

SACRED HEART EDUCATION

Saint Madeleine Sophie Barat, foundress of the Society of the Sacred Heart, envisioned Sacred Heart education to be an education serious in principles, strong in studies and rich in the spirit of love and life. In a recent document, the philosophy of Sacred Heart education was described in this way:

“The Schools of the Sacred Heart in the United States, members of a world-wide network, offer an education that is marked by a distinctive spirit. It is of the essence of a Sacred Heart school that it be deeply concerned for each student's total development: spiritual, intellectual, emotional, physical. It is of the essence of a Sacred Heart school that it emphasize serious study, that it educate to social responsibility, and that it lay the foundations of a strong faith” (Goals and Criteria for Sacred Heart Schools in the United States).

Schools of the Sacred Heart commit themselves to educate to these five goals:

- *A personal and active faith in God*
- *A deep respect for intellectual values*
- *Social awareness which impels to action*
- *The building of community as a Christian value*
- *Personal growth in an atmosphere of wise freedom*

GRADUATION REQUIREMENTS

A well designed college preparatory curriculum reflects both the interests and the needs of the student. The school provides the flexibility which allows the full development of individual interests without sacrificing what is essential in the liberal education of a young woman today.

Every student at the Academy of the Sacred Heart receives intensive training in the basic academic skills of English, Mathematics, Language, Science, and Social Studies. Essential parts of this program are Art, Music, Drama, Forensics, Theology and Technology. The Academy of the Sacred Heart offers each student a complete Physical Education program designed to develop a sense of sportsmanship, a respect for physical fitness, and an awareness of the enjoyment to be derived from athletic endeavors.

Juniors and seniors may take more advanced courses such as Honors European History, Honors Molecular Biology, Honors Precalculus, Honors Physics, Honors United States History, and a full range of Advanced Placement courses.

The Academy of the Sacred Heart is accredited by the Independent Schools Association of the Central States, North Central Association and the Network of Sacred Heart Schools.

In order to receive a diploma from the Academy of the Sacred Heart, a student must satisfactorily complete the following program of courses. **Students must be in attendance for four (4) years (considerations will be made for transfer students).** One credit is granted for the successful completion of a full term of course work. The following represents the minimum graduation requirements:

Required Courses

English

Mathematics

World Languages

Social Studies

Science

Theology

Fine and/or Performing Arts

Computer Studies

Physical Education/Health

Project Term

Community Service

First Year Experience

Michigan On-Line Learning

Course Requirements

4 Credits

4 Credits (*beginning with the class of 2011*)

3 Credits*

4 Credits (*including ½ credit each of American Government and ½ credit of Economics beginning with the class of 2011*)

3½ Credits (*including ½ credit Scientific Literacy beginning with the class of 2010*)

2½ Credits, Required Yearly

2 Credits

1 Credit

2 Credits, Required Yearly

Number of days varies each year (*typically seven days*)

2 Hours each week

Required of all Grade 9 students

20 Hours (*beginning with the class of 2011*)

A curriculum recommended for admission to highly selective colleges should include four (4) credits of English, Mathematics, Science, World Languages and Social Studies, and two (2) credits of Fine and/or Performing Arts.

Students are **required** to take a minimum of five academic classes each academic year. Included in the 7.5 required units is the option to register for a 0.5 or a 1.0 supervised study hall.

All students are required to participate in the School Community Governance Program. All students are encouraged to be active in student activities.

Any variations from the above (such as summer school classes taken for credit), must be pre-approved by the Department and the Director of the Upper School.

* Students must take three (3) credits of World Languages in the Upper School and earn three (3) credits.

ACADEMIC GRADES

A letter grading system is used to indicate levels of achievement:

	B+	3.3	87-89	C+	2.3	77-79	D+	1.3	67-69		
A	4.0	93-100	B	3.0	83-86	C	2.0	73-76	D	1.0	63-66
A-	3.7	90-92	B-	2.7	80-82	C-	1.7	70-72	D-	0.7	60-62
							F	0.0	Below 60		

A Pass/Fail Grade may be given at the discretion of the teacher and the Director of the Upper School. A grade of “Incomplete” may be used in the case of illness or other such extenuating circumstances, and by prior arrangement with the Director of the Upper School. A timeline for completion of the course work must be submitted by the faculty member to the Director of the Upper School.

ACADEMIC INTEGRITY

Integrity in the pursuit of excellence is a basis for an academic community. Adherence to standards of academic honesty is expected of all members.

Naturally, cheating is unacceptable in an academic community of integrity. Cheating and plagiarism are serious violations not only because such actions affect the student and her academic future, but also because they affect the environment of mutual trust and the standards of the Upper School Community.

Adherence to the standards of academic integrity outlined in the Student Handbook is expected of all members of the community.

ACADEMIC PERMANENT RECORD POLICY

The Policy of the Academy of the Sacred Heart is in compliance with the HEW regulations as stipulated in the Family Educational Rights and Privacy Act (P.L. 90-247, Sec. 438) of August 21, 1974 (popularly known as the Buckley Amendment). The administration, faculty and staff are committed to the safeguard and respect of the individual's right to privacy regardless of the age of the individual.

Release of Records:

The transcript request policy of the Academy of the Sacred Heart is as follows:

1. There is a fee of \$5.00 for transcripts. For graduating seniors applying to colleges, transcripts are free.
2. All requests are regulated by the Privacy Act. Consequently:
 - a. All requests must be made in writing. Telephone requests are not sufficient.
 - b. For students under 18 years of age, the requests must be made by their parents/guardians.
 - c. For either individuals or institutions, the request must be accompanied by the signature of a parent/guardian or eligible student.
3. Generally, all transcripts are mailed by the Upper School Assistant. Hand carried copies are not official.
4. Allow five (5) working days for the processing and mailing of a transcript.

ACADEMIC PLANNING

Entering into the ninth grade, a student's schedule is planned by the Director of the Upper School after consideration of her high school placement test scores, profile reports from her middle school, discussion with parents and teachers, and input from the student. Each spring, all other students (*current grades 9 thru 11*) plan their schedule for the next year with their parents and with input from their teachers, mentor, and Director of the Upper School. Students are required to carry seven and one-half contact units.

ACADEMIC PROBATION

Any student whose overall grade point average for a marking period is lower than a 2.0 (C) will be placed on academic probation. Any student on academic probation will be ineligible to participate in co-curricular or extra-curricular activities such as athletics, drama, forensics, or Focus:HOPE. The conditions of academic probation are as follows:

1. The student will be informed by the Director of the Upper School immediately.
2. The student and her parents will meet with the Director of the Upper School, the Dean of Students, and her mentor to establish a strategy for success for the student.
3. The specific conditions of the student's probation regarding strategies to improve the student's academic standing will be discussed during the meeting and finalized by the Director of the Upper School.
4. If the student's overall grade point average remains below a 2.0 (C) and/or if she continues to have failing grades in two required courses at the end of the marking period following her placement on academic probation, another meeting will be held, at which time the Head of School will make a decision regarding her continued enrollment at the Academy of the Sacred Heart.
5. The student and her parents will receive a letter from the Director of the Upper School explaining all the conditions of the student's academic probation. A student placed on academic probation will be monitored carefully by the Director of the Upper School, the Dean of Students, and her mentor. Sincere attempts will be made to help the student become academically successful.

ACADEMIC PROGRESS

The faculty at the Academy of the Sacred Heart seek to motivate students in such a way that they will become increasingly responsible to work at the highest level of their ability. In trying to realize this goal, evaluation of each student's work is essential. Student evaluations are given for each class halfway through the quarter and at the end of the quarter. These reports are written to inform each student of her progress. They are also written for the benefit of the parents, who are asked to come to school for conferences to discuss their daughter's progress with her teachers. Any student receiving a D or an F grade will receive prior notification of this grade from the teacher of the course.

The Director of the Upper School will evaluate the academic progress of each student at the end of each marking period. Any student receiving a C- or below in any course will be placed in a supervised study during her unscheduled time. Unscheduled time is defined as a free period, AM Period, lunch period, or after school. Students receiving a C- or below at any marking period will begin to receive written Weekly Progress Reports emailed to her parents until a time where the grade has improved or the course has ended. Weekly Progress Reports may also be requested for students whose grades have been erratic or whose classroom behavior gives cause for concern.

ACCEPTABLE USE OF TECHNOLOGY POLICY

The Academy of the Sacred Heart is committed to the effective use of technology to enhance the quality of student learning. We believe this can best be accomplished within the context of our stated *Goals and Criteria*.

These guidelines are published separately and must be signed **annually** by the student **and parent** to ensure that students make appropriate and ethical use of school technology.

ADVANCED PLACEMENT COURSES

In coordination with the College Board, high school students around the nation are provided with the opportunity to take college-level courses and exams while they are still in high school. At the completion of the course, the student takes an Advanced Placement Exam. Based on the results of this exam, a student may earn credit, advanced placement, or both for college. Requirements vary from school to school.

Courses offered at the Advanced Placement (AP) level at the Academy of the Sacred Heart allow students to explore the journey through college-level academic challenges. Students will develop skills and study habits that will be vital in college.

AP courses may be taught in two ways, pre-determined by the department and reviewed annually:

1. An AP course may be taught over one term for a full credit, with a corresponding two-day per week review period (AP Review) requirement in the third quarter (for no credit). The AP Review DOES NOT count toward the required 7.5 credits taken per year.
2. An Honors course in a specific content area is taught as the precursor to a third quarter AP course, in the same content area. The third quarter course is provisionally weighted contingent upon completion of any designated fourth quarter review and the writing of the AP exam in May. The AP course is taken for credit and toward the required 7.5 credits taken per year, but does NOT count toward the departmental graduation requirements.

