



Curriculum Guide

2019-2020

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

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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 and computational thinking
- Self-expression
- Self-directed learning
- Servant leadership
- Social-emotional intelligence

Graduation Requirements for Classes 2019-2021

Curriculum/Graduation Requirements

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

- Complete a total of 20 units with a cumulative weighted grade point average (GPA) of not less than 1.700
- Earn at least four units in the 12th grade at Saint Mary's School
- Complete 20 hours of community service for each year a student is enrolled at Saint Mary's School
- Within 20 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 2 units ***
(Includes two consecutive units of the same language)

Visual and Performing Arts 1 unit ****

Electives 3 units

*Students entering after 9th grade are required to have completed 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.

***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.

New Graduation Requirements for Class of 2022

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
- Complete 20 hours of community service as a 9th grade student
- 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 have completed 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.

***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 Weighting for 2019-2021

Grade	College Preparatory	Honors	Advanced Placement
A	4 grade points per unit	5	6
B	3 grade points per unit	4	5
C	2 grade points per unit	3	4
D	1 grade points per unit	1	1
F	0 grade points per unit	0	0

New Grade Weighting for 2022

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 Advanced Placement 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. Exceptions to this policy may be approved by the Dean of Teaching and Learning. Some advanced sophomores may be permitted to take no more than one AP course with the permission of 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 the [Online School for Girls](#), the premiere provider of online learning courses for girls and [Laurel Springs](#), an accredited on-line provider offering asynchronous learning opportunities. All courses offered by the Online School for Girls and Laurel Springs are taught by experienced teachers. Online School for Girls courses are not self-paced and follow a schedule similar to a school-based class with opportunities to interact with teachers and other students enrolled in the course. Laurel Springs, on the other hand, affords a more asynchronous learning environment allowing students to start throughout the semester. 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 her 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 her 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 her 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, comprehension, and speaking. 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 the literature of Western culture in the 10th grade and to semester electives adapted from student interest surveys in the 11th and 12th grades.

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.

The English Department also sponsors the literary club and its magazine, "The Muse," the annual Essay Contest and the Shakespeare Competition.

English I: World Voices

World Voices introduces 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: World Voices.

English II: Western Literature:

Western Literature asks students to read more broadly and more in-depth 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: World Voices.

Advanced Placement English: Language

Advanced Placement Language is a college-level course with college-level requirements. In AP 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 Advanced Placement English: Language examination. All AP Language and Composition students are required to complete substantial summer work in preparation for this course. This course is open to both 11th and 12th grade students.

Credit: one unit. Prerequisite: English II.

Advanced Placement English: Literature

Advanced Placement English: Literature is a college-level course with college-level requirements. In Advanced Placement 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 Advanced Placement English: Literature examination. Summer work in for this class helps to prepare students to do extensive writing during the coming year, and a particular kind of writing that focuses on analysis and depth of thought rather than merely superficial summary. AP English IV is not a course for people who only like to read or for people who only read well. This course is open to both 11th and 12th grade students. *Credit: one unit.*

Prerequisite: English II.

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 such as 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: a 10th grade Saint Mary's English course.

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: a 10th grade Saint Mary's English course.

American 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. For American literature, this means the inversion of the American Dream, the reality of slavery and other examples of systemic oppression. The course will read literature from a variety of genres and include a project about the modern American Dream.

Credit: one-half unit. Prerequisite: a 10th grade Saint Mary’s English course.

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, memoir, 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 also will 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: a 10th grade Saint Mary’s English course.*

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 also will 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: a 10th grade Saint Mary’s English course.*

Artful Compositions: Teaching Writing with Art- Journaling

Journaling is a semester-long 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. *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 semester-long 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. *Prerequisites: Foundations Art I and II as well as English I and II.*

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 and history, then to government, religion, philosophy and electives. 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. 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.

World History I

Foundations in Contemporary History, the first semester of 9th grade in the Humanities and Social Sciences Department, grounds students in the study of history for their high school years. The course uses the *Choices Program*, published by Brown University, as an introduction to the discipline of history and its ongoing impact. Students study topics such as the United Nations, Human Rights, Nuclear Weapons, the Middle East, International trade and the Environment. The course focuses on important skills including geography, critical reading, research, argumentation and format for short and longer written assignments, the use of citations and bibliography, and the identification of reliable sources.

