



Curriculum Guide

2021-2022

Saint Mary's School Mission

Saint Mary's School, a community dedicated to academic excellence and personal achievement, prepares young women for college and life.

To accomplish our mission, Saint Mary's School:

- Challenges each young woman to embrace the habits of an intellectual life, engages her with the past and the emerging future, and empowers her to serve and shape her world.
- Fosters in each young woman a spirit of connection to others, guides her in developing her spiritual and ethical integrity, and prepares her to take responsibility for herself and her future.

Saint Mary's School

Curriculum Guide 2021-2022

Contents

Curriculum Goals	3
Graduation Requirements	4
Course Levels	8
Course Descriptions by Department	9
English Department	9
Humanities and Social Sciences Department	13
Mathematics Department	16
Science Department	18
World Languages Department	20
Visual and Performing Arts Department	24
Seminar Department.....	28
Special Studies	28
Athletics Program	29

Curriculum Goals

Saint Mary's School strives, through its academic curriculum to challenge each student to embrace the habits of an intellectual life. The faculty work to prepare each student to take responsibility for herself and for her future. We intend that graduates of Saint Mary's School develop the Saint Mary's **10 Competencies**, building their skills on a foundation marked by core knowledge of a liberal arts curriculum.

The 10 key competencies fostered through Saint Mary's programs are:

- Collaboration
- Communication
- Critical thinking
- Cross cultural intelligence
- Growth mindset
- New media literacy & computational thinking
- Self-expression
- Self-directed learning
- Servant leadership
- Social-emotional intelligence

Graduation Requirements

Curriculum/Graduation Requirements

In order to qualify for the Saint Mary's School diploma, students must meet the following requirements:

- Complete a total of 22 units with a cumulative weighted grade point average (GPA) of not less than 2.000
- Successful completion of Seminar curriculum with each semester of enrollment
- Within 22 units, have the following distribution of subject matter:

English 4 units

(Includes English I, II, III, and IV)

Social Studies 4 units*

(One unit of World History I, one unit of World History II, one unit of U.S. History, one-half unit of Religion/Philosophy, and one-half unit of Government)

Science 3 units

(Includes one unit of biology and one unit of a physical science)

Mathematics 3 units**

(Includes Algebra I, Geometry, Algebra II or the equivalent, plus one unit beyond Algebra II)

World Languages 3 units/1 language***

2 units/2 languages***

Visual and Performing Arts 2 units ****

Electives 3 units

*Students entering after 9th grade are required to complete 4 units of Humanities and Social Sciences; specific named courses will be determined based on transcript.

**Mathematics units must be taken in a high school or college program. A student who enters the 9th grade with math credits for Algebra I or beyond will need 3 units beginning at the next level. Students interested in attending a four-year college are expected to progress through Pre-Calculus.

***For students interested in attending a selective college or university, Saint Mary's School recommends 4 units of the same World Language.

****Students entering in the 11th or 12th grade without Visual and Performing Arts credits will be required to take one-half unit of Visual and Performing Arts.

Fulfillment of Requirements

Generally, a candidate for the diploma must be enrolled as a full-time student during her 12th grade year. If there are unusual circumstances, the Dean of Teaching and Learning may give her permission to enroll part-time.

Required Courses

Required courses must be attempted at Saint Mary's School or through school-approved alternates. Normally, credit from summer courses outside of Saint Mary's School is not accepted, but may be used for student placement, remediation, or acceleration. Generally, students must complete graduation requirements in four years and comply with the requirements stated in the Student-Parent Handbook at the time of their graduation. In unusual circumstances, with the prior approval of the Dean of Teaching and Learning, exceptions may be made.

Grading System and Progress Reports

Academic progress reports are made available electronically to all parents at regularly scheduled intervals and posted on the parent portal. Report cards will be available after the end of each semester. Saint Mary's School students earn a numerical grade in each course taken for credit. In addition, faculty provide narrative feedback that details more specific information about a student's proficiency in the curriculum. These narratives address accomplishments, make suggestions for further growth, and are essential to understanding the progress.

The evaluation of all academic work at Saint Mary's School rests with the teacher. Grades will be determined by the means considered to be most appropriate by the faculty member, in consultation with the academic department, and subject to the approval of the department chair and the Dean of Teaching and Learning, to measure accurately, fairly, and consistently the quality of students' academic work. The teacher will explain the grading policy to the class at the beginning of each course. A student's cumulative GPA is determined by the grades earned only at Saint Mary's School. Each of the semester grades and a final grade are reported on a student's transcript. If a student's grade is an F in either semester but her year-end grade is passing, credit is earned, but remediation may be required by the school before a student may progress to the next level.

Grade Scale (weighted)

Grade	Honors	Advanced Placement
A	5	6
B	4	5
C	3	4
D	2	3
F	0	0

Grade Scale (unweighted)

Grade	Scale
A	4 grade points per unit
B	3 grade points per unit
C	2 grade points per unit
D	1 grade points per unit
F	0 grade points per unit

All academic work will be evaluated according to the following grading system:

Letter	%	Descriptor
A+ A A-	100-97 96-93 92-90	<i>Excellent.</i> The learner consistently demonstrates complete mastery of both the content and skills of the course. The work produced by the student often exceeds the requirements of the course.
B+ B B-	89-87 86-83 82-80	<i>Proficient.</i> The learner demonstrates a strong command of content and skills of the course. The work that the student produces meets the primary requirements of the course.
C+ C C-	79-77 76-73 72-70	<i>Satisfactory.</i> The learner demonstrates an adequate command of content and skills of the course. This learner creates a foundation to build on to master more complex content and develop deeper skills. The work that the student produces shows evidence of accurately focused and consistent effort even if it does not meet all the requirements of the course.
D	69-65	<i>Tenuous.</i> The learner demonstrates an unreliable or weak grasp of the content and skills of the course. She does not have a strong foundation and though credit is earned, she may not be prepared or recommended for further work in the discipline. Remedial work or intervention may be required by the school for a student with a grade of D. The work that the student produces shows some evidence of effort even if it does not meet the requirements of the course.
F	64- below	<i>Failing.</i> The learner does not demonstrate a grasp of the content and skills of the course. The work that the student produces may show some evidence of effort yet fails to meet the requirements of the course. No credit is issued. Remedial work or intervention may be required by the school for a student with a grade of F.

WP Withdrawal from a course while passing

WF Withdrawal from a course while failing

WM Withdrawal from a course for medical reasons

INC* Incomplete – Indicates that some part of the class work has not been completed

*The time permitted to erase an incomplete is negotiable between teacher and student, in coordination with the Dean of Teaching and Learning. Any incompletes after the second semester must be resolved by July 1.

Academic Policies

Policies concerning academic matters such as classes, class schedules, grading, academic expectations, and academic support may be found in the Academics section of the Student-Parent Handbook.

Course Levels

Saint Mary's School offers high school courses at two levels: honors and Advanced Placement (AP). Placement in Advanced Placement courses is dependent on demonstrated ability in prior coursework rather than preference.

Advanced Placement Courses

The Advanced Placement (AP) Program, sponsored by the College Board, is an academic program of college-level courses and examinations for high school students. A typical AP course takes a full academic year, offers a challenging curriculum, and is more rigorous than an honors course. These courses follow the College Board Advanced Placement course descriptions, and students are required to take the AP external exam at the end of the course. A passing score on the AP exam at the end of a course may earn college credit for a student depending on individual college policy. Failure to complete or to make full effort on a national AP exam at the end of the course will result in the loss of AP weighting and may have an impact on a student's enrollment in future AP courses. See the "Grading Procedures" section for full details.

