weekly quizzes assess topical vocabulary and grammar structures. At the end of each unit, students have a summative assessment that incorporates two or more of the aforementioned modalities through which they demonstrate their interpretive and communicative skills.

French or Spanish III (one year)

This is an intermediate course in which students establish a strong communicative foundation across the interpretive, interpersonal and presentational modes of communication. Via authentic and varied texts, audio and video, students explore themes such as career, media, relationships, and community and global issues relevant to where in the world the language is spoken. Students develop proficiency in increasingly complex functions such as narrating past events, describing future plans, expressing opinions, hypothesizing

and giving advice. The course emphasizes the application of more sophisticated vocabulary.
Prerequisite: Level II and/or departmental recommendation.

Assessment: Each unit includes formative assessments in the form of vocabulary quizzes, reading and listening comprehension activities, and presentational or interpersonal writing and speaking evaluations. Final assessments for each unit include a reading and listening comprehension and a written text including email, essay, script, film review and/or a presentational or interpersonal oral evaluation.

French or Spanish IV (one year)

This is an upper intermediate course in which students build upon a strong communicative foundation across the interpretive, interpersonal and presentational modes of communication. Via authentic and varied texts, audio and video, students explore global themes such as education, art, history, cultural diversity and linguistically relevant current events. Students develop proficiency in increasingly complex functions such as predicting, persuading, hypothesizing, synthesizing information, and describing and discussing films and literary texts. The course emphasizes the acquisition of more sophisticated vocabulary.
Prerequisite: French III and/or departmental recommendation

Assessment: Each unit includes formative assessments for practicing reading comprehension and interpreting audio excerpts, producing different types of texts such as email replies and argumentative paragraphs, giving spoken presentations, and demonstrating the ability to interact in context-appropriate strategic conversational situations. Bi-weekly quizzes assess task and theme-specific vocabulary, and reading / speaking comprehension skills. At the end of each unit, students have a summative assessment that incorporates long-form versions of two or more of the aforementioned practice assessments through which they showcase their comprehensive and communicative skills.

Modality of assessments mirrors that of the AP class and includes:

- Multiple choice reading and listening comprehension
- Interpersonal email exchange
- Argumentative essay
- Simulated conversation
- Cultural comparison oral presentations

AP French Language or Spanish Language & Culture (one year)

Building on the skills practiced in previous levels, this course aims to develop early advanced fluency in written and spoken communication. Students express themselves in writing via a variety of text types such as formal persuasive essays, emails, blogs and articles. Students describe and analyze images and read for comprehension and literary analysis. Course content is comprised of authentic texts and media with a global emphasis, organized around the themes of aesthetics, science & technology, identity, contemporary life, global challenges and family & community. This course is conducted entirely in the target language and students fine-tune their use of register, diction and intonation. Students enrolled in this course are required to sit for the AP exam in May and must demonstrate consistent effort and achievement in the course to

maintain the AP designation.
Prerequisite: Level IV and/or departmental approval

Assessment: Each unit includes formative assessments for practicing reading comprehension and interpreting audio excerpts, producing different types of texts such as email replies and argumentative paragraphs, giving spoken presentations, and demonstrating the ability to interact in context-appropriate strategic conversational situations. Bi-weekly quizzes assess task and theme-specific vocabulary, and reading / speaking comprehension skills. At the end of each unit, students have a summative assessment that incorporates long-form versions of two or more of the aforementioned practice assessments through which they showcase their comprehensive and communicative skills.

Modality of assessments will include:

- Multiple choice reading and listening comprehension
- Interpersonal email exchange
- Argumentative essay
- Simulated conversation
- Cultural comparison oral presentations

French or Spanish IB SL (two years, junior/senior)

This is an intermediate course in which students establish a strong communicative foundation across the interpretive, interpersonal, and presentational modes of communication. Via authentic and varied texts, audio and video, students explore the themes of identity, experiences, human ingenuity (arts & sciences), social organization, and global issues. They describe and analyze images and express themselves in writing via a variety of text types such as diary entries, letters, emails, blogs, and articles. Students develop proficiency in increasingly complex functions such as narrating past events, describing future plans, expressing opinions, hypothesizing, synthesizing information and giving advice.
Prerequisite: Level II

Assessment: Formative written evaluations that mirror the aforementioned IB text types and integrate the topics being explored occur multiple times per quarter. Oral production and listening and reading comprehension are also assessed formatively through class discussion and multimodal reactions to different inputs (text, music, audio / video). A major capstone is the internal oral evaluation that students complete during their senior year and the three IB external evaluations that conclude the program in May.

