

A photograph of a school campus. In the foreground, two students with backpacks are walking away from the camera on a paved path. The student on the left is wearing a blue jacket and black pants, carrying a teal backpack. The student on the right is wearing a white hoodie with 'S.M.S.' on the back and white shorts, carrying a black backpack. In the background, there are green trees, a brick building, and a tree with red leaves. The sky is clear and blue.

SAINT MARY'S SCHOOL

# Curriculum Overview

2018-2019

# 10 Key Competencies



## 1. Collaboration

The ability to productively engage in a group setting, both face-to-face and virtually. An awareness of self and of others to move a team forward along common values and goals.



## 2. Communication

The balance of speaking and active listening, writing and reading. A strong grasp on the verbal and non-verbal aspects of expression.



## 3. Critical thinking

The utilization of novel and adaptive thinking, coupled with analytical skills, to form creative solutions that positively impact society.



## 4. Cross cultural intelligence

The ability to navigate and operate in, and adapt to, a globally connected world. The recognition that a diverse team drives innovation and productivity.



## 5. Growth mindset

The resiliency, dedication, hard work, and belief in self to accomplish any task. A commitment to being a lifelong learner.



## 6. New media literacy and computational thinking

The ability to critically assess, navigate, and create across diverse digital platforms. A strong grasp of this competency enhances effective communication and collaboration.



## 7. Self-expression

The ability to articulately share original thoughts and ideas in creative ways, while staying true to an authentic sense of self.



## 8. Self-directed learning

The demonstration of personal interests and the motivation to set goals and objectives to move those interests forward.



## 9. Servant Leadership

A commitment to putting the good of a community and others before self-interests.



## 10. Social-emotional intelligence

The ability to accurately assess social cues, as well as the spoken and unspoken language around you. Social-emotional intelligence is the foundation for effective collaboration and meaning-making.

Sources: *Institute for the Future: Future Work Skills 2020* and *Partnership for 21st Century Learning*

## 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

## Overview

To fulfill its longstanding mission to prepare girls for college and life, Saint Mary's School integrates what it knows girls need, with what it knows of the changing world girls will be facing, and does so in an environment offering girls relevant, forward-looking, real-world opportunities to create a different kind of program – one expressly for girls, one that goes deep, not wide.



## 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 the central connecting point for that 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 from across grade levels. Advisory meets at least four times a week, including one weekly advisory lunch. Students also meet regularly on a one-to-one basis with their advisor.

## Quarterly Seminars

Every other day a student's quarterly seminar meets. Each seminar is designed to develop the 10 key competencies. Each seminar includes a component partnering Saint Mary's with resources and organizations in the greater Raleigh area to engage girls in competency acquisition. Seminars meet girls where they are by providing required content specific to grade-levels, as well as giving them choices specific to their interests and aspirations, including school offerings, independent study or internship experiences. Central to the Saint Mary's experience, seminars are credited and required for graduation.

## Portfolio for Life

Each student creates and maintains a digital Portfolio for Life, chronicling her seminar experiences 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. Comprised of specific sections 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. The end-result: 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 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 inspire where she is going.



## Independent Studies

Independent study is available through every academic department at Saint Mary's School and provides students with opportunities to more deeply explore a subject or topic of interest and to expand a student's depth of knowledge and skill. Participation in an independent study is generally reserved for upper class students and is subject to the availability of faculty and the student's academic program. All independent study is developed in alignment with the department's subjects and goals and with the individual student's objectives and academic program. Independent study goals must be clearly stated and approved by the department chair and the Dean of Teaching and Learning.

## Pathways

Pathways affords students in their junior and/or senior year an opportunity to work on an intensive project of their choosing focusing on one or a combination of four areas: academic, creative, service, and career. The student may choose to do an off-campus internship, an on-campus project, or a more individual project. Pathways calls upon and develops a variety of skills and knowledge and requires the student to work independently and responsibly.