World History to 1000, the second semester of World History I, encourages students to analyze the significant cultural, political, 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 1000CE. It includes the study of the ancient Middle East, Greece, India, China, Rome, the Byzantine Empire and the early Muslim world. In addition to the subject-area content, this semester course continues to develop the critical reading, writing, research, and study skills begun in the first semester of 9th grade.

Credit: one unit.

World History II: 1000-Present

World History 1000-present seeks to build on the foundation laid in the 9th grade courses, with 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. The course utilizes primary documents and emphasizes historical analysis, research and written argumentation.

Credit: one unit.

United States History

United States History focuses on the people and events in the history of the United States from the pre-Columbian period to the present. Current events are considered in the light of historical experience.

Credit: one unit.

Advanced Placement United States History

Advanced Placement United States History is consistent with the College Entrance Examination Board requirements to prepare students for the Advanced Placement examination in United States History. The course provides a learning experience equivalent to that in a college introductory history course. All AP

United States History students are required to complete substantial summer work in preparation for this course.

Credit: one unit. Prerequisite: World History.

United States Government

A one-semester course, United States Government is devoted to the study of the United States government. In addition to formal academic considerations, the course stresses the effect on the individual of political, economic, and geographic factors and of current events.

Credit: one-half unit. Prerequisite: World History.

Advanced Placement United States Government and Politics

Advanced Placement United States Government and Politics is equivalent to a college-level survey of 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. All AP United States Government and Politics students are required to complete substantial summer work in preparation for this course.

Credit: one unit. Prerequisite: U.S. History.

Advanced Placement Comparative Government and Politics

Advanced Placement Comparative Government and Politics is equivalent to a college-level comparative survey of governments in several countries, including Great Britain, Mexico, Russia, Iran, China, and Nigeria, with the goal of examining some of the diversity of political life around the globe. The course emphasizes analysis of the institutional alternatives, the differences in processes, and the variety of policy outcomes that exist. All AP Comparative Government and Politics students are required to complete substantial summer work in preparation for this course.

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

History and Theology of Christianity

A one-semester course, History and Theology of Christianity allows students to follow the history of the church as they explore the key forms of religious expression in the Christian tradition. Those forms include theology, philosophy, art, music, architecture, and literature.

Credit: one-half unit.

Origins of Western Thought

A one-semester course, Origins of Western Thought allows students to consider issues that define the Western outlook in religion, philosophy, and culture. In particular, students examine the ideals that have developed out of the ancient Hebraic and Greek traditions as they have informed the modern tradition. Some of the issues taken up in the course focus on faith, reason, justice, ethics, theodicy, human control of nature, and the nature of God.

Credit: one-half unit.

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: Hinduism, Jainism, Buddhism, Taoism, Confucianism, Judaism, Christianity, Islam, and Sikhism. The course also presents students an overview of the discipline of the study of religion.

Credit: one-half unit.

Introduction to 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. The course also enhances communication skills, develops character and reasoning skills and written argumentation.

Credit: one-half unit

Biblical Studies

A one-semester course, Biblical Studies examines the important narratives and key theological concepts in the Protestant Christian Bible from an academic perspective. The students study the Bible in its historical context and the theological beliefs that underline its main narratives and teachings.

Credit: one-half unit

Advanced Placement Psychology

Advanced Placement Psychology is equivalent to a college-level comparative survey of Psychology. This course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. The course prepares students to take the Advanced Placement Psychology examination. For their summer assignment, students read *Three Psychologies: Perspectives from Freud, Skinner, and Rogers*. This slim volume provides an excellent overview of major viewpoints in psychology and prepares students to understand each perspective more fully and readily when discussed throughout the year.

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

Introduction to 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, interest rates. Students will also understand what is at stake in decisions that individuals and corporations make on a daily basis. After completing this course, students will be able to read an article from any news source, determine what assertions and assumptions the article is making about the state of the economy, apply the economic principles learned in this course to those claims, and determine whether or under what circumstances the arguments of the article make sense.

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

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 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 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. As they progress through the courses, students build a solid foundation for STEM work in college and in life, and they see that the learning of mathematics includes computational fluency, conceptual understanding, and real-world applications. The department recognizes that students are at different levels of mathematical development when they enter Saint Mary's School. The department uses a variety of assessments to place students into appropriate courses for successful experiences.