Modality of assessments will include:
- Multiple choice reading and listening comprehension
- Written text types including diary entries, letters, emails, blogs, and articles
- Oral analysis and discussion of thematic imagery

French or Spanish IB HL (two years, junior/senior)
Building on the skills practiced in previous levels, this advanced course emphasizes a high degree of fluency in written and spoken communication. Students express themselves in writing via a variety of text types such

as diary entries, letters, emails, blogs, and articles. They read a variety of literary and nonfiction texts for comprehension and analysis. Course content includes media with a global emphasis, organized around the themes of identity, experiences, human ingenuity (arts & sciences), social organization and sharing the planet. This course is conducted entirely in the target language, and students fine-tune their use of register, diction and intonation.
Prerequisite: Level III

Assessment: Formative written evaluations that mirror the aforementioned IB text types and integrate the topics being explored occur multiple times per quarter. Oral production and listening and reading comprehension are also assessed formatively through class discussion and multimodal reactions to different inputs (text, music, audio / video). A major capstone is the internal oral evaluation that students complete during their senior year and the three IB external evaluations that conclude the program in May.

Modality of assessments will include:

- Multiple choice reading and listening comprehension
- Written text types including diary entries, letters, emails, blogs, and articles
- Oral literary analysis and discussion

CHINESE (Mandarin)

Mandarin I (one year)

This is an introductory course designed for students with no prior experience in the language and/or students who may have studied some Mandarin in middle school. The course is focused on developing a solid foundation in Chinese language (Mandarin) and culture. Students develop the ability to communicate personally relevant information in the present tense. The yearlong course is divided into thematic units such as school culture, sports and leisure activities, family relationships, food and drink, shopping, and daily life. Vocabulary is also introduced thematically with particular attention given to high-frequency words and essential idiomatic expressions. Practicing character formation and recognition is an integral part of the introduction to Chinese.

Assessment: Each unit includes formative assessments for reading comprehension and interpreting audio excerpts, producing short written texts, giving spoken presentations, and demonstrating the ability to interact in basic conversational situations. Bi-weekly quizzes assess topical vocabulary and grammar structures. At the end of each unit, students have a summative assessment that incorporates two or more of the aforementioned modalities through which they demonstrate their interpretive and communicative skills.

Mandarin II (one year)

This early intermediate course is designed to solidify structures and vocabulary from Mandarin I, while developing proficiency across the interpretive, interpersonal and presentational modes of communication. The course is focused on communicative functions with authentic goals such as narrating, describing, and

asking and giving information. Students continue developing the ability to communicate personally relevant information across timeframes, including present, past and future. The yearlong course is divided into thematic units such as transportation, health, daily routine, cuisine, physical geography and the Chinese world, and travel. Vocabulary is acquired thematically with particular attention given to high-frequency words and essential idiomatic expressions.
Prerequisite: Mandarin I or its equivalent and/or departmental recommendation

Assessment: Each unit includes formative assessments for reading comprehension and interpreting audio excerpts, producing short written texts, giving spoken presentations, and demonstrating the ability to interact in basic conversational situations. Bi-weekly quizzes assess topical vocabulary and grammar structures. At the end of each unit, students have a summative assessment that incorporates two or more of the aforementioned modalities through which they demonstrate their interpretive and communicative skills.

Mandarin III (one year)

This is an intermediate course in which students establish a strong communicative foundation across the interpretive, interpersonal and presentational modes of communication. Via authentic and varied texts, audio and video, students explore themes such as career, media, relationships, and community and global issues relevant to the Mandarin-speaking world and beyond. Students develop proficiency in increasingly complex functions such as narrating past events, describing future plans, expressing opinions, hypothesizing and giving advice. The course emphasizes the application of more sophisticated vocabulary and a higher level of reading, speaking and writing.
Prerequisite: Mandarin II

Assessments: Each unit includes formative assessments in the form of vocabulary quizzes, reading and listening comprehension activities, and presentational or interpersonal writing and speaking evaluations. Final assessments for each unit include a reading and listening comprehension and a written text including email, essay, script, film review or a presentational or interpersonal oral evaluation.

Mandarin IV (one year)

This is an upper intermediate course in which students build upon a strong communicative foundation across the interpretive, interpersonal and presentational modes of communication. Via authentic and varied texts, audio and video, students explore global themes such as education, art, history, cultural diversity and current events relevant to the Mandarin-speaking world and beyond. Students develop proficiency in increasingly complex functions such as predicting, persuading, hypothesizing, synthesizing information, and describing and discussing films and literary texts. The course emphasizes the acquisition of more sophisticated vocabulary.
Prerequisite: Mandarin III

Assessment: Each unit includes formative assessments for practicing reading comprehension and interpreting audio excerpts, producing different types of texts such as email replies and argumentative paragraphs, giving spoken presentations, and demonstrating the ability to interact in context-appropriate strategic conversational situations. Bi-weekly quizzes assess task and theme-specific vocabulary, and reading

/ speaking comprehension skills. At the end of each unit, students have a summative assessment that incorporates long-form versions of two or more of the aforementioned practice assessments through which they will showcase their comprehensive and communicative skills.