All AP courses are weighted by an additional 0.4 being added to the grade to determine the grade point average. To receive the weighted grade, students are required to attend and participate in all review sessions and to take the AP exam in May, or take the 0.5 credit AP course, if offered. A provisional weighted grade will

be given in the course until the review sessions and AP exam have been completed. At that time, a final grade will be recorded. In the event that the student does not meet these requirements, the course will no longer be considered Advanced Placement and the title and the weighting will be removed from the transcript.

A student whose grade at the completion of the Honors course is a “C-” or below may only continue in the AP course with the permission of the instructor. In the case of a full term AP course, a student whose grade at the end of the first quarter is a “C-” or below will not be able to continue in the second part of the course without the permission of the instructor.

CLASSES TAKEN OUTSIDE OF THE ACADEMY OF THE SACRED HEART

Classes taken for credit at a school other than the Academy of the Sacred Heart will be listed on the transcript, but will NOT be computed into the grade point average. The transcript from programs attended outside of the Academy of the Sacred Heart will remain in the student’s permanent file as part of the student’s record.

In the event a student has failed a class during her course of studies (F, 0.0, 0 credit), she may elect to repeat the course. Whether the course is repeated at the Academy of the Sacred Heart or not, the original grade will remain on the transcript and remain a part of her grade point average. As with any course taken outside of the Academy of the Sacred Heart, the course will be listed on the transcript. All classes taken for credit must be approved by the department faculty and the Director of the Upper School prior to taking them.

COLLEGE COUNSELING

In an effort to prepare students for the college application process, the College Counseling Office requires that each Junior schedule herself to attend a minimum of five (5) meetings of the colleges and universities that visit the Academy of the Sacred Heart each fall. It would be best for the student to consider the kinds of schools visiting the Academy of the Sacred Heart, and plan to attend meetings in order to learn about the large university versus the small college, rural versus urban, etc.

A schedule of the visiting schools will be delivered to each Junior, published in the school e-newsletter, and posted in various locations around the Upper School.

Attendance will be taken at each college visit meeting. Non-compliance on this requirement by the conclusion of the Third Quarter will result in an assignment to the delinquent student that will be determined by the College Counselor and the Director of the Upper School.

COURSES TAKEN PASS/FAIL

A request for a Pass/Fail must be made within two weeks of the start of the course.

A course taken Pass/Fail is done so in consultation with the Director of the Upper School and the course instructor. Students registered for a Pass/Fail course are not eligible to receive honors. A percentage grade of 60 is required to receive a “Pass” for the course. This grade will not be entered in to the tabulation of her GPA. A student may enroll in one (1) Pass/Fail course during her four (4) years, unless she is enrolled in a Senior Independent Project. In extenuating circumstances (e.g. medical), the Director of the Upper School, in consultation with the Head of School, may consider an appeal (see Student Review).

FINAL ASSESSMENT

Comprehensive examinations or some form of final assessments are given at the end of each term (or quarter, for a quarter course). Exams may contain both objective and essay questions, as appropriate. They will demand more than recall of factual information and afford the student an opportunity to establish relationships and to apply her knowledge and skills to new material.

Projects and/or oral projects or portfolios, with specific expectations and clear guidelines for grading, are possible forms of assessment. If a final, cumulative exam is not given, students will be engaged, in the classroom and with appropriate decorum, in some activity during the exam period.

At the end of each term, two exam days are provided to allow teachers to give students a final assessment of the material taught in the course. An hour and a half is provided for each exam period, unless an additional 30 minutes is requested by the instructor.

The final day of each quarter is reserved as an optional exam day for quarter classes.

HOMEWORK

In general, a student is expected to study sixty minutes per subject for each class meeting. In designing homework assignments or long-range projects, faculty members will try to provide options that recognize the diversity of aptitude, interests, and learning styles among the students. Consistent failure of a student to submit the homework will be reported to the parents and to the Director of the Upper School.

Faculty record dates of major tests (requiring more than half the class period) and “due dates” for major projects on the calendar in the faculty room in an effort to avoid overload on any one day. Whenever possible, no more than two major projects/tests will be scheduled for a student on a given day.

HONORS

High Honors are attained at the end of each term by a student carrying the equivalent of a 3.7 grade point average in her courses. Honors are attained with a 3.4 grade point average. Commendations are given for students with a 3.0 grade point average. These honors are based on the current term grade point average only, not on the overall (cumulative) grade point average earned by the student. No student who has an incomplete or a grade of Pass/Fail in a course is eligible for honors. Any student with a modified curriculum will receive modified honors.

HONORS OPTION

In curricular areas where an honors course is not available, a limited number of high-achieving students may be offered the opportunity to take a specified course at the honors level by completing an Honors Contract with the course instructor. Courses for which this is an option are noted in the body of the Plan of Studies by curricular area.

INDEPENDENT COURSEWORK

A course that is offered in the curriculum but taken at a time that differs from the scheduled course offering is considered Independent Coursework. A faculty member may, but is not required to, permit a student to take an offered course during a mutually agreed upon class period. This arrangement may necessitate that the student work independently.

All independent work will be carried out under the terms of a learning contract prepared by the student and her teacher. The contract will include objectives, procedures, and provisions for output, evaluation, and credit, if different from the course objectives/syllabus of the course offering. After preparation, the contract will be approved by the Director of the Upper School, and will be signed by the student, the teacher, and the student’s parent(s).

The following criteria will be used to determine whether the student's proposal will be accepted:

- the student has given evidence of high motivation in this field
- the student has given evidence of the maturity necessary to pursue independent work
- the student has given evidence of the self-discipline necessary to complete the work she has proposed
- the student has demonstrated satisfactory skill development in the field in which she wishes to pursue independent work
- the student is in grades 10-12 (independent coursework is not available to students in grade 9).

NATIONAL HONOR SOCIETY

The purpose of this organization is to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in students at the Academy of the Sacred Heart. The Academy of the Sacred Heart belongs to the national organization of the National Honor Society (NHS). Our local chapter is the Wansboro Chapter. Selection for membership is by a Faculty Council (as defined by the NHS charter), and is based on outstanding scholarship, character, leadership and service. Once selected, members have the responsibility to continue to demonstrate these qualities. Selection to NHS is a privilege, not a right. Membership is granted only to those students selected by the Faculty Council. This chapter has established the following criteria for membership:

- The candidate must be a Junior or Senior.
- The candidate must have a cumulative Grade Point Average of at least **3.600** at the Academy of the Sacred Heart as determined by averaging her grades in all of her subjects.
- A transfer student's grades from her previous school or schools should be recommending, but will not be used in calculating her Academy of the Sacred Heart GPA, which is the only GPA considered.
- The candidate must have been a student at the Academy of the Sacred Heart for at least one term so that she has adequately established her successful academic reputation and history of leadership and scholarship. This period is necessary for students to establish themselves and for the faculty to get to know them.
- A National Honor Society member who transfers from another school and brings a letter from the former principal or chapter advisor to the Academy of the Sacred Heart's advisor shall be accepted automatically as a member of the Wansboro Chapter. Transfer members must meet the Academy of the Sacred Heart's standards within one term in order to retain membership.
- Members who resign or are dismissed are never again eligible for membership or its benefits.
- The selection of each member to the chapter shall be by a majority vote of the Faculty Council, which shall consist of five voting faculty members appointed annually by the Director of the Upper School. The chapter adviser shall be an ex-officio, nonvoting, sixth member of the Faculty Council. Neither the Director of the Upper School nor the Dean of Students may be included on the Faculty Council.

PREPARING FOR SUCCESS (SUMMER READING)

Reading and reviewing have a place of prime importance in a student's overall achievement in school. For this reason, a required summer "success" booklet is given to returning students at the end of the school year. Students are expected to complete the reading and review packets and be ready to report on them when they return for classes in the fall, even for a Term 2 course.

SELECTION OF VALEDICTORIAN AND SALUTATORIAN

In order to be considered for Valedictorian or Salutatorian of the graduating class:

- A student must have been in attendance at the Academy of the Sacred Heart, or on Exchange at another Sacred Heart school, for all of her junior and senior years
- If a student has not been at the Academy of the Sacred Heart all four years, her freshman and/or freshman and sophomore GPA from the sending school must be at least a 3.600
- Candidates for selection must pursue an honors curriculum in all available required courses designated as honors in the Plan of Studies (excluding “Honors Option” courses) from sophomore through senior year
- Candidates must hold membership in the National Honor Society
- Candidates must uphold the standards set forth by the *Goals and Criteria* for Academy of the Sacred Heart schools, and may not have in her record any major infractions of school policy. Major infractions are those subject to a decision by the Head of School
- The Valedictorian will be selected as the student with the highest cumulative GPA from her Academy of the Sacred Heart grades, with a minimum 3.700 GPA, who meets the above criteria. It is possible that some years there may be no valedictorian
- The Salutatorian will be the student whose GPA is the second highest, with a minimum 3.600 GPA, who meets the above criteria. It is possible that some years there may be no salutatorian
- The selection of the Valedictorian and Salutatorian will be confirmed no later than the completion of the Third Quarter of the senior year

SENIOR INDEPENDENT PROJECT (SIP)

Seniors at the Academy of the Sacred Heart with a desire to explore areas of interest not fully investigated in the curriculum may submit a proposal to the Director of the Upper School for a Senior Independent Project (SIP). Different in intent from Independent Coursework, the SIP allows a senior to demonstrate her interests through a specialized project. This project or internship may occur off campus, with appropriate scheduling and permission. This proposal would culminate in a research project, performance, or other creative work that the senior would design and present. The SIP is not taught by a faculty member. A faculty member would, however, act as a supervising mentor in this project, evaluating the SIP at the end of the marking period.