Advanced Placement courses are normally taken in the junior and senior years; juniors may take up to two AP courses, seniors may take up to four AP courses. With teacher recommendation, 10th grade students are able to enroll in AP World History. Exceptions to this policy may be approved by the Dean of Teaching and Learning. The criteria for recommending students for these courses are based on the school's experience with students' success in AP courses and College Board recommendations. The recommendation of the teacher of the prerequisite is an important factor in determining if enrollment in an AP course is appropriate. Teacher recommendations take into account the student's demonstrated ability to: handle college-level work independently and consistently; be positively engaged with the subject; demonstrate intellectual curiosity; willingly tackle difficult material, rise to challenges, accept criticism, and work through setbacks; have a high level of written and oral discourse; have a high quality of interaction with others in pursuit of knowledge; and have an ability to handle her particular combination of academic and other responsibilities. All Saint Mary's School Advanced Placement courses have prerequisites. Students and parents are responsible for the fee for the AP external exam for each AP course a student takes.

Online Courses

Saint Mary's School is in partnership with [One Schoolhouse](#), and [Laurel Springs](#), an accredited on-line provider offering asynchronous learning opportunities. All courses offered by One Schoolhouse and Laurel Springs are taught by experienced teachers. Classes at both schools have assessments in the form of daily assignments/homework, projects, group discussions, essays, and tests.

- Students wishing to take an online course to explore a subject **not offered** at Saint Mary's in addition to her official course load will be allowed to do so at the family's expense under the following conditions:

- The Dean of Teaching and Learning must approve any credit earned via online courses. The course must be approved by the school in advance.
- Courses and grades earned will be listed on the student's transcript but will not be figured into the overall GPA.
- Students may be approved to take an online course in place of a course offered at Saint Mary's under the following conditions:
 - Students wishing to accelerate their academic program may, with the approval of the Dean of Teaching and Learning, be allowed to do so at the family's expense.
 - Students choosing to take an overload in courses may, with the approval of the Dean of Teaching and Learning, be allowed to do so at the family's expense.
 - If a student has exceeded the course offerings at Saint Mary's, she will be allowed to take an online course at the school's expense.
 - Requests to enroll in online courses in place of courses offered at Saint Mary's for other reasons will be considered on an individual basis.
 - Courses and grades earned will be listed on the transcript but will not be figured into the overall GPA.
- If a student is required to repeat a course she previously failed at Saint Mary's School, she may be allowed to re-attempt the class via an approved online course at the family's expense. The online course and grade earned will be listed on the student's transcript but will not be included in the calculation of the GPA. If appropriate, she will be asked to take a placement test upon returning to Saint Mary's to ensure she has the knowledge needed to move on to the next course level.

Students approved to take online courses will be required to sign a contract indicating their commitment to completing the online course.

Course Descriptions By Department

The English Department

The English Department helps students learn to communicate effectively by developing skills in reading, writing, listening, speaking, and viewing. Courses acquaint students with literary works from a range of periods and cultures beginning in the 9th grade with a broad global focus using interdisciplinary approaches. Students then move to either Narrative Studies or Western Literature in the 10th grade. In the 11th and 12th grades, students select from AP English or semester electives.

The goals of the English program in reading, carried out in all course offerings, are to develop students' awareness of the themes and styles of classic literature from around the globe and to make connections among different cultures; to enable students to read any text to determine main ideas, subsidiary points, and supporting evidence; at advanced course levels, to recognize authors' techniques and strategies and begin to incorporate them into their own writing; and to find intellectual and aesthetic pleasure in reading.

The goal in writing is to teach techniques such as precise word choice, effective sentence structure, logical transitions, unified organization of ideas, clarity of thought, and elegance of expression that enable students to become powerful communicators on personal, academic, and public levels.

English I: World Voices

World Voices introduce students to the literature of major regions of the world, emphasizing non-Western literature and making connections among cultures by exploring universal themes, symbols, and motifs. Students learn the basic skills of critical reading, analyzing literature, writing essays, using the library, using technology, developing vocabulary, and preparing for the PSAT/SAT. The course introduces students to the basic kinds of literature—poetry, drama, short story, the novel, and nonfiction prose. Students develop oral and written responses to literature, learn the process of writing a formal essay—from prewriting to publishing—build vocabulary, and develop grammar skills.

Credit: one unit.

English II: Narrative Studies

Narrative Studies explores the fundamental elements of effective storytelling through careful consideration of a variety of narrative forms, including traditional literary texts as well as those that use a multimedia approach. Students engage in exercises, discussions, and projects that ask them to read, understand, analyze, interpret, and synthesize the texts they encounter and to examine them in relation to their own experience and values. Students also continue to practice and sharpen communication skills, learning to analyze and create various narrative forms, to use the stages of the writing process, to gain command of basic sentence structure and standard grammar and mechanics, and to begin to find a voice and style of their own.

Credit: one unit. Prerequisite: English I or equivalent.

English II: Western Literature

Western Literature asks students to read more broadly and to write more extensively in the classic Western literature canon. This course introduces students to the major historical periods and works of Western literature. Students deal with major literary genres and engage in exercises and discussions that ask them to read, understand, analyze, interpret, and synthesize the readings and to examine them in relation to their own experience and values. They continue to sharpen writing skills, learning to use the stages of the writing process, to recognize and produce various forms of the essay, to move beyond a basic command of sentence structure and standard grammar and mechanics, and to learn strategies for refining their writing style.

Credit: one unit. Prerequisite: English I or equivalent.

Advanced Placement English Language and Composition

AP Language and Composition is a college-level course with college-level requirements. In AP English Language students learn how to read critically and complete rhetorical and stylistic analysis of the texts read. Students engage in exercises and discussions that ask them to read, understand, analyze, interpret, and synthesize the readings and to examine them in relation to their own experience and values. This course prepares students for the AP English Language and Composition examination. This course is open to both 11th and 12th grade students.

Credit: one unit. Prerequisite: English II or equivalent.

Advanced Placement English Literature and Composition

AP English Literature and Composition is a college-level course with college-level requirements. In AP English Literature, students learn to recognize and critique literary style in poetry, plays, novels, short stories, and essays. They learn how to discover meaning in literature by being attentive to language, image, character, action, argument, and the various techniques and strategies authors use. Students are expected to justify their interpretation by reference to details and patterns found in the text, to compare their interpretations with those proposed by others, and to be prepared to modify their own interpretations as they learn and think. The course prepares students for the AP English Literature and Composition examination. This course is open to both 11th and 12th grade students.

Credit: one unit. Prerequisite: English II or equivalent.

English III and IV: Electives of a student's choosing

Creative Writing: Nonfiction

This semester-long course is designed to enhance students' reading and writing skills and to stimulate their critical and creative thinking. This class will identify and explore effective storytelling techniques that may be used in writing a variety of forms of nonfiction. While observation and experience of reality are often used to fuel fiction that "feels" true, common devices used in fiction may also help bring true stories "to life" in a dramatic and compelling way. Journals, memoirs, biography, family histories, oral histories, and interviews are some of the mediums that will be studied in this course. Students are expected to share their writing with the class and to keep up with supplementary reading. Students will also be asked to produce a writing portfolio of selected works that they have revised over the course of the semester. They will submit this portfolio for assessment at the end of the semester. Open to 11th and 12th grade students.

Credit: one-half unit. Prerequisite: English II or equivalent.