Modality of assessments mirrors that of the AP class and includes:

- Multiple choice reading and listening comprehension
- Interpersonal email exchange
- Argumentative essay
- Simulated conversation
- Cultural comparison oral presentations

AP Chinese Language & Culture (one year)

Building on the skills practiced in previous levels, this course aims to develop early advanced fluency in written and spoken communication. Students express themselves in writing via a variety of text types such as formal persuasive essays, emails, blogs and articles. Students describe and analyze images and read for comprehension and literary analysis. Course content is comprised of authentic texts and media with a global emphasis, organized around the themes of aesthetics, science & technology, identity, contemporary life, global challenges and family & community. This course is conducted entirely in Mandarin and students fine-tune their use of register, diction and intonation. Students enrolled in this course are required to sit for the AP exam in May and must demonstrate consistent effort and achievement in the course to maintain the AP designation.
Prerequisite: Mandarin IV
Assessment: Each unit includes formative assessments for practicing reading comprehension and interpreting audio excerpts, producing different types of texts such as email replies and argumentative paragraphs, giving spoken presentations, and demonstrating the ability to interact in context-appropriate strategic conversational situations. Bi-weekly quizzes assess task and theme-specific vocabulary, and reading / speaking comprehension skills. At the end of each unit, students have a summative assessment that incorporates long-form versions of two or more of the aforementioned practice assessments through which they demonstrate their comprehensive and communicative skills.

Modality of assessments will include:

- Multiple choice reading and listening comprehension
- Interpersonal email exchange
- Argumentative essay
- Simulated conversation
- Cultural comparison oral presentations

Mandarin IB SL (two years, junior/senior)

This is an intermediate course in which students establish strong communicative skills across the interpretive, interpersonal, and presentational modes of communication. Via authentic and varied texts, audio and video, students explore the themes of identity, experiences, human ingenuity (arts & sciences), social organization and global issues relevant to the Chinese-speaking world and beyond. Students develop

proficiency in increasingly complex functions such as narrating past events, describing future plans, expressing opinions, hypothesizing, synthesizing information and giving advice. They describe and analyze images and express themselves in writing via a variety of text types such as journals, emails, blogs and articles. The course emphasizes acquisition and application of more sophisticated vocabulary. This is the only Language offering in the IB programme where students may take the SL level but sit for the ab initio exam.*

Prerequisite: Mandarin II

*Because of the complexity of the Chinese language system, Ab Initio IB SL in Mandarin may be taken by students who have completed Level 1 or Level 2 of Mandarin in high school. The Ab Initio SL offering is an exception for Mandarin students only.

Assessment: Formative written evaluations that mirror the aforementioned IB text types and integrate the topics being explored occur multiple times per quarter. Oral production and listening and reading comprehension are also assessed formatively through class discussion and multimodal reactions to different inputs (text, music, audio / video). A major capstone is the internal oral evaluation that students complete during their senior year and the three IB external evaluations that conclude the program in May.

Modality of assessments will include:

- Multiple choice reading and listening comprehension
- Written text types including diary entries, letters, emails, blogs, and articles
- Oral analysis and discussion of thematic imagery

Mandarin IB HL (two years, junior/senior)

Building on the skills practiced in previous levels, this upper intermediate course aims to develop fluency in written and spoken communication. Students express themselves in writing via a variety of text types such as formal persuasive essays, emails, blogs and articles. Students read two novels for comprehension and literary analysis. Course content is comprised of authentic texts and media with a global emphasis, and organized around the themes of identity, experiences, human ingenuity (arts & sciences), social organization and sharing the planet. This course is conducted entirely in Mandarin, and students fine-tune their use of register, diction and intonation. A major capstone is the internal oral evaluation that students complete during their senior year and the three IB external evaluations that conclude the program in May.

Prerequisite: AP Chinese Language & Culture

Assessment: Formative written evaluations that mirror the aforementioned IB text types and integrate the topics being explored occur multiple times per quarter. Oral production and listening and reading comprehension are also assessed formatively through class discussion and multimodal reactions to different inputs (text, film, music, audio files). A major capstone is the internal oral evaluation that students complete during their senior year and the three IB external evaluations that conclude the program in May.

Modality of assessments will include:

- Multiple choice reading and listening comprehension
- Written text types including diary entries, letters, emails, blogs, and articles
- Oral literary analysis and discussion

LATIN

Latin I (one year)
This course is an introduction to the language and culture of ancient Rome, with a focus on the Latin language. In addition to reading Latin, students study and discuss Greco-Roman mythology and Roman history and culture. They expand their vocabularies by learning the Latin roots of English words. The text used is *Suburani: A Latin Reading Course*.
Prerequisite: interest in the Latin language and Roman history and/or mythology.