The SIP proposal will include objectives, procedures, provisions for output, and evaluation. Credit (either 0.5 or 1.0) will be awarded at the discretion of the faculty member at the completion of the SIP. A maximum of 1.0 credits in the senior year may be earned through the SIP. A grade of Pass/Fail will be issued for the SIP. A student participating in a SIP will still be eligible to receive honors at the end of the term, even though this course is taken Pass/Fail.

The proposal for the SIP will be reviewed by the Intellectual Life Committee of the Upper School faculty for approval. The SIP does not fulfill any departmental requirements, but may be considered as one of the required “academic classes” during the senior year (with the approval of the Intellectual Life Committee).

SIPs previously completed by seniors have included a study of classical and folk guitar, creating the senior video (i-movie), acting as yearbook editor, and the in-depth study of an author, to name a few.

STUDENT REVIEW

When a student is having academic or social difficulties or in general seems to be having trouble adjusting to her life at the Academy of the Sacred Heart, the Director of the Upper School, Dean of Students, or a faculty member may call for a Student Review.

A Student Review is called with the student's parents, her teachers and mentor to exchange information, achieve clarity about the nature of the difficulties, and with the consensus of those present, outline a plan of action to help the student toward positive progress.

A student's mentor is designated to monitor the student's performance. Normally a Student Review would not reconvene to consider the same student; further action is the responsibility of the Director of the Upper School and the Dean of Students.

In the event that a student accrues seven (7) absences in any class per quarter, she will lose credit for that class. A student may appeal this loss of credit to an Appeals Board. The Appeals Board, consisting of the Director of the Upper School, the Dean of Students, two faculty members (drawn by lot from a list of volunteers), and the student's mentor, in consultation with the classroom teacher, will hear the appeal and will expect documentation (doctor's note, etc.) for considering the absences. The Appeals Board will make a recommendation for credit to be earned and any additional action to be considered. The final decision rests with the Director of the Upper School. A Diversion Contract, listing the actions taken and the behaviors expected, will be provided for the student, the student's mentor, and the board members present.

TESTS AND QUIZZES

Tests and quizzes are scheduled by teachers according to the plan for each course. Whenever possible, no student will have more than two full-period tests per day. A quiz lasting less than half the period is not covered by this policy.

Attendance does affect grades. Each teacher will inform the students of the impact of absences on grades at the beginning of the course. A student who has had an absence from class may, at the discretion of the teacher, make up the work. It is the student's responsibility to arrange a make-up schedule with her teacher. The number of days a student has to make up missing work is the same number of days the student was absent (except in the case of a long illness). For example, if the student was absent for only one day, the day the test was administered, she would be required to take the test on her return to classes the following day. In the event of an extended absence, the student will make up the work in a timely fashion, in order to remain current in her classes.

WITHDRAWAL FROM A COURSE

A student may drop a course during the first full week of the term (or quarter, in the case of a quarter class). A student enrolled in a course is expected to remain in the course. If she insists upon dropping a course after that time, she will receive an F. Her transcript will read "F-*withdrawn*", and will be calculated into her GPA as an F (0.0). Only under exceptional circumstances may a student withdraw from a course with a Pass/Fail grade. A request for Pass/Fail must be made within two (2) weeks of the start of the course. Withdrawals after this time will be listed on the student's transcript. Students with a grade of "Pass" in a course are not eligible to receive "Honors" for that term. Since no grade is issued, this grade will not enter into the tabulation of her GPA.

Any withdrawal from a course must go through the Director of the Upper School, in consultation with the teacher of the class. Under special circumstances, a student may be withdrawn from a course with a Pass/Fail grade after the two-week grace period.

OBJECTIVES OF MAJOR DISCIPLINES

ARTS (PERFORMING AND/OR VISUAL)

Performing arts (choir, forensics, theater), are taught as essential to the curriculum for all students because music and performance can be external expressions of an inner reality. The performing arts provide an opportunity to develop an appreciation of the aesthetic realm throughout life.

Visual arts (art/design, clay, photography) are taught as essential to the curriculum for all students because these are languages, ways of knowing, and ways of creating. Students experience the thinking, making, skill developing aspects of the arts as well as their expressive qualities, seen in the context of individual life, and in the life of cultures, past and present.

ENGLISH

The English curriculum is directed toward the development and refining of skills of reading, writing, interpreting, and appreciating great literature. Instruction in mechanics, writing techniques and composition is part of the course work at all levels. Oral presentations and collaborative work are incorporated into the curriculum. Preparation and practice for the Verbal SAT is given in all courses through regular study and testing of vocabulary and comprehension.

MATHEMATICS

The mathematics curriculum fosters competency and understanding of the computing and thinking skills necessary to function in a rapidly changing technological society while fostering curiosity and learning by discovery. In addition to learning the fundamentals of algebra, geometry, trigonometry, probability, statistics, and calculus, each student develops her abilities in analysis, precision, logic, critical thinking, and problem solving.

PHYSICAL EDUCATION/HEALTH

Students are taught various team and lifetime sports in addition to experiencing an ongoing program of physical fitness. Activity skills are sequential and every effort is made to bring about not only an understanding and appreciation of the skill involved, but also a physical competence and a joy in physical activity and a healthy lifestyle.

SCIENCE

Science courses are designed to meet the needs of technical and societal advancements. Students use the scientific method to obtain information through inquiry and investigation. Emphasis is placed on the development of problem solving and reasoning skills, critical thinking, and application of knowledge. The scope and sequence of the curriculum is developed in a manner that enables a student to successfully complete the fundamental requirements of the life and physical sciences. Although three years of science are required, students are encouraged to take additional courses. In the upper level science courses, math and science skills are strongly correlated.

SOCIAL STUDIES

Social Studies courses are designed to give students an understanding of the experiences of people from other eras and an appreciation of various cultures as well as their own. Understanding their world will give students the framework for making wise decisions as citizens of both the United States and the world. Emphasis is placed on the development of analytical skills. Current events and geography are included in each course.

TECHNOLOGY

Realizing that in the future our students will need to operate computers in ways that we cannot imagine, we want to ensure that each student acquire knowledge of and experience in a broad spectrum of computer usage.

We offer our students a comprehensive exposure to technology to enable them to make knowledgeable and wise choices. No matter what level of proficiency students enter our school with, they will be given the opportunity to learn and achieve within the framework of their experience and potential.

THEOLOGY

The Theology program is based on scriptural studies, the accumulated wisdom of the Christian tradition and our present theological reflection on living the Christian life in a secularized world. Courses include topics in Hebrew and Christian scriptures, personal moral decision making, Catholic moral theology and social justice, death and dying, and personal and communal worship.

WORLD LANGUAGE

Fluency in a modern world language is one of the accomplishments of the educated person. The courses develop the student's ability to understand, speak, read, and write French or Spanish. French and Spanish culture and history are taught in conjunction with each language.

In addition to modern world languages, students may also register for Latin studies.

FOUR YEAR PROGRAM

FRESHMAN YEAR

Ancient Literature
World History
Algebra, Honors Geometry
Honors Biology, Biology, Scientific Literacy (½ credit)
French, Spanish, Latin
Physical Education (½ credit)
Introduction to the Bible (½ credit)
Computer Applications (½ credit), Computer Electives
Electives (Visual, Performing Arts)

SOPHOMORE YEAR

British Literature, Creative Writing, Techniques in Writing
Selections in Social Studies: *The Middle East, Africa, China, Southeast Asia, Russia, and Central and South America*
Geometry, Honors Advanced Algebra
Honors Chemistry, Genetics
French, Spanish, Latin
Health (½ credit)
Christian Lifestyles (½ credit) and Social Justice (½ credit)
Computer Electives
Electives (Visual, Performing Arts)

JUNIOR YEAR

American Literature, Creative Writing, Techniques in Writing
United States History, Honors U.S. History, AP U.S. History, United States Government, Honors European History, Selections in Social Studies (see Sophomore Year), Introduction to Psychology, Economics
Honors Precalculus, Applied Mathematics, Advanced Algebra
Chemistry, Honors Chemistry, Physical Science, Honors Molecular Biology, Genetics, Environmental Science, Earth Science, Physics, Honors Physics
French, Spanish, Latin
Physical Education (½ credit)
World Religions (½ credit)
Computer Electives
Electives (Visual, Performing Arts)

SENIOR YEAR

Honors English Literature, AP English Literature, Major Authors, Women's Studies, Creative Writing, Techniques in Writing
Introduction to Psychology, United States Government, Honors European History, Selections in Social Studies (see Sophomore Year), Economics
Calculus, Honors Calculus, Precalculus, Applied Mathematics, AP Calculus
Chemistry, Physical Science, Honors Chemistry, Physics, Honors Physics, Honors Molecular Biology, Genetics, Environmental Science, Earth Science, Advanced Topics in Chemistry & Physics
French, Spanish, Latin
Physical Education (½ credit)
Church History (½ credit)
Computer Electives
Electives (Visual, Performing Arts)

ART DEPARTMENT (PERFORMING ARTS)

<u>TITLE</u>	<u>CREDIT</u>	<u>GRADES</u>	<u>PREREQ</u>
Concert Choir*	0.25, 0.5, 1.0	9,10,11,12	No
Instrumental Ensemble*	0.25, 0.5, 1.0	9,10,11,12	No
Forensics*	0.5	9,10,11,12	No
Theatre Arts Workshop*	0.5	9,10,11,12	No
T.V. Production*	0.5	9,10,11,12	No

COURSE DESCRIPTIONS

Concert Choir

Music theory, note reading and ear training are taught in the process of developing ensemble singing. The students learn unison, two and three part music which they perform at school liturgies, concerts, assemblies, and other performances.