To meet the various needs and goals of our students, we offer honors, and Advanced Placement courses. The use of a TI-83+ or TI-84+ graphing calculator is required of all students. Other types of technology, such as Geometer's Sketchpad, Desmos, Microsoft Excel, TI-89 calculators, and TI-SmartView 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

Geometry emphasizes problem-solving strategies, questioning, investigating, analyzing critically, constructing, and communicating rigorous arguments. Key concepts addressed in this course are transformations, similarity, congruence, properties and measurements of plane figures, proofs of geometric theorems, coordinate geometry, circles, probability, three-dimensional solids, right triangle trigonometry, and tools for analyzing and measuring triangles. Modeling and algebra are integrated 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, ~~statistics~~ 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 I.

Math Analysis

Math Analysis is an accelerated Pre-Calculus course designed for students who will pursue Advanced Placements 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.

Introduction to Calculus

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 algebraic and transcendental functions, limits and continuity, derivatives, and antiderivatives. A main focus of the course is to explore applications of Calculus in other disciplines such as business, science, and psychology.

Credit: one-half unit. Prerequisite: Pre-Calculus.

Advanced Placement Calculus AB

AP Calculus AB is designed to prepare students for the College Board AP Calculus AB examination. 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. Summer work consists of a self-review packet of the algebraic and trigonometric functions studied in Pre-Calculus that will be of most importance to Calculus.

Credit: one unit. Prerequisite: Pre-Calculus.

Advanced Placement Calculus BC

Advanced Placement Calculus BC is designed to prepare students for the College Board AP Calculus BC examination. 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.

Introduction to Statistics

This is a semester course of 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. A main 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 Advanced Placement 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. All AP Statistics students are required to complete substantial summer work in preparation for this course.

Credit: one unit. Prerequisite: Pre-Calculus.

Multivariable Calculus

Multivariable calculus is the third of three courses in a calculus sequence. 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.

Introduction to 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 the 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. The AP Computer Science course curriculum is compatible with many CS1 courses in colleges and universities.

Credit: one unit. Prerequisite: Algebra II.

The Science Department

Science plays a major role in human lives and it is vital that students have an understanding of 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 help 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 on the nature of science adopted by the National Science Teachers Association in 2000, which states that “science, along with its methods, explanations and generalizations, must be the sole focus of instruction in science classes to the exclusion of all non-scientific or pseudoscientific methods, explanations, generalizations and products.” “Science is characterized by the systematic gathering of information through various forms of direct and indirect observations and the testing of this information by methods including, but not limited to, experimentation.

The principal product of science is knowledge in the form of naturalistic concepts and the laws and theories related to those concepts.”

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 of physics during the course. This is a laboratory course. *Credit: one unit. Co-requisite: Algebra I for Phys-Algebra.*

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.

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

Advanced Placement 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 Advanced Placement Biology examination. Summer work, reading and answering questions on the first two chapters of the textbook, is designed to introduce the ten unifying themes in biology, which serve as the underlying framework for the course. 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.

Advanced Placement Chemistry

Advanced Placement Chemistry is a second year chemistry course and is designed to be the equivalent of a college introductory chemistry course taken by chemistry majors during their first year. It covers the following major topics: structure of matter, states of matter, reactions, and descriptive chemistry. This is a laboratory course. The course prepares students to sit successfully for the Advanced Placement Chemistry examination. Summer work involves memorizing specific metric prefixes, polyatomic ions, common oxidation states of a number of elements, and the solubility rules for salts. Students also complete questions that test their knowledge and prepare them to solve AP-like questions during the course. Students are tested for a grade on the second day of AP Chemistry on their understanding acquired by solving the summer work problems.

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

Advanced Placement Physics I

Advanced Placement Physics is the equivalent of a college introductory physics course taken by physics majors during their first semester. Students explore principles of Newtonian mechanics (including rotational motion); work energy, and power; mechanical waves and sound; and introductory, simple circuits. The course covers both classical and modern physics, including Newtonian mechanics; thermal physics; electricity and magnetism; waves and optics; and atomic and nuclear physics. This is a laboratory course. It prepares students to take the Advanced Placement Physics I examination. For summer work,

students read the first chapter of the textbook and complete problems on dimensional analysis and vector algebra.

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

Ecology

Ecology is a laboratory-based life science class that focuses on the principles and methods used in the study of ecology. Major topics of study include the structure and function of populations, communities, and ecosystems; the interrelationships between human and non-human organisms and how these relationships evolved; and the impact of environmental changes on the natural world. This class also provides field trip opportunities for first-hand investigation of ecological relationships, identification of native and non-native species, and inquiry-based labs. *This course is offered on a rotational basis.*

Credit: one unit. Prerequisite: Biology and one year of a physical science.