Assessment: At the end of each chapter, students' skills in reading comprehension, translation, morphology and syntax are assessed through a written exam based on a text related to the chapter. Additionally, every 2-3 chapters students are assessed on their cumulative vocabulary and on Roman history and culture.

Latin II (one year)
This course continues the study of the language and culture of ancient Rome, with a focus on the Latin language. In addition to reading Latin, students study and discuss Greco-Roman mythology and Roman history and culture. They continue to expand their vocabularies with continued study of the Latin roots of English words. The text used is *Suburani: A Latin Reading Course*.
Prerequisite: Latin I or its equivalent.

Assessment: At the end of each chapter students' skills in reading comprehension, translation, morphology and syntax are assessed through a written exam based on a text related to the chapter. Additionally, every 2-3 chapters students are assessed on their cumulative vocabulary and on Roman history and culture.

Latin III (one year)
This course finishes the study of grammar and sets students on the path to reading authentic Latin literature. Texts vary from year to year, but it is typical for the class to read works by Julius Caesar, Catullus, Cicero, and Vergil. Each year has a different theme. Some previous themes have been Roman Art in the Age of Augustus, Genocide and Julius Caesar, and Roman Politics and the Art of Oratory.
Prerequisite: Latin II.

Assessment: After reading 2-3 sections of prose (about 50 lines of poetry) students take a written exam that will assess translation skills, knowledge of rhetorical devices, poetic meter (if applicable), and historical, cultural, and/or mythological allusions. At the end of the first semester students must demonstrate that they have memorized a passage of Latin. Students also give one or two in-class presentations on scholarly articles and/or research topics.

Honors Latin IV (one year)

In this course students continue to read authentic Latin texts, though now of an increased length and difficulty. Texts vary from year to year, but it is typical for the class to read works by Julius Caesar, Catullus, Cicero, and Vergil.
Prerequisite: Latin III or its equivalent and/or departmental recommendation.

Assessment: After reading 2-3 sections of prose (about 50 lines of poetry) students take a written exam that assesses translation skills, knowledge of rhetorical devices, poetic meter (if applicable), and historical, cultural, and/or mythological allusions. At the end of the first semester students must demonstrate that they have memorized a passage of Latin. Students give one or two in-class presentations on scholarly articles and/or research topics. The final requirement is to write a 5-10 page original research paper on a topic of their choosing.

Latin IB SL (two years, junior/senior)
This course focuses on the reading of unadapted Latin literature. Students read selections of Vergil's *Aeneid* and develop proficiency at reading previously unseen Latin poetry. They also complete a dossier of original research on a topic of their choosing that uses primary sources from the Roman world. In addition to developing their skills at translation, students will also hone their skills of textual analysis, foster an appreciation for how ancient texts remain relevant to our contemporary world, and further their understanding of Greco-Roman antiquity.
Prerequisite: Latin II or its equivalent.

Assessment: After reading about 50 lines of poetry, students will take a mock Paper 2 written exam that assesses translation skills, knowledge of rhetorical devices, poetic meter (if applicable), and historical, cultural, and/or mythological allusions. As students practice sight reading, they take formative sight reading translation exams and written mock Paper 1 exams that assess reading comprehension, grammatical and syntactical knowledge, and translation. At the end of their first year, students begin a research paper that uses primary sources to support an original argument. This paper is completed in the second year of the program.

Latin IB HL (two years, junior/senior)
This course focuses on the reading of unadapted Latin literature. Students read selections of Vergil's *Aeneid* and develop proficiency at reading previously unseen Latin poetry. They also complete a dossier of original research on a topic of their choosing that uses primary sources from the Roman world. In addition to developing their skills at translation, students also hone their skills of textual analysis, foster an appreciation for how ancient texts remain relevant to our contemporary world, and further their understanding of Greco-Roman antiquity.
Prerequisite: successful of Latin III or its equivalent and/or departmental approval

Assessment: After reading about 50 lines of poetry, students take a mock Paper 2 written exam that assesses translation skills, knowledge of rhetorical devices, poetic meter (if applicable), and historical, cultural, and/or mythological allusions. As students practice sight reading, they take formative sight reading translation exams and written mock Paper 1 exams that assess reading comprehension, grammatical and syntactical knowledge, and translation. A 100 word composition written in Latin is worked on during the

course of study. At the end of their first year, students begin a research paper that uses primary sources to support an original argument. This paper is completed in the second year of the program.

Religion, Theology & Spirituality



Departmental Overview

Throughout the high school continuum, Religion, Theology, Spirituality (RTS) comprises a holistic curricular experience, including scheduled class instruction as well as the experience of faith and spirituality through Mass, chapel and the retreat program. Via an RTS experience sustained over the course of high school, students develop a literacy in the religions of the world and understand the school's Catholic heritage and identity. Via the Catholic liturgy as well as interfaith celebrations and reflective retreats, students experience and are invited to engage their personal faith journey as members of a faith-filled Sacred Heart community. The RTS experience invites students to connect to something bigger than themselves and to the needs of the world.