**Pathways credit option:** HQ EDU Building an Entrepreneurial Mindset Through Innovation and Design Thinking

# Sample Four-Year Plan

As a college preparatory school our entire curriculum prepares girls for college level work. The value and importance of school context in the college admissions process is our top priority. We differentiate in our classrooms so that each student can find her own success.

Subject	9th Grade	10th Grade	11th Grade	12th Grade
<b>English</b>	English I	English II	Two English electives or AP English	Two English electives or AP English
<b>Humanities and Social Sciences</b>	World History I	World History II	U.S. History and possibly <b>Philosophy (1/2)</b> and/or <b>U.S. Government</b> and electives including AP electives	<b>U.S. Government (1/2)</b> or <b>AP U.S. Government</b> or <b>AP Comparative Government</b> and/or <b>Philosophy (1/2)</b> if not taken in 11th grade and possibly electives, including AP electives
<b>Mathematics</b>	Determined by placement test <b>Algebra I</b> or <b>Geometry</b> or <b>Algebra II</b>	<b>Geometry</b> <b>Algebra II</b> <b>Pre-Calculus</b>	<b>Algebra II, Pre-Calculus</b> and/or electives including AP electives	<b>Pre-Calculus</b> and/or electives including AP electives
<b>Science</b>	<b>Physics</b>	<b>Chemistry</b> and/or electives	<b>Biology</b> and/or electives including AP electives	<b>AP Science</b> and/or electives including AP electives
<b>World Language</b>	<b>First Year</b> or higher level pending placement exam	<b>Second Year</b> or higher level	<b>Third Year</b> or higher level	<b>Fourth Year</b>
<b>Visual and Performing Arts</b>	Dance, Drama, Music, or Visual Art	Dance, Drama, Music, or Visual Art	Electives	Electives



## Science Department

Science plays such a major role in modern life, it is vital that students have an understanding of its workings. Science courses make students aware of the vast amount of information being discovered daily about our world. The science program offers courses in both the biological and the physical sciences. It aims to stimulate critical thinking, to teach students how to understand and interpret data, and how 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 to their immediate experience. Opportunities for individual research programs are available for students who wish to go beyond the basic required courses.

## Mathematics Department

The main objective of the mathematics program is to support 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 master concepts and work through the mathematics courses through a sequential approach beginning with Algebra I. They develop critical-thinking and application skills needed to build a solid foundation for further high school and college work in both mathematics and science. 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.

## 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 Foundations of Contemporary History curriculum, to the more familiar and specific, as they move to World History and then to American History. By the time a student is a senior, she is able to select a religion or philosophy course that allows her to concentrate on a subject that interests her, and several electives are offered. In all of 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.

[Biology](#)  
[Advanced Placement Biology](#)  
[Chemistry](#)  
[Advanced Placement Chemistry](#)  
[Physics](#)  
[Advanced Placement Physics I](#)  
[Ecology](#)  
[Advanced Placement Environmental Science](#)  
[Marine Science](#)  
[Astronomy](#)  
[Principles of Biomedical Science\\*](#)

[Algebra I](#)  
[Geometry](#)  
[Algebra II](#)  
[Pre-Calculus](#)  
[Introduction to Calculus](#)  
[Introduction to Operations Research](#)  
[Advanced Placement Calculus AB](#)  
[Advanced Placement Calculus BC](#)  
[Multivariable Calculus](#)  
[Introduction to Statistics](#)  
[Advanced Placement Statistics](#)

[Introduction to Coding](#)  
[Advanced Placement Computer Science](#)

[World History I](#)  
[World History II](#)  
[United States History](#)  
[Advanced Placement United States History](#)  
[United States Government](#)  
[Advanced Placement United States Government and Politics](#)  
[Advanced Placement Comparative Government and Politics](#)  
[Advanced Placement Psychology](#)  
[History and Theology of Christianity](#)  
[Origins of Western Thought](#)  
[World Religions](#)  
[Introduction to Ethics](#)  
[Biblical Studies](#)  
[Introduction to Economics\\*](#)



## 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, Latin, French, and Spanish, students strive for mastery in each and every aspect of language acquisition, integrating reading, writing, listening, and speaking.