Creative Writing: Fiction

This semester-long course is designed to enhance students' reading and writing skills and to stimulate their critical and creative thinking. Students will study the basic components of storytelling and explore the role of literature in our society. Students will be asked to read works of fiction and poetry; to offer their own evaluations of the works' success; and to create their own original pieces of writing as well. Short stories and poetry will be the main forms of writing focused on in this class. Students will be expected to share their original works with the class, to maintain a class journal, and to keep up with supplementary reading. Students will participate in a weekly workshop that taps into the narrative impulse through imagery and collage. This workshop will lead to the creation of a series of collages and writings inspired by them. Students will also be asked to produce a writing portfolio of selected works that they have revised over the course of the semester. They will submit this portfolio for assessment at the end of the semester. Open to 11th and 12th grade students.

Credit: one-half unit. Prerequisite: English II or equivalent.

Coming of Age

Student inquiry will be driven by the question: *What does it mean to come of age today?* Works may include fiction, essays, speeches, films, and poetry. Traditional classics will be paired with more contemporary works. Some readings will depend on student choice. Students will hone their written and oral communication skills using a variety of mediums. Assignments may vary from traditional literary analyses to creative responses and projects.

Credit: one-half unit. Prerequisite: English II or equivalent.

Finding Love in Literature

Why do we love who we love? How is love expressed? Does love endure? Through the study of a variety of love letters, music, poems, novels, art, and films, this course will delve into the mystery that is love. Topics this course will explore include filial, platonic, romantic, and obsessive love. Assignments will include creative and analytical writing as well as projects.

Credit: one-half unit. Prerequisite: English II or equivalent.

Women's Detective Fiction

Did you know that detective fiction, one of the most popular genres, used to be written almost exclusively by men? There were a couple of exceptions, but women were actively discouraged

from writing in this genre. Then, in the 1920s, a huge shift occurred, and the genre became dominated by women writers, as it still is today. What happened to allow women access to a genre formerly closed to them? How did they change and shape the genre once they attained access? The course will answer these questions, along with a look at the growing presence of women in real-life forensic detection. Readings will include novels, short stories, and a work of the student's choice.

Credit: one-half unit. Prerequisite: English II or equivalent.

Gothic Literature

The Gothic in literature is not merely about horror: it is about what one critic calls "the return of the repressed"—all the secrets a society tries to bury come back to haunt it, sometimes in the form of literal monsters, sometimes revealing the monstrous side of human nature. Gothic is the parent genre of today's popular fiction; science fiction, romance, and mystery/detective fiction all have their roots in Gothic. We will begin with Gothic classics such as Edgar Allan Poe, then read contemporary Gothics in order to look at how the genre is still relevant today.

Credit: one-half unit. Prerequisite: English II or equivalent.

Artful Compositions: Teaching Writing with Art: Journaling

Journaling is a course designed to develop communication, self-expression, and critical and creative thinking skills; to increase visual literacy and reading comprehension; and to build empathy and understanding for stronger and more compassionate individuals and communities. Students will explore their identities, their experiences, and the world around them through writing and art making. One page at a time, students will record the stories of their lives as they experiment with a variety of diary forms and visual art techniques, including drawing, painting, collage, and digital imaging. Texts may include: *Hyperbole and a Half* by Allie Brosh; *Day Book: A Journal of an Artist* by Anne Truitt; and *The Julie/Julia Project* by Julie Powell; as well as excerpts from the writings of Vincent Van Gogh, Frida Kahlo, and Agnes Martin.

Credit: one-half unit. Prerequisites: Foundations Art I and II as well as English I and II.

Teaching Writing with Art: The Art of Remix

Building off the postmodern practice of multimedia collage, students will create and illustrate their own literary remixes in this course. Projects will involve reimagining a fairy tale or legend, delving into the imaginary world of fan fiction, and exploring the craft of altered books. Choosing from a variety of visual art techniques, such as collage, drawing, painting, photography, stamping, digital art, sewing, sanding, photography, and 3D design, students will practice the art of putting a fresh spin on the narratives they encounter as they give voice to their contemporary perspectives and explore the timeless themes that define the human experience. Texts may include: *Altered Book*, *Collaborative Journals*, and *Other Adventures in Book Making* by Holly Harrison.

Credit: one-half unit. Prerequisites: Foundations Art I and II as well as English I and II.

The World of Shakespeare

Shakespeare's worlds are incredibly enriching, both the world in which he lived, and the worlds created in his plays. Shakespeare appealed to a wide range, from sophisticated royals to rough-and-tumble groundlings, and opened windows and mirrors upon the human condition. In fact, Shakespeare's appeal has transcended time. In this course, students will study Shakespeare's *Othello*, read Nicole Galland's *I, Iago: A Novel*, and view the film *O*, starring Mekhi Phifer and Julia Stiles. These works will assist in helping students to grasp the universal and timeless appeal of the Bard. Assignments for this course will include analytical essays, creative writing, and projects.

Credit: one-half unit. Prerequisite: English II or equivalent.

The Humanities and Social Sciences Department

The Humanities and Social Sciences Department encompasses a range of courses that include the study of history, cultures, government, religion, philosophy, economics, and psychology. Through these courses, students have the opportunity to develop a deeper understanding of themselves and their world.

The courses in Humanities and Social Sciences take students from the general view of the world, presented in the World History sequence, to the more specific and specialized, as they move to United States History, then to government, religion, philosophy, and electives. In all their classes in this department, students build the skills they will need to succeed in college and are prepared to become informed and responsible citizens of the world. In addition, the Humanities and Social Sciences Department places an emphasis in all courses on the diversity of peoples, perspectives, and experiences in our world.

World History I

This course covers World History through the Middle Ages. The course encourages students to analyze the significant cultural, political, religious, social, and economic movements and events of World History and their role in shaping the intellect and character of the world from the beginning of history to roughly 1250CE. It includes the study of the ancient Middle East, Greece, India, China, Rome, the Byzantine Empire and the early Muslim world and the Middle Ages in Europe and Asia. In addition to the subject-area content, World History I develops the critical reading, writing, research, geography, and study skills needed in the high school classroom, including the use of primary sources. In addition, students in the course will write both long and short essay assignments and master the use of citations and bibliography, as well as learn to identify reliable sources.

Credit: one unit.

World History II

World History II covers World History from the Middle Ages to the present and seeks to build on the foundation laid in World History I. There is a focus on the more recent past including the Middle Ages, the Renaissance and Reformation, developments in Africa and East Asia, the Americas, and the modern world. World History II encourages students to analyze the significant cultural, political, religious, social, and economic movements and events of World History and their role in shaping the intellect and character of the modern world. The course utilizes primary documents and emphasizes historical analysis, reading, research, and written argumentation building on the foundation set in the World History I course.

Credit: one unit. Prerequisite: World History I or equivalent.

Advanced Placement World History

Advanced Placement World History is equivalent to a college-level world history course that examines the events that make up the world's history from c. 1200 CE to 2001 consistent with the College Board requirements to prepare students for the Advanced Placement examination. The course encourages students to analyze the significant cultural, political, religious, social, and economic movements and events of World History and their role in shaping the intellect and character of the modern world. AP World History emphasizes the following AP historical thinking skills including developments and processes; sourcing and situation; claims and evidence in sources; contextualization; making connections; and argumentation. The following AP reasoning processes are also essential:

comparison, causation, and continuity and change. In addition, the course will move at a faster pace than other World History courses offered and will expect more independent work from students.

Credit: one unit. Prerequisite: World History I or equivalent and with teacher recommendation.

United States History

United States History focuses on the people and events of the United States from the pre-Columbian period to the present. The course encourages students to analyze the significant cultural, political, religious, social, and economic movements and events of the country and how they shaped the United States. Current events are also considered in the light of historical experience. In addition, the course emphasizes the analysis of primary source documents and researching and writing thesis-driven papers.