Advanced Placement Environmental Science

Advanced Placement 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 Advanced Placement Environmental Science examination. This is a laboratory course. All AP Environmental Science students are required to complete substantial summer work designed to give the students an overall idea of the course content in preparation for this course.

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

Marine Science

Combining the study of the biological, physical, and chemical aspects of the marine environment, Marine Science is a laboratory-based course that uses an inter-disciplinary approach to the study of a variety of marine ecosystems, including coastlines, estuaries, coral reefs, and the open ocean. The course also includes an evolutionary survey of marine organisms and a special focus on marine mammal behavior. Multiple field trips provide opportunities to learn analytical techniques and to study the distribution of marine organisms. *This course is offered on a rotational basis.*

Credit: one unit. Prerequisite: Biology and one year of a physical science.

Astronomy

Astronomy, a year-long course open to 11th and 12th grade students, is designed to be accessible to any student. Topics range from the solar system to stars, galaxies, space travel, and cosmology. In addition to practical investigations, there are nighttime telescopic observations several times during the course. This is a laboratory course. *This course is offered on a rotational basis.*

Credit: one unit. Prerequisite: Biology and one year 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.*

The 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 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 1. Building on the foundation of French 1 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 1.

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 have the ability to 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 have the ability to 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 IV or French III with teacher's 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 they accept and are ready for the challenge of a rigorous academic curriculum.

Credit: one unit. Prerequisite: French IV.

Latin II

At the end of the Latin II course, students will be able to read and understand treatments of attire, reading, writing, and arithmetic, child rearing and education, nautical terms and ocean commerce, Roman public architecture, Roman comedy, and classical mythology. To deal with these topics, students will develop an extensive Latin vocabulary, as well as learning nearly all of the forms of the Latin verb, and we will continue learning new ways to use nouns and adjectives. By the end of Latin 2, students will already be able to make some sense of passages of classical Latin literature.

Credit: one unit. Prerequisite: Latin I.

Latin III

At the end of the Latin III course, students will be able to read ancient Latin texts. Topics studied will include Roman banquets, farming, seafaring and its hazards, basic Christian theology, and the Roman army. To read about these topics, students will learn the final grammatical constructions: the subjunctive and its uses, the gerund, and the gerundive. Students will compose stories in Latin and read classical Latin texts, including both poetry and prose. At the end of the course, students will be able to understand classical Latin and will be able to appreciate the rich music of Latin poetry.

Credit: one unit. Prerequisite: Latin II.

Latin IV

This course is designed for students who have successfully completed Latin III. Students will develop fluency in comprehension of the Latin language and prepare to attain the Intermediate-IV benchmark or higher. Exercises will include extensive Latin readings, composition, and grammatical practice with the subjunctive and other advanced constructions.

Credit: one unit. Prerequisite: Latin 3

Advanced Latin

This course is designed for students who have attained the Intermediate-IV proficiency mark, either by completing Latin IV or by excelling in Latin III and receiving the recommendation of the instructor. Students in this course will read Ovid's *Metamorphoses* and *Heroides*, Cicero's *In Catalinam*, and some selections of Christian Latin. Students will develop Latin reading proficiency, understanding of classical literary techniques, and the ability 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. Every week, student will practice scanning poetry and reading it aloud. Students will also be tested for their ability to read passages from other authors. These passages may derive from the works of Vergil, Caesar, Pliny, Horace, Seneca, and others. Extensive, near daily out-of-class reading in both Latin and English will be assigned. *Credit: one unit. Prerequisite: Latin IV and Intermediate-IV or higher.*

Advanced Placement Latin

This course is designed for students who have attained the Intermediate-IV proficiency mark, either by completing Latin IV or by excelling in Latin III and receiving the recommendation of the instructor. 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 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. Every week, student will practice scanning poetry and reading it aloud. To prepare for the sight-reading portion of the AP Exam, students will read passages from other authors not included on the AP syllabus on at least a monthly basis. These passages may derive from the works of Ovid, Cicero, Pliny, Horace, Seneca, and others. Extensive, near daily out-of-class reading in both Latin and English will be assigned.

Credit: one unit. Prerequisite: Latin III.

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 1. Material from Spanish 1 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 3 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 5 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 4 or Spanish 3 with teacher's 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.