Instrumental Ensemble (Beginning/Advanced)

This unique course, catering to the beginner instrumentalist as well as the student who already plays a musical instrument, will both develop the skills of new or novice performers, while at the same time honing the skills of more accomplished musicians.

Beginners have the option of learning the following instruments: flute, clarinet, alto saxophone, trumpet, trombone, percussion, piano or guitar. For their efforts, students will be showcased at special assemblies. There is an additional fee for instrument rental.

Students who currently play an instrument will spend class time working on ensemble or solo music to be performed at school liturgies, prayer services, sports events, special assemblies, and concerts throughout the year.

Forensics

This course explores each category of public address and oral interpretive events such as dramatic interpretation, declamation, prose, poetry, oratory, and extemporaneous speaking. Focus will be on preparation for competition at the national level. Objectives will be to gain confidence and poise in public speaking, to improve organizational and research skills, and to increase listening and writing skills.

Theatre Arts Workshop

An introduction to all aspects of theatre, this course is designed to give students an appreciation for the total production. Technical as well as performance skills will be taught. Literary analysis of scripts, lighting, scenic design, make-up, production, directing as well as acting will be part of the class focus. Students will work toward a final goal of some type of production at the end of the quarter.

T.V. Production

The emphasis of this course will be to write, direct, film, and edit a weekly televised newscast. Some live broadcast opportunities may also become available.

**The Forensics, Theatre Arts Workshop, and T.V. Production classes may be taken independently of each other, and may be repeated if desired. Instrumental Ensemble and Choir classes also may be repeated.*

The Fine Arts graduation requirement of two years may be fulfilled by taking a group of visual arts courses, or of performing arts courses, or a combination of the two. First Year Experience counts as a general rather than an Art credit.

ART DEPARTMENT (VISUAL ARTS)

Art involves thinking, and the development of visual intelligence for all students, regardless of level of “art talent.” Art classes focus on production and involvement in visual problem solving, while also requiring students to experience the roles of perceiver and reflector in regard to their own and others' work.

Additional Art Fees: On occasion, a student may choose to do a project involving special materials beyond regular class supplies. In such cases, the student may be requested to pay a small fee, or to purchase such items on her own (under \$10.00 in any given term).

<u>TITLE</u>	<u>CREDITS</u>	<u>GRADES</u>	<u>PREREQ</u>
First Year Experience (FYE)*	0.5	9	No
Basic Art	1.0	9,10,11,12	No
Intermediate Art	1.0	10,11,12	Yes
Advanced Art (may be repeated)	0.5/1.0	11,12	Yes
Crafts of the World	0.5	10,11,12	Yes
Jewelry I	0.5	10,11,12	Yes
Jewelry II	0.5	10,11,12	Yes
Beginning Clay Studio	0.5	10,11,12	Yes
Advanced Clay Studio	0.5	10,11,12	Yes
Art History (may be repeated)	0.5	11,12	Yes
AP Drawing	1.0	11,12	Yes
AP Two-Dimensional Design	1.0	11,12	Yes
AP Three-Dimensional Design	1.0	11,12	Yes
Beginning Photography	0.5	10,11,12	Yes
Advanced Photography	0.5	11,12	Yes
Beginning Interior Design	0.5	10,11,12	Yes
Advanced Interior Design	0.5	11,12	Yes

**Required of all ninth graders*

COURSE DESCRIPTIONS

First Year Experience

The purpose of First Year Experience (FYE) is to explore and develop an awareness of our community and all of its offerings, which will be integrated into the first year's course of studies. The FYE includes field trips to places such as The Detroit Historical Museum, Detroit Institute of Arts, Woodlawn Cemetery, and The Parade Company. It also includes sessions in which students engage in art and design processes, as well as in drama, dance, and music, or in discussion and activities dealing with community, art therapy, and the idea of sacred spaces. A number of the sessions are used to introduce ninth graders to the service program with both on and off-site experiences. Students maintain a folder of responses to these experiences. Grading is on a Pass/Fail basis, with a 0.5 credit toward graduation at the end of the year. *(Required for all ninth graders)*

Basic Art

This course emphasizes art as a visual language, with a series of studio problems designed to develop each student's capacity for creative thinking, problem solving and individual expression. Students develop sketchbooks and a portfolio of work in a variety of media, including drawing and two and three-dimensional design. This course, or its equivalent, is the prerequisite for all other courses in the art program. Must be taken for a full credit.

Intermediate Art

This course extends the student's experience in studio production with more advanced problems in media such as drawing and painting, graphic and functional design. Familiarity with contemporary and past art and design is related to each project.

(PREREQUISITE: Basic Art)

Advanced Art

This course, which may be repeated, is based upon a written plan developed by the student and instructor together. To be considered "advanced", a student must have completed the first two art courses, and also demonstrated the ability to work independently. Media and problems selected are based upon the student's needs and interests, such as: extending knowledge and skills in a particular medium, broadening experience in a variety of media, or developing a portfolio. Students are expected to conduct art historical research related to their projects, and to be able to discuss these in oral or written form.

(PREREQUISITE: Intermediate Art and teacher recommendation)

Crafts of the World

Students will work in several traditional crafts from cultures around the world. They will develop skills and techniques, while learning the historical and cultural context of each craft. Topics such as basketry (countries of West Africa), batik (Indonesia), paper-making (Japan), weaving (Guatemala), and soapstone carving (Inuit) will be explored.

(PREREQUISITE: Basic Art)

Jewelry I

Students will be taught basic jewelry making design and techniques. They will develop their own designs based upon awareness of the elements and principles of art, and will learn techniques for working with wire, sheet metal, wood, and stone. Students will learn about jewelry in historical, social, and cultural contexts.

(PREREQUISITE: Basic Art)

Jewelry II

Students will learn more advanced techniques of jewelry making. Techniques of plaiting, twisting and knotting wire will be learned. Decorative surface treatments such as drilling, planishing, and etching will be explored. In addition, processes of employing resins, repousse, and stone setting will be taught. Students will continue to work on assigned projects, as well as developing their own designs and projects.

(PREREQUISITES: Basic Art and Jewelry I)

Clay Studio (Beginning/Advanced)

This course develops problem solving techniques and application of clay technology in the area of student interest. Instructor determines level of expertise: beginning or advanced. Advanced students must be able to work independently with appropriate proven skills. Hand building, potters wheel, multiple glaze, and slip decorating techniques will be explored at all levels. Independent studio time available to advanced students.

(PREREQUISITE: Basic Art)

Art History

An elective open to juniors and seniors, offers a broad introduction to artists and art media from a variety of cultures and periods. The topic for each quarter (0.5 credit) course is indicated by title.

Renaissance Art

This course, an elective open to juniors and seniors, will focus on the lives and works of artists from the Renaissance period. Its aim is to provide students with the ability to understand and examine painting, sculpture, and architecture produced during the Quattrocento and the Cinquecento. A brief overview of the Classical era as well as of the Medieval and Baroque periods will be included to place the Renaissance in context. Required reading will be Vasari's Lives of the Artists, Vol.1, along with two reference text, The Dictionary of Art History and The Dictionary of Architecture. The course will include at least one museum field trip. (*Offered in 2010-2011*)

The Art of Women

This course will examine the work produced by women artists throughout history, and including the present time. The lives of these women will be studied along with their works. Students will identify artists they wish to research in order to participate in a group project as those artists. At least one field trip will be offered. The course aims to illuminate the contributions and potential of women using visual language. Text: W. Chadwick, Women, Art, and Society. (*Offered in 2011-2012*)

AP Portfolio Options

The AP Studio Art portfolio offers three options:

- AP Drawing with a broad interpretation of drawing, including painting, printmaking, etc.
- AP Two-Dimensional Design, stressing decision-making using the elements and principles of art expressed in media such as graphic and digital design, photography, collage, painting, etc.
- AP Three-Dimensional Design dealing with sculptural issues: Traditional sculpture, architectural models, apparel, ceramics, and fiber arts.

In each portfolio, there is a significant emphasis on developing one's own ideas beyond instructor initiated projects. Students should not expect to assemble an entire portfolio during their senior year. Seniors should prearrange to set aside three-quarters of work for the portfolio, one (1) credit in AP and 0.5 credit in Advanced Art. Early completion of computer classes is highly recommended. Each AP course begins with summer assignments.

(PREREQUISITE: Completion of Advanced Art during junior year and teacher recommendation)

Beginning Photography

This course will be a working experience featuring many aspects of photography, including camera and electronic flash operation, film use, darkroom technique and portfolio creation. As part of the course, we will touch on sports and motion photography, nature and other practical photographic applications. As the student progresses, she will create a portfolio of her best work. The course requires a 35mm camera (non-automatic or semi-automatic), film and photo printing paper (8" x 10").

(PREREQUISITE: Basic Art)

Advanced Photography

This course is a continuation of Beginning Photography with more emphasis on lighting qualities (direction, ratio, color temperature, and specular vs. diffused). We will apply this knowledge using an electronic strobe unit for portraiture and fine art.

(PREREQUISITE: Beginning Photography)

Beginning Interior Design

This course will define interior design principles and focus on the theory and practice of designing interior spaces. Through the exploration of the principles and elements of art, students will develop their design and

creative thinking skills. Students will pursue a range of studio assignments using a variety of methods and materials; including color theory, use of pattern and texture, space planning, basic architectural rendering, creating story boards, and interior design history. A student notebook, weekly sketchpad assignments, and written final exam are required components of this course.