Credit: one unit. Prerequisite: World History I and II or equivalent.

Advanced Placement United States History

AP United States History is equivalent to a college-level US history course and is consistent with the College Entrance Examination Board requirements to prepare students for the AP examination in United States History. The course covers the nation's history from the pre-Columbian era to the present, makes extensive use of primary documents, and emphasizes analysis, argumentation, and writing skills. The course encourages students to analyze the significant cultural, political, religious, social, and economic movements and events of the country and how they shaped the United States. In addition, the course will move at a faster pace than other US History courses offered and will expect more independent work from students and a focus on the historical thinking skills expected by the College Board.

Credit: one unit. Prerequisite: World History I and II or equivalent.

United States Government

A one-semester course, United States Government is devoted to the practical study of the United States government. In addition to understanding concepts such as federalism, the three branches of federal government and the separation of powers, checks and balances, and popular sovereignty, the course applies these concepts through research on current events. The course also explores contemporary topics such as media bias and social media's impact on public opinion.

Credit: one-half unit. Prerequisite: World History I and II.

Advanced Placement United States Government and Politics

AP United States Government and Politics is equivalent to a college-level survey of the United States government. The fundamental principles of the United States government are traced in their evolution through Western civilization to the nation's founders to today's political events in the nation's capital. The course emphasizes analysis of the U.S. political system and concentrates on teaching students how to understand political events by writing about the principles of political science in the context of United States governmental history. In addition, the course will move at a faster pace than the one-semester Government course and will expect more independent work from students.

Credit: one unit. Prerequisite: World History I and II, U.S. History.

Advanced Placement Comparative Government and Politics

In AP Comparative Government and Politics, students practice the skills used by comparative political scientists by studying data, political writings from different countries, and the processes and outcomes of politics in a variety of international settings. Students study six countries in AP Comparative Government and Politics: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students will show mastery of these skills on the AP Exam by applying concepts, analyzing data, comparing

countries, and writing political science arguments. In addition, the course will move at a faster pace than the one-semester Government course and will expect more independent work from students.

Credit: one unit. Prerequisite: World History I and II. Co-requisite: U.S. History.

World Religions

A one-semester course, World Religions gives students an understanding of the fundamental beliefs and practices of the major religions in the modern world: Indigenous Sacred Ways, Hinduism, Buddhism, Judaism, Christianity, and Islam. Students are also presented with an overview of the discipline of the study of religion.

Credit: one-half unit.

Ethics

A one-semester course, Introduction to Ethics considers some of the most influential ethical schools of thought such as Kantian Ethics, natural law, and utilitarianism to improve the students' ability to make ethical decisions in a complex world. In addition, the course examines and applies ethical approaches to current events. The course also enhances communication skills, develops character and reasoning skills and written argumentation.

Credit: one-half unit

Advanced Placement Psychology

AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. The course prepares students to take the AP Psychology examination. As a college-level course, students will be expected to work independently and at a fast pace.

Credit: one unit. Prerequisite: Two units of Humanities and Social Sciences. Prerequisite or co-requisite: Biology.

Economics

Economics addresses some of the most common and most pressing concerns which humans face. This course will introduce students to the terms, concepts, and assumptions of the social science called Economics, which will help them to understand claims about the state of the economy, economic policy, and many other topics which regularly appear on the news such as taxes, government spending, interest rates, international trade, economic growth, and interest rates. Students will also understand what is at stake in decisions that individuals and corporations make daily.

Credit: one-half unit.

Entrepreneurship: New Ventures

This course is designed to be an active class with the learning spaces both on and off campus. Students will delve into new learning including, but not limited to, business modeling, market research, and revenue projections, as well as build skill sets in Google suite proficiency, slide-deck creation, presentations, and idea pitching. Assignments are project-based, and sources will include article reviews from magazines like *Entrepreneur*, *Inc. Magazine*, and *Fast Money*, as well as podcasts and Ted Talks.

Credit: one unit.

The Mathematics Department

Saint Mary's mathematics program supports students as they become mathematically literate citizens who know the appropriate mathematical and technological tools to use and when to use them in various problem-solving settings. Students work in independent, whole-class, and small-group settings to increase their mathematical confidence and their communication skills. The types of problems and the learning environment in the mathematics classrooms foster persistence, critical thinking, and reflection. All courses require students to communicate conceptual understanding (both verbally and in written form), justify and explain results, and apply mathematics to real-world situations.

Students build their mathematics education through a sequential progression of courses in the math department. Recognizing students may be at different levels of mathematical development upon entering Saint Mary's School, the department uses a variety of assessments to place students into appropriate courses for successful experiences. Regardless of where a student begins in the progression, with each new course, students come to see that the learning of mathematics includes procedural fluency, conceptual understanding, and applying both to real-world contexts. They also gain experiences to help them think critically and build a solid foundation for further study of mathematics, both in high school and college.

The use of a TI-83+ or TI-84 graphing calculator is required of all students. Other types of technology, such as GeoGebra, Desmos, Microsoft Excel, TinkerPlots, TI-89 calculators, TI SmartView, and a variety of online applets may be incorporated into classes.

Algebra I

Algebra I introduces students to the fundamental concepts and techniques of algebra. Topics include linear relationships, equations and inequalities, systems of equations, and various types of functions, including linear, absolute value, and quadratic. Statistics and geometry are integrated throughout this course, and students will learn how to utilize a graphing calculator.

Credit: one unit. Prerequisite: Pre-Algebra.

Geometry

This course offers a rigorous introduction to Euclidean Geometry. After an introduction to fundamental vocabulary and postulates, students prove theorems using inductive and deductive reasoning. Major topics include parallel and perpendicular lines and planes, angle pair relationships, transformations, congruence and similarity with triangles and quadrilaterals, right triangle trigonometry, and properties of circles. Algebra skills are reinforced and applied throughout the course.

Credit: one unit. Prerequisite: Algebra I.

Algebra II

Algebra II is a continuation of the study of algebra at the intermediate level. Major topics include solving equations and inequalities, systems of equations, and inequalities in two and three variables, operations with polynomials and rational expressions, algebraic functions (absolute value, power, polynomial, rational, exponential, and logarithmic), statistics, probability, and logarithms.

Credit: one unit. Prerequisite: Geometry.

Pre-Calculus

Pre-Calculus is a course that helps develop students' understanding of functions and prepares them for further studies in mathematics, including Calculus. Topics include functions and their graphs

(polynomials, rational, exponential, logarithmic, and trigonometric functions), and analytic trigonometry. Each topic is approached numerically, symbolically, and graphically. Technology and real-world applications are incorporated throughout this course.

Credit: one unit. Prerequisite: Algebra II.

Math Analysis

Math Analysis is an accelerated Pre-Calculus course designed for students who will pursue AP Calculus (AB or BC) the following year. Topics include advanced algebra, functions, trigonometry, limits, and an introduction to differential and integral calculus. Technology and real-world applications are incorporated throughout this course.

Credit: one unit. Prerequisite: Algebra II with teacher recommendation.

Calculus Topics

This is a semester course of introductory Calculus designed to prepare students for taking Calculus in college. Students will study selected topics from differential and integral calculus, including the study of functions, limits and continuity, derivatives, and antiderivatives. One focus of the course is to explore applications of Calculus in other disciplines such as business, science, and psychology.

Credit: one unit. Prerequisite: Pre-Calculus or Math Analysis.