Religious Traditions and Texts and Religion, Theology, Spirituality (one year, freshman)

The 9th grade Religion, Theology, Spirituality curriculum is a two-semester experience. In the Religious Texts and Traditions semester, the course asks: What are the major interpretations of God and spirituality? What is the relationship between knowledge and belief? Through these essential questions, students develop a deeper understanding of their context within a diverse world, developing an understanding of religions and religious difference that is open-minded, compassionate, and reflective.

In the Religion, Theology & Spirituality semester, students explore belief, identity, and community through interdisciplinary lessons and experiential learning. Students engage Sacred Heart history and heritage to understand the foundational vision and traditions shaped by St. Madeleine Sophie Barat and reflect on how this legacy continues to inform the life of the school and their own developing sense of purpose. The course invites students to consider commitments to service, set personal goals, and examine school history through hands-on work in the library archives. Students are also oriented to major world religions, including Christianity (through Catholic liturgy), Judaism, Buddhism, Islam, and Hinduism through site visits and guest speakers, emphasizing religion as lived experience. Throughout the semester, students are encouraged to reflect thoughtfully, ask meaningful questions, and practice respectful curiosity.

Upon successful completion of this course, students are able to discuss and engage various religions, spiritualities, and theologies in a critical, creative, and coherent manner. This includes analyzing the various ways in which the religions of the world, specifically through rituals, symbols, myths, and scripture, have attempted to grapple with the profound questions of human existence throughout the ages. Finally, in addition to increasing our overall religious literacy, students learn to place religion within its proper social, cultural, and historical contexts.

Representative Texts:

- Fisher, Mary Pat, and Robin Rinehart. *Living Religions*. 10th ed., Laurence King Publishing, 2013.
- Kessler, Garry. *Studying Religion An Introduction Through Cases*. McGraw Hill Higher Education, 2003.
- *The Catholic Youth Bible*

Assessment

Multiple assessments test students' comprehension of class content and development in religious literacy. Skills include: proficiency in analytical reading and writing; research skills, including MLA formatting Student assessments include take-home tests, research reports, individual and group presentations, reflection papers, and traditional research papers. Assessment also includes engagement in class discussions, short quizzes, homework, and in-class assignments.

Ethics & Moral Decision Making (one year, sophomore)

Ethics & Moral Decision Making introduces students to the fields of ethics and moral philosophy. Skill development will focus on written analyses, dialogical practices, and personal discernment, encouraging students to critically reflect on their values within the context of the human condition. Semester One pursues the question of "humanization" — *Who am I? How do I fit into the larger scheme of reality?* Students will be immersed in the dialectics of Judeo-Christian philosophy, specifically Socrates, Plato, Augustine, Thomas Aquinas, Rene Descartes, Immanuel Kant, and Søren Kierkegaard. Emphasis will be given to foundational concepts that undergird deontological, teleological, and virtue ethics. The potential implications of psychology and the neuroscience of decision making will also be explored. Semester Two orients the question of humanization to "citizenship" — *What is our collective responsibility? What does it mean to be ethical?* Students will be introduced to modern thought and postmodern philosophy, drawing on the works of Charles Taylor, Michel Foucault, and Hannah Arendt. Conversations on identity formation and political engagement are meant to provide context in students' conscience formation.

Representative Texts:

- *Conscience in Conflict: How to Make Moral Choices* by Kenneth R. Overberg
- *The Republic* by Socrates
- *Christian Moral Life: A Primary Source Reader* by Ann Nunes
- *Eichmann in Jerusalem* by Hannah Arendt
- *Les Justes* by Albert Camus
- *Discipline and Punish* by Michel Foucault
- *The Passion of the Western Mind* by Richard Tarnas
- Films: *The Matrix, A Few Good Men, Hannah Arendt, American Promise,* among others.

Course Learning Objectives

- Develop skills in differentiating factual and accurate information;
- Refine analytical writing;
- Strengthen organization; and
- Cultivate practices of dialogue.

Assessment

- Formative assessments are organized into units distributed throughout the academic year. For each unit, students cultivate analytical skills through short essays, strengthen organization and reference skills through unit tests, and engage in group research and presentations. Dialogue will serve as the primary mode of learning between faculty and students.

Religion, Theology, & Spirituality Electives

In continuation of RTS holistic curricular programming that serves the development of students intellectually, spiritually and socially, the following electives are offered in junior and senior year.

Juniors select from the following for their Fall semester of 11th grade. All juniors take IB Theory of Knowledge (TOK) in the spring. The completion of TOK in the Fall of senior year is required for IB Diploma candidates, optional for other students. If students don't complete the second semester of TOK, they may choose another of the following electives for their Fall semester option.