(PREREQUISITE: Basic Art)

Advanced Interior Design

This course builds upon the skills and knowledge gained in Beginning Interior Design, and is intended for the serious art student as a career exploration. Advanced students will move beyond theory and focus on the practical application of color theory and use, materials specifications, architecture elevations and floor plans, using blueprints, creating presentation boards and the history of modern design. A student notebook, weekly sketchpad assignments, and written final exam project are required components of this course.

(PREREQUISITE: Beginning Interior Design)

ENGLISH DEPARTMENT

The English Department works to develop an appreciation of literature, poetry and film and to increase awareness of the commonality of people and the human experience. Special emphasis is placed on analyzing texts through close readings and responding to them by writing concise and coherent analytical essays.

<u>TITLE</u>	<u>CREDIT</u>	<u>GRADES</u>	<u>PREREQ</u>
Ancient Literature *	1.0	9	No
British Literature *	1.0	10	Yes
American Literature *	1.0	11	Yes
Women's Studies	1.0	12	Yes
Major Authors	1.0	12	Yes
Honors/AP English Literature	1.5	12	Yes
Techniques in Academic Writing	0.5	10, 11, 12	No
Creative Writing	0.5	10, 11, 12	No
Special Topics in Literature	0.5	11, 12	No

* Required

COURSE DESCRIPTIONS

Ancient Literature

In this full credit course, students study ancient texts from around the world. The central focus of the course is on the heroic journey cycle as experienced through literature, poetry, drama, art, and music. Students will learn how to perform a close reading of a text and understand its social, cultural, and historical significance. Students will develop the ability to formulate their own opinions of the texts and understand that different interpretations exist from culture to culture and person to person. This course also introduces students to academic writing through analytical response essays. They will work on formulating a thesis and using evidence from primary sources to construct at least two critical papers. Vocabulary is enriched through the study of Latin and Greek roots. Grammatical and mechanical focus is on commas, subject/verb agreement, resolution of ambiguity (clear focus of paragraphs), and precise vocabulary (word enrichment). Students are introduced to proper MLA format for citations.

British Literature

In this full credit course students explore the British contribution to our literary heritage. Chronologically, this class will explore British literature and history from William Shakespeare's The Tempest to post-WWII literature. In addition to traditional English works of literature, there will also be an emphasis and infusion of colonial voices from the Indian subcontinent and Africa. This class will also explore the impact of 20th century immigration to England as it affects the traditional literary English landscape by changing what it means to be an "English" author. Students will work on creating creative and original theses and continue to develop their response paper format that students learn as freshmen. Grammatical and mechanical focus is on commas, transitions, subject/verb agreement, resolution of ambiguity (clear focus of paragraphs), and precise vocabulary (word enrichment).

(PREREQUISITE: Ancient Literature)

American Literature

American Literature is designed to deepen students' understanding of how a uniquely American voice is expressed in literature. Students will study poetry, short stories, novels and essays from the colonial era through the 20th century, paying special attention to the historical events and social phenomena that helped shape the texts, as well as the literary trends that influenced their styles. Students will also develop their critical writing skills through completion of analytical essays; they will focus on writing interpretive thesis statements, selecting relevant evidence from primary sources, and structuring their arguments purposefully. Creative assignments and presentations will also be required. In addition to the reading and writing topics covered in

this class, students will work on vocabulary, grammar and speaking skills.
(PREREQUISITE: British Literature)

Women's Studies

This full credit course will look at the evolution of the American woman over the past century. Students will read a variety of non-fiction and fiction texts to study the “mystery” of female biology, psychology, and physiology. Critical objectives include understanding the Feminist Movement and Feminist Critical Theory. Writing objectives include a minimum of four response papers with special focus on writing an arguable, discussion-warranted thesis and following up with the warrant/justification in the body paragraphs.
(PREREQUISITE: American Literature or Senior standing)

Major Authors

This full credit class focuses on the work of a single major author, such as Charlotte and Emily Bronte, William Shakespeare, Gustave Flaubert, Edith Wharton, Gabriel Garcia Marquez, Margaret Atwood, Michael Chabon, etc. Within this class, there is also a historical concentration on the socio-political contexts from which their work springs, as well as an exploration of the work of other authors who have been influenced by the chosen author. There will be an emphasis on writing short response papers in addition to a larger semester-long research project.
(PREREQUISITE: American Literature or Senior standing)

Honors English Literature/AP English

This is a college-level English class in advanced literature meant to prepare students for the AP English test. Currently, this class focuses on the connection between narrative point of view and contemporary critical theories. Aside from reading traditional literary texts, AP English also focuses on developing students' critical lenses by providing them with Marxist, structuralist, psychoanalytic, New Critical, etc. viewpoints from which to read literature. There is an emphasis on writing short response papers, developing unique and original ideas as well as establishing a personal voice in writing. Students enrolled in Honors English Literature must enroll in AP English Quarter 3, attend the AP review sessions, and must sit for the AP Exam in May.
(PREREQUISITE: Teacher recommendation)

Techniques in Academic Writing

In this 0.5 credit elective course, students produce and revise multiple drafts of academic essays, practice essential skills of paragraph organization, and develop techniques of critical analysis. Assignments range from response papers to formal essays including personal essays for college applications, etc. Selected readings will be assigned on such topics as audience, voice, plagiarism, etc. The course addresses individual writing needs, but the focus remains on academic writing. Format is a workshop environment that includes peer review and one-on-one student/teacher conferencing. Students will also read model essays and critique essays. Language focus activities include refining working thesis claims, using a variety of primary and secondary sources as required by the particular assignment, using active voice, parallel construction, subject/verb agreement, pronoun antecedent, resolution of ambiguity, and appropriate word choice for audience including precise vocabulary.

Creative Writing

This 0.5 credit elective course focuses on student created writing of a non-academic nature. Students will learn and study a variety of writing formats that include letters, memoirs, short stories, and poems. A research aspect is incorporated into the course as students learn about historical context and character development. The course will be instructional and also follow a workshop format where writers review each other's work.

Special Topics in Literature

This 0.5 credit elective course provides opportunities for students to study texts that are connected by theme, genre, region or period. The specific focus will vary from year to year; possible concentrations include the Harlem Renaissance, literary monsters, poetry, women in literature, and film studies.

MATHEMATICS DEPARTMENT

The Mathematics Department offers a variety of classes to accommodate different levels of ability and instructional needs. All courses are college preparatory level. The method of instruction incorporates many of the new NCTM (National Council for Teachers of Mathematics) Curriculum Standards which encourage hands-on activities, the use of scientific calculators, and increased attention to applications and problem-solving skills.

Student placement in a course is designed to provide the best opportunity for success as well as the best utilization of the student's talents. Sometimes as the student matures and becomes more cognizant of her needs and desires, she wishes to be in math classes that is more rigorous, demanding, and moves at a more rapid pace. If a student and/or parent requests that the next course in the math sequence be an honors rather than a regular course, the following criteria must be met:

1. A final grade of "A" (93% or better) in the previous course
2. Teacher recommendation
3. A score of 85% or better on the final exam from the previous honors course (e.g. if a student wishes to take Honors Math 2, she must score at least 85% on the Honors Math 1 final exam).
4. A formal (written) commitment to learn, before the requested class begins, in addition to completing any material that may have been excluded from the students previous math course

Additional Fees: A graphing calculator (TI 84 or 84+ preferred) is required for ALL math classes (\$75 to \$100).

<u>TITLE</u>	<u>CREDIT</u>	<u>GRADES</u>	<u>PREREQ</u>
Algebra	1.0	9	Yes
Geometry	1.0	10	Yes
Honors Geometry	1.0	9	Yes
Advanced Algebra	1.0	11	Yes
Honors Advanced Algebra	1.0	10	Yes
Precalculus	1.0	11,12	Yes
Honors Precalculus	1.0	11,12	Yes
Applied Mathematics	1.0	11,12	Yes
Honors Calculus	1.0	12	Yes
AP Calculus	0.5	12	Yes

Every student is required to earn 4.0 Mathematics credits in the Upper School (beginning with the Class of 2011).

COURSE DESCRIPTIONS

Algebra

This course is a study of Algebra including solving linear and quadratic equations, graphing, factoring, and systems of equations. It also integrates topics from geometry, probability, and statistics. A variety of activities such as modeling, group work, projects, real-life applications, and open-ended problem solving are used to address different learning styles. Graphing calculators are used throughout the course to enhance and reinforce learning.

(PREREQUISITE: The equivalent of eighth grade math and placement exam)

Geometry

This course is a study of Euclidean and Coordinate Geometry in two and three dimensions covering lines, angles, triangles, polygons and circles; prisms, pyramids, cylinders, cones and spheres. Similarity, congruence and transformations of all figures are covered. Algebra, problem solving skills and the development and application of formal proofs are topics integrated through the class.

(PREREQUISITE: Algebra or equivalent)

Honors Geometry

Same content as Geometry, approached in a more rigorous and challenging manner appropriate to an honors level course. It is the second course of the five-year sequence that culminates with AP Calculus. Students are expected to display both attitude and work ethic appropriate in an honors class.

(PREREQUISITE: Honors eighth grade math, Honors eighth grade Algebra, and placement exam)

Advanced Algebra

This course continues the study of Algebra begun in Algebra 1. Topics covered include: linear, quadratic, rational, exponential, logarithmic, and polynomial functions and their graphs; variation; matrices; systems of equations; linear programming; roots and powers; sequences and series; triangle Trigonometry; and statistics. Emphasis is placed on algebraic processes, problem solving, critical thinking, and real life applications that integrate concepts from geometry and other branches of mathematics. Graphing calculators are an integral part of instruction and student work.