Advanced Placement Calculus AB

AP Calculus AB is equivalent to a first semester, college level course in Calculus. The course starts with a review of the Cartesian plane and the functions studied in Pre-Calculus. Major topics covered are limits and continuity, differentiation and its applications, integration and its applications, differential equations, and slope fields. This course emphasizes a multi-representational approach to calculus, with concepts and results expressed numerically, graphically, analytically, and verbally.

Credit: one unit. Prerequisite: Math Analysis or Pre-Calculus with teacher recommendation.

Advanced Placement Calculus BC

AP Calculus BC is equivalent to a second-semester, college-level course in Calculus. This course is an extension of Calculus AB and includes additional topics in differential and integral calculus including techniques and applications of integration, parametric functions, polar functions, differential equations, sequences, series, power series, and Taylor's Theorem.

Credit: one unit. Prerequisite: AP Calculus AB or Math Analysis with teacher recommendation.

Multivariable Calculus

Multivariable calculus is a post-AP Calculus BC course. The course focuses on (1) vectors, vector algebra, and vector functions; (2) functions of several variables, partial derivatives, gradients, directional derivatives, maxima and minima; (3) multiple integration; and (4) line and surface integrals, Green's Theorem, Divergence Theorems, Stokes' Theorem, and applications. The course relies on the use of handheld calculators and computer algebra systems.

Credit: one unit. Prerequisite: AP Calculus BC.

Statistics Topics

This is a semester course in introductory Statistics designed to prepare students for taking Statistics in college. Students will study selected topics from statistics, including graphing and describing one- and two-variable data sets, calculating standardized normal probabilities, performing linear regression, and designing experiments, and beginning inference. A focus of the course is to explore applications of Statistics in other disciplines such as business, science, and psychology.

Credit: one-half unit. Prerequisite: Algebra II.

Advanced Placement Statistics

The purpose of AP Statistics is to prepare students for the Advanced Placement Statistics examination. This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data and describing patterns and departures from established patterns; planning and conducting experiments using proper procedures and sampling techniques; anticipating patterns in random phenomena through the use of probability and simulation; and using statistical inference to estimate population parameters and to test hypotheses.

Credit: one unit. Prerequisite: Pre-Calculus or Math Analysis.

Coding

Computing has changed the world in profound ways: it has opened wonderful new ways for people to connect, design, research, play, create, and express themselves. However, using the computer as a tool is just a small part of the power computing brings to society. This survey course offers students a hands-on introduction to computer science, and they will use *Snap!* visual programming language to translate their ideas into code. Students will learn about big programming ideas such as variables, lists, algorithms, loops, data structures, recursive functions, and general abstraction. In addition, students will explore various aspects of computing relevant to themselves and to society.

Credit: one half unit.

Advanced Placement Computer Science A

AP Computer Science is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems.

Credit: one unit. Prerequisite: Algebra II.

The Science Department

Science plays a major role in human lives and it is vital that students understand its importance. Science courses make students aware of the vast amount of information being discovered daily about our world. Students gain enough background to be able to read with interest and understanding current literature that deals with scientific and technological topics as well as to continue science study at advanced levels with confidence.

The science program offers courses in both the biological and the physical sciences and aims to stimulate critical thinking and to teach students how to understand and interpret data and to apply the scientific method. Laboratory experiences form a major part of science study. Through them, students explore the world via the microscope, experimentation and observation, and field work, which helps them relate the more abstract concepts considered in lecture periods to their immediate experience. Opportunities for individual research programs are available for students who wish to go beyond the required courses.

The Science Department subscribes to the statement that the NSTA recognizes the inherent and strong connection of many 21st-century skills with science education. "The nature of science adopted by science education focuses on fostering deep content knowledge through active intellectual engagement and emulating disciplinary practices and thinking, and 21st-century skills

focus on developing broadly applicable capacities, habits of mind, and preparing knowledge workers for a new economy (Windschitl 2009)."

Biology

Biology provides an overview of the important principles and methods of the field of biology. It covers such topics as cells, genetics, evolution, microorganisms, plants, invertebrates, human biology, and ecology. This is a laboratory course.

Credit: one unit. Prerequisite: Physics or Chemistry.

Advanced Placement Biology

AP Biology is designed to be the equivalent of a college introductory biology course taken by biology majors during their first year. It covers the following major topics: molecules and cells, heredity and evolution, and organisms and populations. This is a laboratory course. The course prepares students to sit successfully for the AP Biology examination. Most students take this as a second biology course. However, advanced students may be recommended for AP Biology as an initial biology course.

Credit: one unit. Prerequisite: Biology and Chemistry.

Chemistry

Chemistry is an introductory course in chemistry for students who have not yet studied chemistry as a separate subject. It covers the main foundations of inorganic chemistry, both qualitatively and quantitatively. In addition, it introduces organic chemistry primarily in a descriptive fashion. This is a laboratory course.

Credit: one unit. Prerequisite: Physics.

Advanced Placement Chemistry

AP Chemistry is a second-year chemistry course that provides students with a college-level foundation to support future work in chemistry and the sciences. Students will cultivate their understanding of chemistry through inquiry-based investigations as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. This is a laboratory course. The course prepares students to sit successfully for the AP Chemistry examination.

Credit: one unit. Prerequisite: Chemistry. Co-requisite: Pre-Calculus.

Physics

Physics is an introduction to classical physics. Students are expected to use both their writing skills and their math skills to demonstrate their knowledge and application of physics during the course. Topics covered include measurement, kinematics in one and two dimensions, forces, energy and momentum, and electrostatics and circuits. This is a laboratory course.

Credit: one unit. Prerequisite: Algebra I

Advanced Placement Physics I

AP Physics I is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves. This is a laboratory course. It prepares students to take the AP Physics I examination.

Credit: one unit. Co-requisite: Pre-Calculus or Math Analysis.

Advanced Placement Environmental Science

AP Environmental Science is equivalent to a one-semester introductory college-level course in environmental science. It is an interdisciplinary course involving elements of geology, biology,

chemistry, and physics and prepares students for the AP Environmental Science examination. This is a laboratory course.

Credit: one unit. Prerequisite: one unit of biology and one unit of a physical science.

Principles of Biomedical Science

In the introductory course of the Project Lead the Way Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

Credit: one unit. Prerequisite: Biology.

Human Body Systems

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

Credit: one unit. Prerequisite: Principles of Biomedical Science.

World Languages Department

Learning a language opens doors to other worlds and creates links between students and the cultures studied. Students develop a deeper commitment to and interest in a language through active instruction that provides a current, global, interdisciplinary perspective. In all three World Language offerings, French, Latin, and Spanish, students strive for mastery in each and every aspect of language acquisition, integrating reading, writing, listening, and speaking. Progress is measured on the American Council of Teaching Foreign Language (ACTFL) proficiency standards.

French I

French I is designed for the beginning language learner. Students study French through a communicative approach as they work toward the Novice High proficiency level. At this level students express themselves in simple conversations and presentations on familiar topics using highly practiced, memorized words and phrases. Students will embark on a study of both the language and the rich cultures of the French-speaking world. Participation is essential to learn a language; therefore, we create a safe environment to explore and take risks as we learn to communicate in a new language.

Credit: one unit.

French II

French II is designed for students who have passed French I. Building on the foundation of French I studies, students work toward the Intermediate-Low proficiency level. At this level, students speak more naturally in the target language and are prompted to add detail and variety to keep the conversation going. Students will demonstrate an ability to express thoughts and events in both past and present tenses, understand main ideas, and combine and recombine learned words and phrases to further communication. Based on the use of authentic materials, students will continue to strengthen and build upon their listening, reading, and writing skills in the target language.