Beyond Science and Religion: Mysticism in the Ancient, Medieval, and Modern Era (semester course, junior/senior)

This discussion and text-based course explores how mystics across religious traditions describe direct experience of the divine or how they articulate profound inner transformation. Students will read and compare mystical voices with attention to shared themes such as contemplation, silence, prayer, ecstatic experience, suffering, and the tension between personal experience and religious institutions.

Representative Texts:
McGinn, Bernard, *The Essential Writings of Christian Mysticism (Modern Library Classics)*
Paul Oliver. *Mysticism: A Guide for the Perplexed.*
Daniel M. Horwitz. *A Kabbalah and Jewish Mysticism Reader*.
Dupré, Louis K., and James A. Wiseman. *Light from Light: An Anthology of Christian Mysticism*.
ʿĀʾishah al-Bāʿūniyyah. *The Principles of Sufism*.

Faith in Action (semester or yearlong)

Faith in Action begins with an orientation to the program's goals and outcomes which focus on the principles of Catholic Social Teaching and the Sacred Heart goal of educating to "social awareness that impels to action". To this end, students commit to identifying a social need, and seek out a collaboration with a service agency to respond to the need. The semester service commitment is 40 hours; when/how these hours are fulfilled may vary according to the timeline/needs of the service agency. Class meets periodically for reflection and to deepen the service engagement.

Liturgical and Celebratory Music (semester or yearlong)

This elective music (vocal & instrumental) offering provides students in grades 10, 11 and 12 with previous music instruction and experience the opportunity to cultivate their music practice and to foster community engagement through performance at events, including Masses, liturgy, chapels assemblies, and an end of the semester performance. The transformative healing power of communal singing and making music together will be explored through some liturgical music and music that centers around joy and social uplift.

Prerequisite: prior music class instruction in grade 9 and/or 10, or audition/instructor permission. Participation in this class fulfills the school's RTS requirements. Students may take the class for a semester, or for a full year.

World Religions IB SL (two years, junior and senior in the IB programme)

The World Religions IB SL course is a systematic, analytical study of the variety of beliefs and practices encountered in nine main religions of the world. The course seeks to promote an awareness of religious issues in the contemporary world by requiring the study of a diverse range of religions. The nine world religions are studied in such a way that students acquire a sense of what it is like to belong to a particular religion and how followers of a religion understand the world, and relate and respond to others. This course focuses on understanding the manner in which world religions answer several key questions: (1) What is the

human condition? (2) Where are we going? (3) How do we get there? In order to answer these questions, this course thoroughly analyzes the various core sacred texts of each religion.
This course fulfills the junior year fall semester RTS elective.
*This course fulfills Group 6 within the IBDP at Convent & Stuart Hall. It may be taken **in addition to** an IB Group 3 Individuals and Societies elective.*

Assessment

First Semester: There will be four unit tests covering Daoism, Jainism, Islam, and Buddhism. Each test will cover a specific religion and will occur approximately every four to five weeks. At the end of the first semester, there will be a cumulative final exam that will cover each of the four religions studied throughout the semester. There will be consistent pop quizzes throughout the semester as well. Additionally, students will be required to complete the first section of their internal assessment, the rationale and preliminary research. Finally, consistent and productive participation is an absolute requirement and will be factored into students' grades.

Second Semester: There will be three unit tests covering the Bahá'í Faith, Sikhism, and Christianity. Each test will cover a specific religion and will occur approximately every four to five weeks. Unlike the first semester, this semester includes a cumulative midterm exam that will assess the knowledge of Daoism, Jainism, Islam, Buddhism, the Bahá'í Faith, Sikhism, and Christianity. During the second half of this semester, we will begin an in-depth study of Hinduism. This will include two unit tests specifically covering Hinduism. Additionally, there will be a cumulative exam covering all previously studied religions. Students will be required to complete the second section of their internal assessment, the plan for study. Again, consistent and productive participation will be factored into students' grades along with their pop quizzes.

Third Semester: There will be one unit test covering the final sections of Hinduism. After concluding our study of Hinduism, we will begin an in-depth study of Judaism that will include two unit tests. Each of these tests will occur approximately every four to five weeks. This semester will include a small group presentation approximately 12–16 weeks into the semester. This semester will conclude with a final cumulative exam that parallels the IB exam almost identically. Students will be required to complete the third section of their internal assessment, the summary of significant findings. Again, consistent and productive participation will be factored into students' grades along with their pop quizzes.

Fourth Semester: There will be daily online review quizzes. These take approximately ten minutes. In early April, students will take a final exam modeled after the IB exam. Students will be required to complete the fourth and fifth sections of their internal assessment, the critical reflection and evaluation, and references. A significant amount of time will be dedicated to finishing the internal assessment during the fourth semester. Students will submit their final IA in the middle of March. Again, consistent and productive participation will be factored into students' grades along with their pop quizzes.