[French I](#)  
[French II](#)  
[French III](#)  
[French IV](#)  
[French V](#)  
[Advanced Placement French Language and Culture](#)  
[Spanish I](#)  
[Spanish II](#)  
[Spanish III](#)

[Spanish IV](#)  
[Spanish V](#)  
[Advanced Placement Spanish Language and Culture](#)  
[Latin I](#)  
[Latin II](#)  
[Latin III](#)  
[Latin IV](#)  
[Advanced Latin](#)  
[Advanced Placement Latin](#)

## English Department

The goal of the English Department is to provide opportunities for girls to build their literacy skills across multiple modalities—reading, writing, speaking, listening, analysis, and media. Courses provide students with literary works from a wide range of time periods and cultures beginning in the ninth grade with a focus on global literature and cultural awareness. In 10th grade students work on understanding aspects of successful narratives, and in 11th and 12th grade they may take semester-long electives that provide opportunities for in-depth looks at topics of interest in both classical and modern literature. Two different AP English offerings are available for qualified 11th and 12th graders. The English Department also sponsors independent studies, Pathways projects, the annual essay contests, and occasional oratory competitions.

[English I: World Voices](#)  
[English II: Narrative Studies or Western Literature](#)  
[English III and IV: Four electives of a student's choosing, such as](#)

- [Creative Writing: Fiction](#)
- [Creative Writing: Non-fiction](#)
- [Women's Detective Fiction](#)
- [American Gothic Literature](#)
- [Portrayals of Femininity in American and British Literature](#)
- [Coming of Age in America](#)
- [Southern Literature from Then to Now](#)
- [The Beat Generation/Literary Rebellion in America](#)
- [Literature of Migrations](#)
- [The World of Shakespeare](#)

[Advanced Placement English: Language \(year-long\) +](#)  
[Advanced Placement English: Literature \(year-long\) +](#)



## Visual and Performing Arts Department

The Visual and Performing Arts Department offers an extensive range of coursework that offers 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 offers 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 drama program offers 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 Arts](#)
- [Advanced Theatre Arts](#)
- [Technical Theatre](#)
- [Chorale I](#)
- [Chorale II](#)
- [Advanced Chamber Choir](#)
- [Chamber Music Program \(Instrumental Ensembles\)](#)
- [Fundamentals of Music](#)
- [Applied Music Instruction](#)
- [Graphic Design and Digital Photography](#)
- [Art I](#)
- [Art II](#)
- [Art III](#)
- [Art IV\\*](#)
- [Art Portfolio](#)
- [Advanced Placement Portfolio](#)
- [Elementary Dance](#)
- [Intermediate Dance](#)
- [Advanced Dance](#)
- [Orchesis Dance Theatre](#)
- [Advanced Orchesis Dance Theatre](#)

+ Grades 11 and 12 only \*New course for 2018-2019 \*\*This information is based on the 2018-19 course offerings.

\*\*\*This document is for reference only. For a complete list of courses please see the Saint Mary's School Curriculum Guide.

## SAMPLE SCHEDULE

MONDAY A	TUESDAY B	WEDNESDAY A	THURSDAY B	FRIDAY A
A1: English	B1: Math	LATE START 9 a.m.	B1: Math	A1: English
A2: Seminar	B2: Study period	A1: English	B2: Study period	A2: Seminar
Community time	Community time	A2: Seminar	Community time	Community time
Lunch	Lunch	Lunch	Lunch	Lunch
A3: Economics	B3: Science	A3: Economics	B3: Science	A3: Economics
A4: Elective	B4: World Language	A4: Elective	B4: World Language	A4: Elective
Tutorial	Tutorial	Tutorial	Tutorial	Tutorial



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