(PREREQUISITE: Geometry or equivalent)

Honors Advanced Algebra

Same content as Advanced Algebra, approached in a more rigorous and challenging manner appropriate to an honors level course.

(PREREQUISITE: Honors Geometry or teacher recommendation)

Precalculus

This course reinforces and expands the concepts from Algebra and Geometry as a preparation for Calculus. The material requires students to be dedicated and independent learners with a good work ethic. Strong Algebra skills and efficiency using a graphing calculator are stressed. Topics covered include all types of functions and their graphs; solving polynomials of higher degrees; circle Trigonometry; Trigonometric graphs and inverses; Trigonometric identities and equations; polar coordinates, equations, and graphs; conic sections; and combinatorics and probability.

(PREREQUISITE: B or better in Advanced Algebra or Applied Mathematics)

Honors Precalculus

Same content as Precalculus, approached in a more rigorous and challenging manner appropriate to an honors level course in preparation for Calculus and AP Calculus.

(PREREQUISITE: B or better in Honors Advanced Algebra, or a B+ or better in Advanced Algebra and teacher recommendation)

Applied Mathematics

This course explores various topics in mathematics with an emphasis on practical application of mathematics in society. It is an option for students who do not take Calculus in high school. Topics studied include probability and statistics, business mathematics, consumer mathematics including budgeting, investment and money management. The course includes an individualized study of mathematics applications in various career areas. Students will also prepare extensively for standardized tests and college placement exams.

(PREREQUISITE: Successful completion of Advanced Algebra, and teacher recommendation)

Calculus

This course is designed for students who wish to study the fundamentals of Calculus without the intent of taking the AP Calculus test. The material will be presented using visual, numerical, algebraic, and verbal methods, and includes limits, continuity, differentiation, curve-sketching and applications of differentiation. (PREREQUISITE: C or better in Honors Precalculus or Precalculus with teacher recommendation.)

Honors Calculus

This college-level course provides concrete strategies that help students understand and master Calculus using numerical, visual (using computer or graphing calculator), algebraic and verbal interpretations. Topics including limits, continuity, differentiations, applications of differentiations, curve sketching, indefinite integrals, definite integrals, techniques of integration, applications of integration to real life problems. Students enrolled in Honors Calculus must also enroll in AP Calculus. (PREREQUISITE: B or better in Honors Precalculus and teacher recommendation)

AP Calculus

This 0.5 credit course is designed to prepare students to take the Advanced Placement Calculus Exam-Level AB. It is concerned with developing the student's understanding of the concepts of Calculus and providing experience with the methods and applications of those concepts. Students will not be required to memorize formulas but rather understand *how*, *why*, and *when* a given problem-solving procedure is used. These types of problem solving skills will be acquired through proving theorems, discussions of various methods of solving, and practice; and they help students successfully pass the AP Calculus exam. (PREREQUISITE: Successful completion of Honors Calculus and teacher recommendation)

PHYSICAL EDUCATION/HEALTH DEPARTMENT

The department aims to provide a learning environment which is both challenging and secure, which encourages each student to fulfill her potential. The Physical Education curriculum offers students the opportunity to build self-confidence and self-esteem through increasing physical fitness and encouraging a lifelong love of physical activity.

<u>TITLE</u>	<u>CREDIT</u>	<u>GRADES</u>	<u>PREREQ</u>
Physical Education 1*	0.5	9	No
Health*	0.5	10	No
Physical Education 3*	0.5	11	No
Physical Education 4*	0.5	12	No

* *Required*

Physical Education uniforms are required, and must be purchased through the School Spirit Store. The P.E. uniform is designed for the Upper School Students and is the appropriate attire for the required three courses of Physical Education. Academy of the Sacred Heart sweats, both top and bottom are required for outdoor activities.

COURSE DESCRIPTIONS

Physical Education 1

Emphasis is on lifetime fitness and experiencing a broad and balanced range of sports and fitness opportunities. Students experience a broad range of individual and team sports reflecting the school's Athletic Program: Field Hockey, Basketball, Tennis, Volleyball, Lacrosse, Softball, etc. In addition to sport-specific skills, students work on understanding and improving their personal fitness levels through aerobics, circuit training, and fitness testing.

Health

The focus of this course is to examine the importance of a healthy lifestyle, relating specifically to the emotional, physical, intellectual, social, spiritual, and environmental well being of an individual. This course is centered on overall wellness. It provides sound strategies for goal setting, behavior change and disease prevention. Additional topics in this course include: heart health, assessing fitness, preventing injuries, coping with stress, eating for wellness, maintaining a healthy weight, preventing cancer, substance abuse and addictive behavior, and reproductive health.

Physical Education 3

The basic skills are reinforced, i.e. ball skills, coordination, motor control, awareness, sportsmanship, and positive attitudes through the teaching of team sports that reflect the school's Athletic Program and also through "new" activities such as Ultimate Frisbee, Badminton, Soccer, and touch Rugby. Aspects of fitness and health are emphasized and taught through a variety of activities including aerobics, circuit training, STEP, and use of the Cardio Room.

Physical Education 4

Personal fitness and health is the emphasis of this class, as students focus on developing skills, knowledge, and enthusiasm for lifelong fitness. Students develop and follow a personal fitness program, working on specific fitness goals using the Cardio Room. Other fitness activities include aerobics, STEP, circuits, and flexibility training. Students will also have the opportunity to participate in individual and team based sports.

SCIENCE DEPARTMENT

Science courses are designed to meet the needs of technical and societal advancements. Students use the scientific method to obtain information through inquiry and investigation and the integration of technology. Emphasis is placed on the development of an understanding for the processes of science, problem solving and reasoning skills, critical thinking, and application of knowledge. The scope and sequence of the curriculum is developed in a manner that enables a student to successfully complete the fundamental requirements of the life and physical sciences. Students don't just learn about science; they do science through labs, projects, and investigation. Although three years of science are required, students are encouraged to take additional courses. In the upper level science courses, math and science skills are strongly correlated.

<u>TITLE</u>	<u>CREDIT</u>	<u>GRADES</u>	<u>PREREQ</u>
Scientific Literacy	0.5	9	No
Biology	1.0	9	No
Honors Biology	1.0	9	No
Chemistry	1.0	11,12	Yes
Honors Chemistry	1.0	10,11,12	Yes
Physics	1.0	11,12	Yes
Honors Physics	1.0	11,12	Yes
Earth Science*	0.5	11,12	Yes
Environmental Science*	0.5	11,12	Yes
Genetics	1.0	10,11,12	Yes
Honors Molecular Biology	1.0	11,12	Yes
Physical Science*	1.0	11,12	Yes
Advanced Topics in Chemistry and Physics	0.5	12	Yes

* Earth Science and Environmental Science are offered in alternating years with Physical Science

Students may use the same calculator for math and science.

COURSE DESCRIPTIONS

Scientific Literacy

This introductory science course is designed to help students gain the fundamental knowledge and techniques that they will use in their later science laboratory courses, as well as prepare them for standardized tests. Laboratory safety will be addressed. The goals of this course are for students to develop laboratory techniques and skills, as well as increase their comfort level in a laboratory setting; design, conduct, interpret, and present laboratory work; use the scientific method to answer questions, solve problems, and extrapolate information from scientific research; and learn to collect, record, organize, graph, and interpret data.

Biology (BSCS: A Human Approach)

This course is designed to provide the student with a strong background in biology as the student works collaboratively and is actively involved in their learning process. The study of biology is organized around the following unifying themes: Evolution: Patterns and Products of Change in Living Systems; Homeostasis: Maintaining Dynamic Equilibrium in Living Systems; Energy, Matter, and Organization: Relationships in Living Systems; Continuity: Reproduction and Inheritance in Living Systems; Development; Growth and Differentiation in Living Systems; and Ecology: Interaction and Interdependence in Living Systems. Incorporated into the study of biology are two themes, Science As Inquiry and Science and Humanity so that the processes of science and the connections between biology and the student's life are integrated into the curriculum.

Honors Biology (BSCS: A Human Approach)

This course is designed to provide the student with a strong background in biology as the student works collaboratively and is actively involved in their learning process. The study of biology is organized around the following unifying themes: Evolution: Patterns and Products of Change in Living Systems; Homeostasis: Maintaining Dynamic Equilibrium in Living Systems; Energy, Matter, and Organization: Relationships in Living Systems; Continuity: Reproduction and Inheritance in Living Systems; Development; Growth and Differentiation in Living Systems; and Ecology: Interaction and Interdependence in Living Systems. Incorporated into the study of biology are two sub-themes, Science As Inquiry and Science and Humanity so that the processes of science and the connections between biology and the student life are integrated into the curriculum. As an honors class, the pace is accelerated, the amount of lab time is increased, and a greater depth of knowledge of concepts is expected.

(PREREQUISITE: Teacher recommendation and math placement)

Chemistry

This course is designed to provide the student with a strong background in chemistry by focusing on three goals: to learn the facts, formulas, and principles in the standard chemistry curriculum; to understand the basic concepts underlying these facts, formulas, and principles; and to develop critical thinking and problem-solving skills, not only to use in chemistry, but by extension, to use in everyday life. Concept mastery, critical thinking, problem solving, and lab experiences are used to develop and expand upon the facts, formulas, and principles of chemistry.

(PREREQUISITE: Advanced Algebra or concurrent and with teacher recommendation)

Honors Chemistry

This course is designed to provide the student with a stimulating and motivating program. Honors Chemistry focuses on the same three goals as stated in the Chemistry course description. In addition to this, however, as an honors course, the pace of the class is accelerated, the amount of lab time is increased, and a greater depth of knowledge of concepts is expected.