Theory of Knowledge (spring semester, junior and fall semester, senior)
*****Required*** *for all IBDP students in the fall semester of senior year; optional to other seniors not in the IBDP*

Theory of Knowledge (ToK) in the International Baccalaureate Diploma Programme (IBDP) invites students

to reflect on how knowledge is created, tested, and shared across different areas of learning. TOK asks students to examine the assumptions, evidence, and perspectives that shape what people accept as true, including how language, culture, and bias influence understanding. Students compare ways of knowing and ways of building knowledge in disciplines such as the sciences, mathematics, the arts, history, and the human sciences, using real-world situations to explore questions about certainty, ethics, and responsibility. The aim is to strengthen critical thinking and communication while helping students connect their academic studies to bigger questions about meaning and truth.

At the completion of the course, students will identify and explore knowledge issues raised by substantive real-life situations that are of interest to them, and complete a 1600-word essay on a prescribed title exploring the fundamental components of the ToK curriculum.

Visual and Performing Arts







VISUAL ARTS

VA Assessment Practice

The Visual Art Department is committed to inspiring lifelong learners who engage in the creation and critical evaluation of the world we live in. We value the many ways of learning and expressing understanding while championing our students to reflect their ideas and inquiries in a variety of visual art forms. In assessing mastery and fluency, the department implements formative and performative standards based assessment as well as summative assessment practices.

Assessment Modality in Visual Art include:

- Essays & reflections about personal artwork and the artwork of other
- Process Portfolio that demonstrates process, exploration and visual research
- Comparative analysis of contrasting artworks with regard to formal qualities as well as cultural and historical context
- Curation of personal artwork and the artwork of others
- Both visual and verbal presentations
- Critiques throughout the research, design, fabrication of artwork
- Exhibitions & Installations
- Development of a Disciplined Studio practice

Art Foundations: Traditional Media and Digital Design (yearlong, freshman)
This is a foundational course that all students who wish to fulfill their VPA requirement in Visual Art must complete.

Art Foundations concentrates on the art-making process with an emphasis on discovering new ways of seeing, expanding creativity and the imagination, developing a personal visual language, strengthening aesthetic awareness and creating a strong portfolio of artwork. Drawing, painting, graphic design, printmaking, sculpture and mixed media are among the rich variety of processes that will inform the student's artistic experience. Students gain competency in the use of art fundamentals such as the elements of art, principles of design, color theory and a variety of techniques that can be employed across disciplines. Through class presentation and dialogue, students are introduced to a variety of artistic styles and conceptual thinking strategies as well as exposed to the greater art world with field trips to museums and art shows and with visits from artists introduced through the Visiting Artist Program.

In this yearlong course, students build essential skills in drawing, design (2D/3D), and color theory. Students develop the ability to solve complex creative problems while extending their abilities in creative expression.

This course prepares all students for specialization in Grades 10–12.

Key Outcomes:

- Strong technical foundation
- Understanding of art concepts & vocabulary
- Experience in multiple media

Assessment:

- Formative Assessment through peer critiques and in-progress feedback
- Completed projects and Artist Statements submitted through their Digital Portfolio, which demonstrates visual literacy and the ability to explain, analyze, and reflect on their artmaking process (There are a total of 12 projects)
- Final Exhibition highlighting exemplary artworks, final Digital and Physical Portfolios
- Formal Analysis of Ancient, Modern, and Contemporary artworks using Visual Thinking Strategies, as demonstrated in midterm and final research projects

Representative Texts:

- Ways of Seeing by John Berger
- Big Magic by Liz Gilbert
- Line Color Form: The Language of Art and Design by Jesse Day
- Learning by Heart: Teachings to Free the Creative Spirit by Corita Kent and Jan Steward

Advanced Art Portfolio (one year or semester, sophomore/junior/senior; may be taken sequential years in continued development of art practice)

This advanced art course explores how we observe and interpret our visual world. Students are invited to examine material from a wide range of sources, focusing on social, political and cultural connections. This studio class includes an introduction to a variety of art projects that emphasize the visual, intellectual and intuitive aspects of art making. Throughout the year, students create a digital and print portfolio that presents their visual and conceptual thinking through selected themes. The class encourages interdisciplinary thinking and invites projects that cross-pollinate within the curriculum and beyond, from both personal interest and experience.
Prerequisite: successful completion of the Visual Art requirement, and departmental recommendation
**Students in Advanced Portfolio may develop a portfolio that serves the expectations of the AP Drawing or the AP 2D Art & Design to achieve AP credit and receive AP transcript designation. AP participation must be vetted and approved by the department chair.*

AP Drawing *is designed for students who are seriously interested in drawing and painting. Students in the course create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined and applied over the course of the year to produce visual compositions.*