The Visual and Performing Arts Department

VISUAL ART PROGRAM

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. Year-long courses receive one credit unit. Semester-long courses receive one-half credit unit.

DANCE

The dance program offers dance courses that provide solid technical training in ballet and modern, while offering opportunities when appropriate for that particular academic year, for students to study other genres of dance and take varied supportive dance courses. Students may mix and match their classes to

form their dance schedule, as advised by Dance Faculty. The dance classes fulfill the Saint Mary's School Visual and Performing Arts and elective requirement as well as the PLUS program requirements.

THEATRE

The theatre 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. Each year, students create on-campus productions that include a full-length play, full-length musical, one-act plays and, as opportunities present themselves, original student-written scripts.

MUSIC

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. An extra fee is charged for private or class applied vocal and instrumental instruction. These lessons are designed to develop musical skills leading up to artistic performance. Opportunities to perform at Saint Mary's School are many and varied. In addition, students are able to take advantage of many first-rate live performances on campus with opportunities to meet the musicians after their performances.

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. 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 actresses.

Credit: one-half unit.

Advanced Theatre Arts

This is a class for students of acting who have completed a year of Theatre Arts. Students will explore character development through improvisation and scene work. Students will participate in daily exercises to improve articulation, projection, and breathe control. They will use theatre games to promote creativity. Semester work may include Shakespeare, Meisner, or student directing. 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, one act plays, and original work during the semester. This class is geared for the seasoned actress, and all students will be involved in all major productions.

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.

Chorale

The Chorale is an ensemble of singers in 9th, 10th, 11th, and 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. 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.

Chorale II

Chorale II is an auditioned ensemble of experienced singers in 10th, 11th, and 12th grades and is a year-long commitment. 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. Students may be asked to participate in Chamber Choir or other solo and/or small group performances. Chorale II 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 unit.

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 repertoire is explored. Repertoire will include selections from the Baroque, Classical, Romantic, and the 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.

Fundamentals of Music

Fundamentals of Music is offered on demand. This course is designed to prepare the student for the study of advanced music theory. Students acquire a thorough understanding of the basic materials and processes of music and apply them creatively. Through written work, aural dictation, sight singing, and computer assisted drills, students gain fluency in the language of music. The final project is a sixteen-measure composition in the student's choice of style and genre, synthesizing the material learned in the class.

Credit: one-half unit.

Applied 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 fulfillment of 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.

Chamber Choir

The Chamber Choir is a small auditioned ensemble of experienced singers in 10th, 11th, and 12th grades not to exceed 14 students. 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-fourth unit per semester.

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. Prerequisite: Art I and Art 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 Prerequisite: Foundations I and II.

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. Students who are enrolling to complete a portfolio for college submission are advised to register for both semesters.

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

Advanced Placement Portfolio

AP Portfolio is a year-long and an intensely rigorous studio course in which students are challenged to create superior quality art work, to develop mastery in concept, composition, and execution of their own ideas. This is a year-long course for highly skilled and motivated visual art students who will work at a very advanced and challenging pace to produce art that exhibits focus, in addition to the quality and quantity necessary for the extensive portfolios that are submitted to the College Board in the spring to be evaluated for possible college credit.

Credit: one unit. Prerequisite: Art Portfolio and teacher recommendation based on portfolio review.

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-eighth unit.

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-eighth unit.

Advanced Dance

Advanced dance courses are recommended by 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-eighth 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. Participation is by invitation of dance faculty. 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.

Athletics Program

The athletic program is an important facet of the student life program and as such, strives to enable students to develop to their fullest potential. Through athletics, Saint Mary's School students learn the lifelong value of involvement in athletics, the value of good sportsmanship, the value of physical activity and hard work, the importance of teamwork, self-sacrifice and accountability, the skills and rules of the game, the importance of making good decisions and living with the consequences, and the appropriate response to victory and defeat. The Athletics Program sponsors teams that compete in the Triangle Independent School Association Conference (TISAC) of the North Carolina Independent Schools Athletic Association (NCISAA).

Additional information about the Athletics Program is found in the Student-Parent Handbook.

TEAM SPORTS

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

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.

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 12 grade 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.

Quarterly Seminars

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. First semester senior Seminars are provided small group support during the busiest part of the college admission process, while the second semester provides seniors with choices specific to their interests and aspirations, including independent study or internship experiences. Central to the Saint Mary's experience of preparing girls for life, seminars are credited and 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. 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 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.