Credit: one-unit. Prerequisite: French I.

French III

French III is designed for students who have successfully completed two years of French. With a basis on reviewing and building upon grammar usage and improving pronunciation, this course helps students to work towards achieving benchmarks for the Intermediate-Mid proficiency level. Students at this level engage in short social interactions and communicate effectively to express different time frames (present, past, and future). Students are assessed through short presentations, completion of real-world tasks and a series of listening and reading comprehension activities from authentic French texts from the francophone world.

Credit: one unit. Prerequisite: French II.

French IV

French IV is designed for students who have successfully completed two years of French. With a basis on reviewing and building upon grammar usage and improving pronunciation, this course helps students to work towards achieving benchmarks for the Intermediate-Mid proficiency level. Students at this level engage in short social interactions and communicate effectively to express different time frames (present, past, and future). Students are assessed through short presentations, completion of real-world tasks and a series of listening and reading comprehension activities from authentic French texts from the francophone world.

Credit: one unit. Prerequisite: French III.

French V

Students enrolling in this course are typically in their fourth or fifth year of language study or they have had experiences with the language. This class is an immersion experience, all communication by the teacher will be carried out exclusively in the target language, and by the students as well. At this level, students are pushed to communicate in an organized and detailed way. Students can understand information from authentic materials in oral or written sources. They are often understood by listeners and readers unaccustomed to dealing with language learners.

Credit: one unit. Prerequisite: French III or French IV with teacher recommendation.

Advanced Placement French Language and Culture

As the AP French Language and Culture class is an immersion experience, all communication by the teacher will be carried out exclusively in the target language, and by the students, primarily, in the target language; the student class participation grades reflect this. The course will use a variety of methods involving films, music, texts, listening exercises, speaking exercises, discussions (on French culture, daily life, current events, etc.), and other communicative activities. The AP French Language and Culture exam is based on six groups of learning objectives: spoken and written interpersonal communication, audio, visual, and written interpretative communication, and spoken and written presentational communication. These learning objectives will be addressed through the study of six themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communication, Beauty and Aesthetics. Students will continue to develop vocabulary and refine their grammar skills while focusing on communication. Students enrolling in this course are typically in their fourth or fifth year of language study or they have had experiences with the language. Therefore, they should have a good command in French grammar and vocabulary. They should also be proficient in listening, speaking, reading, writing in French and accept and be ready for the challenge of a rigorous academic curriculum.

Credit: one unit. Prerequisite: French IV.

Latin IV

This course is designed for students who have completed Latin III and/or received the recommendation of the instructor. Students in this course read Latin poetry and prose. For poetry, they practice scanning the meter of the poems and reading them aloud. They continue to develop

Latin reading proficiency in addition to an understanding of classical literary techniques and a knowledge of the historical and cultural context of authors.

Credit: one unit. Prerequisite: Latin III or teacher recommendation.

Advanced Placement Latin

The AP Latin course covers the selections on the AP Latin Exam syllabus. This includes Vergil's *Aeneid* and Caesar's *Gallic Wars*. To prepare for the exam, portions of these works must be studied in Latin, and students will read the remainder in translation. Students will develop Latin reading proficiency, understanding of classical literary techniques, and the ability to write critical essays on literary passages. Class activities will involve extensive reading in Latin, learning several dozen literary techniques common in Latin poetry, mastering Latin poetic meter, and studying the historical and cultural context of both authors. To prepare for the AP Exam, students will complete the online modules on AP Classroom for each unit of the prescribed AP Latin curriculum. Extensive, near daily out-of-class reading in both Latin and English will be assigned.

Credit: one unit. Prerequisite: Latin IV or teacher recommendation.

Spanish I

Spanish I is designed for both students with some background in Spanish and students who are beginning this language. Students strive to achieve an appropriate level of proficiency in four areas: auditory comprehension, oral expression, written expression, and reading comprehension. To achieve the desired level of proficiency, students need to develop good memory techniques and skills. These are constantly reinforced in class. Students are then able to acquire the necessary verb conjugations, vocabulary, and grammatical rules to succeed. The course emphasizes high frequency vocabulary, basic syntax, and aspects of daily life in Hispanic cultures. Spanish is used as much as possible in class.

Credit: one unit.

Spanish II

Spanish II is designed for students who have successfully completed Spanish I. Material from Spanish I is reviewed and expanded upon in order to reach the Intermediate-Low proficiency level. At this level, students are encouraged to speak as much as possible in the target language and are prompted to add something more to keep the conversation going. Students will demonstrate the ability to express thoughts in a single time frame, understand main ideas and combine and recombine learned words and phrases to foster communication. Through their engagement with authentic materials, students will continue to strengthen and build upon their listening, reading, and writing skills in the target language.

Credit: one unit. Prerequisite: Spanish I.

Spanish III

Spanish III is designed for students who have successfully completed two years of Spanish. With a basis on reviewing and building upon grammar usage and improving pronunciation, this course helps students to work towards achieving benchmarks for the Intermediate Mid- proficiency level. Students at this level have the ability to engage in short social interactions, ask and answer simple questions relating to everyday life and communicate effectively to express both present and past time frames. Students are assessed through short presentations, completion of real-world tasks and a series of listening and reading comprehension activities from authentic Spanish texts and multimedia.

Credit: one unit. Prerequisite: Spanish II.

Spanish IV

This course is designed for students who have successfully completed Spanish III. Students in Spanish

IV work towards meeting the Intermediate- high level benchmark. Spanish IV students are engaged in understanding Hispanic cultures through analysis and interpretation of authentic literary texts as well as contemporary audio, video, and narrative selections. Students should be able to present and communicate in combined time frames using connected speech as well as be able to handle everyday situations with unexpected complications.

Credit: one unit. Prerequisite: Spanish III.

Spanish V

Spanish V is designed for students who are in their fourth or fifth year of the language study. This course helps students to expand upon the ability to communicate with increased fluency and accuracy in combined time frames and moods. Students at this level should be able to handle topics that go beyond everyday life and comprehend beyond the main idea to include supporting details.

Credit: one unit. Prerequisite: Spanish IV or Spanish III with teacher recommendation.

Advanced Placement Spanish Language and Culture

The AP Spanish Language and Culture course provides students with opportunities to develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. Students learn about culture through the use of authentic materials that are representative of the Spanish speaking world. Materials include a variety of different media, e.g., journalistic and literary works, podcasts, interviews, movies, charts, and graphs. AP Spanish Language and Culture is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken and as such, is an immersion experience requiring almost exclusive use of Spanish. Students in AP Spanish strive to reach the Advanced Low proficiency benchmark and should be able to create paragraph discourse which uses connected language in multiple time frames and incorporates a variety of idiomatic expressions.

Credit: one unit. Prerequisite: Spanish IV, Spanish V or teacher recommendation.

Advanced Placement Spanish Literature and Culture

The AP Spanish Literature and Culture course is an introductory course to the study of Peninsular Spanish, Latin American, and U.S. Hispanic literature written in Spanish from the 14th century to the present day. Not only do we study the literature, but also the fascinating history and cultures of the Hispanic world connected to the six AP Spanish literature themes, which are: las relaciones interpersonales; la construcción del género; las sociedades en contacto; el tiempo y el espacio; la dualidad del ser; and la creación literaria. Throughout the course, students learn to connect each reading with historical, sociocultural, and political contexts; literary history of each movement; authors' style; and literary theory. Students also demonstrate their proficiency in the three modes of communication in Spanish (interpersonal, interpretive, and presentational) with attention to applying correct written and spoken language conventions.