(PREREQUISITE: Honors Advanced Algebra or concurrent and final grade of B- or above in Honors Biology and with teacher recommendation)

Physics

This course is designed to give students a thorough understanding of the basic concepts of physics by means of many interesting applications, hands-on activities, and computer simulations. The course offers in-depth presentations of many topics within the science of physics, including mechanics, work, and energy.

(PREREQUISITE: Advanced Algebra and final grade of B- or above in Chemistry and with teacher recommendation)

Honors Physics

This course is designed to give the student a strong background in physics by using the skills of observation, speculation, analysis, and conclusion. Principles of physics will be determined both conceptually and analytically. The concepts and principles of physics are developed in a logical order to make the study of physics challenging, interesting and relevant. Topics to be covered include mechanics, work and energy.

(PREREQUISITE: Precalculus or concurrent and final grade of B- or above in Honors Chemistry or final grade of A in Chemistry and with teacher recommendation)

Earth Science

The purpose of this course is to introduce students to the four main branches of earth science. The course covers geology - the general characteristics of the Earth, the ways by which the Earth's surface has been formed, and the Earth's geologic history, including plate tectonics and the origin and evolution of the Earth system; meteorology - the nature of weather and climate, and weather prediction; oceanography - the

characteristics of the oceans; and astronomy - our solar system, stars and galaxies, and the origin and evolution of the universe. *(Not offered 2011-2012) Honors Option*
(PREREQUISITE: Geometry or Concurrent)

Environmental Science

This course analyzes the various interactions that are taking place between modern humans and their environment. Topics include the following: what ecosystems are and how they work, basic energy and resource concepts, population growth, traditional and alternative energy sources, preserving air and land resources, and options for the future. Emphasis is placed on direct student involvement in specially designed lab activities. *(Not offered 2011-2012) Honors Option*
(PREREQUISITE: Biology and Geometry)

Genetics

This course is designed to provide students with a basic knowledge of genetic concepts as they relate to the life experiences of individuals, families, and society. Emphasis is placed on personal ethics and societal responsibilities which result from advancements in DNA science. Topics to be covered include: the structure and function (replication and gene expression) of DNA, the history of DNA science, prenatal diagnosis, genetic disorders, bioethical dilemmas, Mendelian genetics, population genetics, pedigree analysis, probability, X-linked inheritance, X-inactivation, biotechnology (including recombinant DNA), the Human Genome Project, and stem cells and cloning. *Honors option*
(PREREQUISITE: Biology)

Honors Molecular Biology

This college-level course is designed to provide students with the knowledge of molecular biology concepts. Emphasis is placed on personal ethics and societal responsibilities which result from advancements in biotechnology. The experiences of the original investigators in the conception and execution of classic and contemporary experiments that have produced key concepts in molecular biology are studied. Topics to be covered include: the history of DNA science, DNA structure and function (replication and gene expression), RNA science, gene modification, biotechnology (including recombinant DNA), the Human Genome Project, animal and plant biotechnology, stem cells and cloning.
(PREREQUISITE: Successful completion of Honors Biology and Honors Chemistry or with teacher recommendation)

Physical Science

An integrated science course that allows students the opportunity to explore topics on chemistry and physical science. Emphasis will be placed on laboratory exploration as well as analysis of data. *(Not offered 2010-2011)*
(PREREQUISITE: Biology and Advanced Algebra, or concurrent)

Advanced Topics in Chemistry and Physics

This quarter course offers honors level students an introduction to more advanced topics in the Physical Sciences. This course is designed for students who plan to take Chemistry and Physics in college. Possible topics include: Solution Chemistry, Reaction Rates and Equilibrium, Acids and Bases, Redox Reactions, Electricity and Magnetism, Astronomy, and Modern Physics.
(PREREQUISITE: Successful completion of Honors Chemistry and Honors Physics and teacher recommendation)

SOCIAL STUDIES DEPARTMENT

<u>TITLE</u>	<u>CREDIT</u>	<u>GRADES</u>	<u>PREREQ</u>
World History*	1.0	9	No
Selections in Social Studies *^	0.5 or 1.0	10,11,12	No
United States History*	1.0	11	No
Honors United States History	1.0	11	Yes
AP United States History	0.5	11,12	Yes
Honors European History	1.0	11,12	Yes
Introduction to Psychology	1.0	11,12	No
United States Government*	0.5	11, 12	No
Economics	0.5	10,11,12	No

* Required

^ Electives for Grades 11 & 12

Beginning with the Class of 2011, the Social Studies requirements for Graduation include three years of Social Studies plus ½ credit each of United States Government and Economics. (total 4 credits)

COURSE DESCRIPTIONS

World History

This survey course, required for all ninth graders, will include a review of ancient history through the Middle Ages and will emphasize Renaissance history through the 20th century. The political, cultural, economic and social interactions of nations will be explored. The theme of revolution and change will dominate the study.

Selections in Social Studies

All tenth grade students are required to take two quarter classes of Selections in Social Studies, which totals one (1) credit. These courses are also open to all eleventh and twelfth grade students. All courses will help students develop their analytic, communication, research, and cognitive thinking skills using a variety of sources. Each school year, two areas of studies are offered from the following categories:

Africa

Emphasis on the development of the continent including an examination of the social, cultural, and political environment.

China

Emphasis on the development of the region including an examination of the social, cultural, and political climate of the area. This survey course will begin with a historical overview of the region, but will be centrally focused on current affairs. *(Not offered 2010-2011).*

Latin America

Emphasis on the development of the region, including an examination of the social, cultural, and political climate of the area. *(Not offered in 2010-2011).*

The Middle East

Emphasis on the early development of the Middle East including an examination of the political, cultural, and social climate of the area. The influence of Islam and the Europeans on the area will be explored. *(Not offered in 2010-2011).*

Russia

Emphasis on the development of the region, including an examination of the social, cultural, and political climate of the area.

Southeast Asia

Emphasis on the peoples and cultures of the regions bounded by Pakistan in the west, to Japan in the East, and from China in the south to Indonesia. This survey course will provide opportunities to compare and contrast the social, cultural, and political climate of the region. *(Not offered in 2010-2011).*

United States History

This is a survey course of United States history which will focus on the pre-Revolutionary War era, the Revolutionary War, the development of slavery, the Civil War and Reconstruction, the Industrial Revolution and modernization, US involvement in world affairs and the world wars, the Great Depression, the “red scare”, the sixties revolution and the Civil Rights movement, and the Cold War. Students will have the opportunity to explore areas of individual interest as they research topics for formal papers and oral presentations.

Honors U.S. History

This class will cover all the material in U.S. History; however, the pace will be faster and the expectations will be increased for critical thinking, analysis and interpretation of data as well as use of primary and secondary resources. Extensive reading each night will be a requirement and research skills will be utilized. Students enrolled in Honors U.S. History must also enroll in AP U.S. History.

(PREREQUISITE: Successful completion of Selections classes and permission of the Social Studies Department)

AP United States History

The Advanced Placement Program is intended for qualified students who wish to complete studies equivalent to college introductory courses in American History. It is offered as an extension to the Honors U.S. History class. It will focus on the skills necessary for the AP U.S. History test and its successful completion (multiple choice questions, document based essays, and essay writing skills) will be developed. Students are expected to take the AP U.S. History test in May offered by the College Board to receive a weighted grade for this class. This examination presumes at least one academic year’s college-level preparation.

(PREREQUISITE: B+ in Honors U.S. History and teacher recommendation)

Honors European History

This course covers the history of Europe from the Renaissance to the present. It includes social, political, economic, intellectual, and cultural issues, as well as art history. Students will need to maintain a demanding reading schedule, which will include the text and supplementary sources. Emphasis is placed on analytical writing, class participation and discussion, use of primary sources, and investigative reading.

(PREREQUISITE: Successful completion of Selections classes and the permission of the Social Studies Department)

Introduction to Psychology

This course introduces students to the study of psychology. Topics will include the psychological methods of study and human development of the mind, learning, and emotions. Instruction will include case studies, review of professional journals, and group discussions.

(PREREQUISITE: Permission of the Social Studies Department)

United States Government

This course fulfills the state civics requirement. The federal government is studied in detail as well as state and local government in lesser detail. Students are asked to become involved in politics in ways of their choice. We follow current events using the computer and other media. Students are expected to go beyond learning the structure of government to learn how it actually works and some of the major influences on government. The aim is to empower students to be active and involved citizens.

Economics

Emphasis on the ways in which economics affects the lives of individuals and how individuals, through their economic choices, shape their world. Focus areas will include: scarcity & choice, opportunity cost and trade-off, productivity, economic systems, supply and demand, role of government, international growth and stability. *(Required for graduation by the class of 2011).*

TECHNOLOGY DEPARTMENT

With the Academy of the Sacred Heart's Mobile Technology Program, the faculty wants to ensure that all entering students have a solid introduction to the powerful learning tools available on their laptops/tablets. As such, Computer Applications is required of all ninth grade and new students. In addition, the department offers coursework in a spectrum of more focused topics. One additional technology course beyond Computer Applications is required for all students, starting with the class of 2008.