AP 2D Art & Design *is intended for students who are seriously interested in the practical experience of art and design. Students in the course create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined and applied over the course of the year to produce visual compositions. 2D Art & Design can include, but is not limited to, photography, graphic design, printmaking and digital art.*

Assessment:

- Daily critical analysis of artworks by contemporary artists
- Ongoing weekly critiques and peer reviews
- Creation of a Process Portfolio that demonstrates extended investigations and skill development in a minimum of five medias (20-30 pages)
- Final Exhibition at the conclusion of the semester presenting a series of work that includes exhibition text about ideas, inspirations, materials used, and the processes that were utilized
- Final Digital Portfolio will be published online presenting research, process and final work (20-40 slides)

Representative Texts:

- Art21, Ted Talks, Museum, Gallery and Artist Website

Visual Arts IB SL/HL (two years, junior/senior)

The Visual Arts IB course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem solving and divergent thinking, while working towards technical proficiency and confidence as art makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts,

students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.
Prerequisite for HL: departmental recommendation

Assessment:

- Weekly Formative Assessment through peer critiques and in-progress feedback throughout projects
- Development Visual Art Journal used in class and at home that includes notes, explorations, sketches, collages and ideas (1-2 sketchbooks)
- Development of a digital Process Portfolio (25-35 screens) demonstrating skills, techniques, critical investigation, communication of ideas and intentions, reflection in a minimum of five media
- Final Exhibition presenting a coherent body of work (7-11 artworks) demonstrating mastery in both technical and conceptual skills and the ability to curate work for an audience
- An Artist Project and Connection Study examining the work of other artists and how it might influence the students artistic development.

Representative Texts:

- Concerning the Spiritual in Art by Wassily Kandinsky
- Ruth Asawa Life & Legacy by Marilyn Chase
- Zapantera Negra- Art, Revolution and the Cosmos by Emory Douglas
- Invisible Cities by Italo Calvino
- Learning by Heart: Teachings to Free the Creative Spirit by Corita Kent and Jan Steward
- Art in the time of War by Howard Zinn
- Sixty Innovators Shaping our Future by Lucas Dietrich
- Art21, Ted Talks, Museum, Gallery and Artist Website

PERFORMING ARTS

Vocal Music (yearlong or semester, all grades)

Vocal music is a performance based ensemble class open to any student who has an interest in singing and exploring their voice. The course primarily focuses on American Popular music styles of singing and some Western Classical music. A significant portion of the class includes learning about stage presence, communication and basic music literacy including music notation and aural skills. The first week of instruction will include specific ensemble placement in coordination with the instructor. This class has the potential for external adjudication through traveling to perform in competitive external venues and other music festivals. Students also have the opportunity to select and arrange vocal pieces to perform. Vocal music may be taken multiple times, as the development of the chorus is continuous and the repertoire is always in development.

Prerequisite: Previous music ensemble experience is highly recommended. Reading music and proficient aural skills are preferred but not required.

Assessments include at least two public performances per year with additional touch points to demonstrate acquired knowledge throughout the semester in small and large group settings and discussion sections focused on self and group evaluations by viewing and listening to recordings of themselves and other related ensembles. Additional evaluation methods include music literacy, notation, and aural skills.

Instrumental Music (yearlong or semester, all grades)
Instrumental music is a performance based ensemble that covers various American popular music forms and some Western Classical music styles . Students are expected to know and will also learn more about music theory, ear training, and learn to improvise. Assessments include a culmination of two public performances per year. Students should rent, buy or have regular access to an instrument. The first week of instruction will include specific ensemble placement in coordination with the instructor. This class has the potential for external adjudication through traveling to perform at music events. Instrumental music may be taken multiple times, as the development of the ensemble is continuous and the repertoire is always in development.

Prerequisite: open to any student who plays a non-vocal instrument and can read music.
Assessments include at least two public performances per year.

Liturgical and Celebratory Music: Body, Mind and Spirit through Music
This elective music (vocal & instrumental) offering provides students with previous music instruction and experience in grades 10, 11 and 12 the opportunity to cultivate their music practice and to foster community engagement through performance at events, including Masses, liturgy, chapels assemblies, and an end of the semester performance. The transformative healing power of communal singing and making music together will be explored through some liturgical music and music that centers around joy and social uplift.

Prerequisite: prior music class instruction in grade 9 and/or 10, or audition/instructor permission. Participation in this class fulfills the school's RTS requirements. Students may take the class for a semester, or for a full year.

Music IB SL/HL (two years, junior/senior)
Through the IB Music course, students develop their knowledge and potential as musicians, both personally and collaboratively. Involving aspects of the composition, performance and critical analysis of music, this course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in and reflect upon music from their own background and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment. Both SL and HL music students are required to study musical perception. SL students in music are then required to choose one of three options: creating, solo performing or group performing. HL students are required to present both creating and solo performing.
Prerequisite: departmental recommendation and/or assessment