Credit: one unit. Prerequisite: AP Spanish Language and Culture, Spanish V or teacher recommendation.

The Visual and Performing Arts Department

The Visual and Performing Arts Department encompasses an extensive range of coursework that provides opportunities for students to explore and build skills in visual art, dance, theatre, and music. The **visual art** program offers students the opportunity to exercise self-expression through a range of courses. In these studio classes, students are encouraged to increase their skill levels and maximize their artistic potential by exposure to a variety of techniques and mediums in an atmosphere that embraces a high expectation of creative decision making and a high quality of production. The **dance** program includes courses that provide solid technical training in ballet and modern, while offering opportunities for students to explore and incorporate jazz, hip hop, stretch/yoga, and conditioning. It also offers a resident student dance company, Orchesis Dance Theatre, that performs two concert programs each year. The **theatre** program has opportunities to study acting, explore dramatic literature, read and analyze scripts, and become familiar with the history of theatre. Students also work as production company members in stage management, acting, set, costume, lighting and sound design, and various technical and stage crews for the annual play and musical performed each year. In the **music** program, every level of interest and ability is supported with a rich variety of vocal and instrumental training both in performance ensembles and through individual lessons. Expert instruction in applied music is provided in voice and a wide range of instruments, which students can pursue at elementary, intermediate, and advanced levels.

Theatre

Theatre Arts

Students will explore character development through improvisation and scene work. Students will participate in daily exercises to improve articulation, projection, and breath control. They will use theatre games to promote creativity and collaboration. Students will be given opportunities to work with original works and different genres of theatre, including comic and dramatic pieces. The class will perform scene work during the semester. This class is geared for beginning actors.

Credit: one-half unit.

Technical Theatre

Students taking this class will serve as technical crew heads and crew members for the major productions. Students choose their interest areas; including costuming, hair, make-up, scenic painting, props, set construction, lights, and sound. Students will participate in the process of theatre production from interpretation and concept to opening night.

Credit: one-half unit.

Music

Chorale

The Chorale is an ensemble of singers at all grade levels. The course of study includes extensive music literacy skills and a challenging repertoire. The literature studied and performed includes a variety of genres. The Chorale sings for chapel services and special events on campus as well as in the community. It serves as the touring choir for Saint Mary's School.

Credit: one-half unit.

Chamber Choir

The Chamber Choir is a small, auditioned ensemble of experienced singers in 10th-12th grades. The course of study includes extensive music literacy skills and a challenging repertoire. The literature studied and performed includes a variety of genres. Students are expected to lead the Chorale Program in and outside of class, and individual practice is expected. The Chamber Choir will be eligible for All-State Chorus and select choral festivals and workshops. The Chamber Choir sings for chapel services and special events on campus as well as in the community.

Credit: one unit. Participation is by invitation of the music faculty.

Chamber Music Program (Instrumental Ensembles)

This is a performance class for instrumental ensembles open to students who have achieved the intermediate to advanced level of skill with their chosen instrument. Groups are arranged according to instrumentation and ability. Examples of groups are String Ensemble, Flute Ensemble, String Trio, Violin-Piano duos, etc. The ensembles meet with a teacher once per week, and individual practice is expected. Emphasis is placed on developing listening skills, awareness of the importance of individual parts to the ensemble, intonation, and tone quality in playing chamber music that will lead to artistic performance. A variety of repertoires are explored. Repertoire will include selections from the Baroque, Classical, Romantic, and Modern eras. Popular Repertoire will also be included. Instrumental ensembles are combined into a Chamber Orchestra for special occasions.

Credit: one-fourth unit per semester.

Applied Music Instruction: Elementary, Intermediate, and Advanced Levels

Applied music instruction is offered to students in piano, organ, voice, guitar (folk and classical), flute, clarinet, violin, viola, and cello. Other instrumental instruction is available according to demand. These lessons are designed to develop the instrumental and vocal skills of the individual student according to each student's goals and potential. Instruction is offered at the beginning, intermediate, and advanced levels. Students choosing to enroll for academic credit must play in an approved performance each semester. Students are also expected to attend professional concerts as an important part of their overall training and development as young artists.

Credit: Pass/Fail.

Applied Music—Honors Program in Music

The Applied Music Program is available to seniors who are in at least their second year at Saint Mary's School and who will present a public recital in the spring after fulfilling the following requirements: completion of all applied music courses with a grade of B or better, completion of a music theory course, and satisfactory completion of academic requirements for graduation. The culminating performance (senior recital) must be at least thirty minutes long, must represent at least three contrasting stylistic periods, and must be performed at a level satisfactory to the music faculty. Students must apply for the program in the spring semester of their junior year and must be approved by the faculty of the music department.

Credit: one-half unit for the year.

Visual Arts

Art I

Students are given the opportunity to develop creatively through exploration and learning basic skills while gaining a foundational understanding of the elements and principles of design. Through engaging assignments, students will be exposed to a variety of art media, learn different techniques, and focus on creative problem-solving skills.

Credit: one-half unit.

Art II

Students will develop the fundamental skills of drawing and painting. In addition to sharpening perceptual skills, the basic elements of design; line, shape, form, texture, and color will be emphasized. This course also focuses on basic techniques, processes, and methods of working and students will be encouraged to explore drawing and painting as vehicles for thinking, perceiving, and communicating.

Credit: one-half unit. Prerequisite: Art I.

Art III

Students will be challenged to further develop their drawing, painting, and design skills. Working at a more advanced level, students will work on developing techniques and processes while they gain a more in depth understanding of the elements and principles of design. A variety of media and process will be explored while students develop an understanding of style and their own creativity.

Credit: one unit. Prerequisite: Art I and II.

Art IV

Working at a more advanced level, Art IV students will work to develop their conceptual abilities, creative problem- solving skills, and idea generation. Students will also be challenged to work and generate ideas independently. They will further develop their technical abilities in drawing, painting, and design. Girls will also develop a more in depth understanding of the elements and principles of design as it relates to the ideas they are exploring. This course will prepare students for portfolio courses.

Credit: one unit. Prerequisite: Art III.

Art Portfolio

The Art Portfolio class is an upper-level studio course for students who are interested in developing their own portfolio. Whether the student is interested in developing a portfolio for colleges or for their own interest, they will work on creating a body of work, executing their own ideas, and developing a personal artistic language. This course is designed for experienced art students, who are motivated, will work at an advanced level, and are willing to challenge themselves.

Credit: one unit. Prerequisite: Art III or Art IV.

AP 2D Art and Design

AP 2D Art and Design is an intensely rigorous studio course in which students are challenged to develop a portfolio of works that investigate a theme through the use of the elements and principles of design such as line, shape, form, and color. Girls will develop creative problem-solving skills as they work through the creation of their ideas in the medium of their choice. This advanced course is rewarding and also requires a high degree of focus and self-motivation. Due to the quantity of works required by the College Board, this course also requires a significant time commitment.

Credit: one unit. Prerequisite: Art IV or Art Portfolio.

AP Drawing

AP Drawing is an intensely rigorous studio course in which students are challenged to develop a portfolio of works that investigate a theme through the use of drawing skills such as mark making, exploration of surface, value, and light. Drawing materials include analog and digital, painting, printmaking, and mixed media. Girls will develop creative problem-solving skills as they work through the creation of their ideas in the medium of their choice. This advanced course is rewarding and also requires a high degree of focus and self-motivation. Due to the quantity of works required by the College Board, this course also requires a significant time commitment.

Credit: one unit. Prerequisite: Art IV or Art Portfolio.

Graphic Design and Digital Photography

This class introduces students to the skills of graphic design and digital photography. Using the same tools as professionals, students learn how to create design layouts, capture digital imagery for use in print, and modify digital images through Photoshop. During the year students will have regular, hands-on experience with digital SLR cameras and will learn about the publishing industry. Through the course of the year students will also plan, design, and create the Stagecoach Yearbook.

Credit: one unit. Prerequisites: Art I and II.

Media Arts

In this course, students will be introduced to the computer and camera as tools for creative expression in the visual arts. They will learn how to retouch, edit, and manipulate photos, digitally paint and draw using the Adobe Suite and videography. In addition, students will also gain proficiency in lighting, scanning, printing and file management. A digital SLR camera is recommended but not required.

Credit: one unit. Prerequisites: Art I and II.

Dance

Elementary Dance

Elementary dance courses are taught from the perspective that students are new to either ballet or modern dance technique. Dance history, anatomy, conditioning, and improvisational information is incorporated when appropriate throughout the course.

Credit: one-half unit. Class placement by teacher recommendation.

Intermediate Dance

Intermediate dance courses are for students who have had previous dance technique training in either ballet, modern, or jazz. Anatomy, kinesiology, dance history, and conditioning are incorporated when appropriate throughout the course. Dance history, anatomy, conditioning, and improvisational information is incorporated when appropriate throughout the course.

Credit: one-half unit.

Advanced Dance

Advanced dance courses are recommended by the dance faculty and are designed for the most technically advanced dance student at Saint Mary's School. Students in advanced level courses are responsible for their learning, ready to expand on a solid understanding of either modern or ballet technique and committed to fully investing themselves in each of their technique classes, embracing the physical and emotional demands of each class. Anatomy, kinesiology, dance history, and conditioning are incorporated when appropriate throughout the course. Dance history, anatomy, conditioning, and improvisational information is incorporated when appropriate throughout the course.

Credit: one-half unit.

Orchesis Dance Theatre

Orchesis and Advanced Orchesis are Saint Mary's School's two performing dance courses. These are for those students who wish to have the opportunity to participate in the choreographic process and experience performance opportunities. Students agree to abide by the rules and regulations written by Orchesis members and dance faculty, as detailed in the Orchesis Constitution. Throughout the year, students learn choreography from Saint Mary's School instructors, guest artists, and company members, performing in the semester's Orchesis concert. Orchesis presents two formal concerts each year, orchestrates the annual Middle School Day of Dance, and conducts the Orchesis chapel

service. Students participate in all production aspects: choreographic and technical rehearsals, concert and program promotion, costuming, program copy, photographic sittings, etc. All Orchesis members must be enrolled in a co-requisite appropriate level ballet and modern technique course at Saint Mary's or participate in technique classes at another training facility approved by the dance director.

Credit: one-half unit. Participation is by invitation of the dance faculty.

Seminar Program

Students' quarterly seminars meet every other day, within the context of the regular school day. Each seminar is designed to develop the 10 key competencies and includes opportunities for students to partner with resources and organizations in the greater Raleigh area. Students will experience a quarter dedicated to each of the major themes of communication, social impact, health and wellness, and innovation. Each quarterly seminar theme meets girls where they are by providing just in time learning that engages them in content specific topics within these major themes.

During the first semester of Senior Seminar, students have small group instruction during the heart of the college admission process. In the second semester, seniors choose an internship or Capstone Project specific to their interests and aspirations. Central to the Saint Mary's mission of preparing girls for college and life, seminars are required for graduation.

Portfolio for Life

Each student creates and maintains a digital Portfolio for Life that chronicles her experiences at Saint Mary's and her development of the 10 key competencies. The portfolio gives girls a tool to reflect on their growth, assess their efforts, and celebrate their successes. Required for all students, students may also individualize their portfolio by incorporating additional sections specific to their unique interests and aspirations. Time is allotted each quarter for students to work alone and/or with their advisors on their portfolios. Each student graduates with a Portfolio for Life that gives her a clear record of her learning and growth as well as a resource to confidently talk about her herself and her accomplishments. She will carry her portfolio with her to college and build on it throughout her adult life. It will be a reminder of where she has been and a way to inspire where she is going.

Special Studies

Self-directed Study

Self-directed study includes Independent Study, Pathways and Online coursework. If a student chooses to engage in work related to an academic discipline outside of the formal (directly supervised) classroom or laboratory, she may do so through the opportunities under the self-directed study umbrella. It is to be noted that this type of learning is challenging and requires a high level of self-motivation and discipline. It is important to think deeply as to whether this kind of learning is a fit for your learning profile. Assistance in working through the decision-making process is available through faculty, college counseling or the student's advisor. Credit earned is dependent upon length and type of study.

Learning Lab/Flex Period/Tutorial

Saint Mary's School students have opportunities throughout the week to work with faculty outside of class. All 9th and 10th graders are assigned a learning lab as one of their classes, while 11th and 12th

grades students have the option of a flex period or a learning lab. During **learning lab** students complete work and prepare for assessments in a structured environment with learning coaches. Furthermore, students move through a study skills curriculum designed by Saint Mary's faculty, which includes topics such as time management, organization, goal setting, memory skills, and test taking strategies. **Flex period** affords students the opportunity to choose where they study and how they use this time, preparing them for college. For students who still need structure or prefer the structure they can attend a learning lab. Additionally, all students have access to their teachers at the end of the day in **tutorial**. During tutorial students can schedule an appointment or drop in for help on assignments, test preparation, or collaborate with their faculty.

Advisory Program

The Saint Mary's School advisory program is a personalized, academic advising program designed to guide students as they navigate their high school experience. A student's advisor is a central connecting point for the student and provides an integrated understanding of the student's academic and personal growth and development. Each student is part of an advisory consisting of approximately six students. Advisory meets four times a week, including one weekly advisory lunch. Additionally, students meet on a one-to-one basis with their advisor.

Athletics Program

The Saint Mary's School athletics program provides a broad range of interscholastic activities for girls in all grades. In keeping with the school's values, personal traits including commitment, discipline, team cooperation, individual leadership, sportsmanship, and consideration of others, are emphasized and vital to the success of the Saint Mary's athletic program. Saint Mary's provides and encourages all its students to participate in as many interscholastic athletic activities as possible. While some of Saint Mary's sports require a limited number of players, others are open to all. The primary goal of the school's athletic program is to accentuate the development of the whole student and to achieve a personal level of excellence in the areas of fitness, team commitment, and sportsmanship.

We offer a full interscholastic athletic program, consisting of 18 teams in the following 11 sports:

- **Fall:** Cross-country, Field Hockey, Tennis, Volleyball, Golf
- **Winter:** Basketball, Swimming
- **Spring:** Lacrosse, Soccer, Softball, Track and Field

Saint Mary's School competes as a member of the Triangle Independent Schools Athletic Conference (TISAC) and the North Carolina Independent Schools Athletic Association (NCISAA, 4A Classification). Saint Mary's, in partnership with Raleigh Orthopedics, provides an athletic trainer for all on-campus practices and games.

Triangle Fitness

Designed to exercise the body, mind, and spirit, Triangle Fitness is a co-curricular program providing students with a broad range of interscholastic activities from which to choose. Each student must complete 10 seasons of a Triangle Fitness activity. Activities are scheduled in conjunction with sports seasons and the performing arts calendar and students may choose to participate on an athletic team, in after-school dance classes, in the school's theatre and/or musical performances, or any combination of these, to meet their Triangle Fitness requirement. Examples of Triangle Fitness options include training in the school's weight room to build strength and endurance in combination with activities like yoga, barre, and agility training as well as cardio activities like spinning and running.