<u>TITLE</u>	<u>CREDIT</u>	<u>GRADES</u>	<u>PREREO</u>
Computer Applications*	0.5	9,10,11,12	No
Computer Graphics [†]	0.5	9,10,11,12	Yes
Computer Illustration [†]	0.5	9,10,11,12	Yes
Computer Programming [†]	0.5	9,10,11,12	Yes
Computer Support	0.5	9,10,11,12	Yes
Video Production [†]	0.5	9,10,11,12	Yes
Web Site Development [†]	0.5	9,10,11,12	Yes

* Required

[†] Offered alternating years

COURSE DESCRIPTIONS

Computer Applications

This course is designed to provide students with hands-on experience using leading software applications and emerging Web 2.0 tools. Projects will involve:

- Microsoft Word
- Microsoft Excel
- Microsoft Movie Maker
- Microsoft Internet Explorer
- Microsoft OneNote
- Discussion Boards
- Microsoft Publisher
- Adobe Photoshop Elements
- Web Publishing Tools
- Microsoft PowerPoint
- Tablet PC Specific Software
- Blogging or Podcasting

In addition to software applications, students will become more proficient with the Windows Operating System and increase their consumer computer knowledge.

Computer Graphics

This course guides students through the basic and advanced techniques of using Adobe Photoshop to create and enhance a wide variety of photographs and images. The course includes both lessons and projects. The lessons are self-paced and based on real-world examples. They include step-by-step instructions, explanations of features, and plenty of illustrations to help students as they work. The projects help students apply skills learned and involves everything from colorizing black-and-white images to creating original artwork. *(Not offered 2010-2011).*

(PREREQUISITE: Computer Applications)

Computer Illustration

This course focuses on using the core features of Adobe Illustrator. The course is similar to that of Computer Graphics in terms of including self-paced lessons and open-ended projects. Despite the course title, students do not need any illustration or drawing skills to take the course. The lessons students complete will build skills; while the projects allow them to apply learning in a creative fashion. The course offers graphic design projects such as logo creation and product packaging design. In addition, students will learn to work with Photoshop images and optimize graphics for the Web. *(Offered 2010-2011)*

(PREREQUISITE: Computer Applications)

Computer Programming

Learning to write programs as a teen can be very valuable for students pursuing careers in the fields of science and engineering. This course is designed to introduce students to computer programming and to enable them to think like computer scientists. Java (an object-oriented programming language), is the programming language that will be used. Students are assumed to have no prior computer programming knowledge prior to taking this course. *(Not offered 2010-2011)*

(PREREQUISITE: Computer Applications)

Computer Support

Students will be trained to troubleshoot and repair computer equipment including laptop computers. They will serve as technology support personnel for students and faculty members with computer issues. In addition, students may have the opportunity to help teachers with such tasks as designing and maintaining web sites, multimedia presentations, and locating web sites for class use. This course is awarded pass/fail credit but does not exclude any students from receiving academic honors.

(PREREQUISITE: Computer Applications and teacher recommendation)

Video Production

This course is designed to provide a creative platform in which students learn to use video as a tool to create productions to meet real-life needs. Topics to be covered include: use of digital video cameras, storyboarding, film techniques, editing techniques, and communication techniques. *(Offered 2010-2011)*

(PREREQUISITE: Computer Applications)

Web Site Development

In this course, students will learn how to create content and construct pages for the Internet. Besides learning how to develop pages technically, students will also learn design skills to increase the effectiveness of work. Students will learn to consider navigation, interactivity, and other aspects of web publishing. The course is based on a series of projects that will develop skills and culminate in a final project. Class time will be used for topic introduction, hands-on lessons, critiques, and Web site production. *(Not offered 2010-2011)*

(PREREQUISITE: Computer Applications)

THEOLOGY DEPARTMENT

Theological Studies are part of the total educational experience provided the students of the Academy of the Sacred Heart. Each student brings to this study her own spiritual perspective as well as the culture and customs of her particular religious upbringing. Through her studies, each student is invited to explore and grow in her own spirituality and develop a deeper understanding of the spirituality and religious practices of other people. In addition to her theological studies, each student actively engages in the Community Service Program on a weekly basis.

<u>TITLE</u>	<u>CREDIT</u>	<u>GRADES</u>	<u>PREREQ</u>
Introduction to the Bible*	0.5	9	No
Morality*	0.5	10	No
Social Justice*	0.5	10	No
World Religions*	0.5	11	No
Church History*	0.5	12	No

*Required

COURSE DESCRIPTIONS

Introduction to the Bible

This course provides an introduction to the Hebrew and Christian Scriptures found in the Bible. Where did the Bible come from? How does one find particular passages? This course focuses on several books in each Testament: e.g. Exodus and the Gospel of Matthew. Students will learn that God made a promise and kept it. The promise was that he would send someone to show us how to live and how to die, so we might live forever. Jesus kept the promise.

Morality

This course will study the nature of Christian morality and ethics from theological and spiritual perspectives. Students will be invited to explore the nature of human persons in society and their interactions with one another. Students will be challenged to evaluate their understanding of right and wrong, and the basis on which they build their value system. Students will also examine the nature of conscience and the process of discernment, with an eye to determining how individuals can move with integrity from values to actions in their everyday lives.

Social Justice

This course will cover a wide range of social issues on the local, national and international levels. Students will be challenged to examine their spiritual growth and contemporary social justice issues from the perspective of Catholic Social Teaching, the Scriptures and the problem of achieving justice for all in our world today. The course will also explore the resources and organizations that are fighting for justice in our world today.

World Religions

This course covers the world religions, their customs and rituals. Through a study of the sacred story of a variety of ancient and modern religious experiences, the student will grow in her awareness of the meaning and purpose of each. Three areas of study will include the religions arising from India (i.e. Hinduism, Buddhism, Jainism and Sikhism), the religions of China and Japan (i.e. Confucianism, Taoism and Shinto) and the religions arising from Abraham (i.e. Judaism, Christianity and Islam). The student is encouraged to be a peacemaker through a greater understanding of what others believe.

Church History

This course will open up the Christian tradition as a source for better understanding the contemporary Christian Church, including the present variety of Christian denominations, beliefs and practices and the relationship of Christians with each other and with people from other religious traditions. Students will deepen their understanding of what it means to be a Christian through an exploration of historical witnesses and will be challenged to consider how they witness their own beliefs in their daily life.

WORLD LANGUAGE DEPARTMENT

<u>TITLE</u>	<u>CREDIT</u>	<u>GRADES</u>	<u>PREREQ</u>
French 1	1.0	9,10,11,12	No
French 2	1.0	9,10,11,12	Yes
French 3	1.0	10,11,12	Yes
French 4	1.0	10,11,12	Yes
French 5	1.0	12	Yes
Spanish 1	1.0	9,10,11,12	No
Spanish 2	1.0	9,10,11,12	Yes
Spanish 3	1.0	10,11,12	Yes
Spanish 4	1.0	11,12	Yes
Spanish 5	1.0	12	Yes
Latin 1	1.0	9,10,11,12	No
Latin 2	1.0	10,11,12	Yes
Latin 3	1.0	10, 11, 12	Yes

Every student is required to earn 3.0 Foreign Language credits in the Upper School.

COURSE DESCRIPTIONS

French 1

French 1 is an introduction to the French language and francophone culture. The primary objective is to develop basic communication in French by means of listening-speaking exercises, along with gradual development of reading-writing skills. The differences between French and American culture and an initial exploration of the geography of France comprise the major cultural emphasis.

French 2

This course includes the reinforcement and development of the four basic skills (speaking, reading, writing and listening) acquired in the first level of study, with emphasis on vocabulary, new verb tenses, more sophisticated structures and idiomatic expressions. The study of the francophone culture continues to be an integral part of this course. Readings may include short texts.

(PREREQUISITE: French 1)

French 3

In French 3, the student completes and reviews her study of the basic structures of French, adding and refining through the acquisition of more extensive vocabulary and more complicated structures. Various aspects of the francophone culture are integrated into the study of the French language. Students are expected to use primarily French in the classroom. Readings may include short stories and poetry.

(PREREQUISITE: French 2)

French 4

In French 4, an integrated training of the four communicative skills and a review of grammatical structures helps the students to strengthen their language skills. The students are exposed to more extensive reading and advanced grammar. In addition, French 4 is an introduction to authentic French literature and analysis techniques. Class is conducted almost entirely in French. Readings may include Le Petit Prince, short stories, and **other cultural material**.

(PREREQUISITE: B or better in French 3 and teacher recommendation)

French 5

In French 5, the students expand and refine their knowledge and understanding of the French language, literature and culture on the basis of authentic French material, using French as the **predominant** language of communication. Readings may include extracts from 19th and 20th century French novels and short stories. The students will improve their literary knowledge and discuss and analyze literature and current events in the target language. Grammar is reviewed as needed.

(PREREQUISITE: B or better in French 4 and teacher recommendation)

Spanish 1

The main objective in this first level of Spanish is to build up simple conversational patterns and reading-writing skills. The students are expected to use basic phrases in Spanish in the classroom. No previous knowledge of Spanish is required. Cultural units coincide with the area of study.

Spanish 2

This course continues to build and strengthen the student skills acquired the previous year. Students are expected to answer and ask questions in Spanish, as well as further develop their reading and writing skills. Class is conducted primarily in Spanish. As in Spanish 1, cultural units coincide with the area of study.

(PREREQUISITE: Spanish 1)

Spanish 3

In this level of Spanish the emphasis is on the refining of grammar, conversation, reading and writing skills. New grammar points will be presented. Readings include short stories from a variety of authors. The class is conducted primarily in Spanish.

(PREREQUISITE: Spanish 2)

Spanish 4

Besides refining grammar points, this class encourages advanced conversation, reading, writing and listening skills through close reading of a variety of sources and Spanish-English translations. Class is conducted almost entirely in Spanish.

(PREREQUISITE: B or better in Spanish 3 and teacher recommendation)

Spanish 5

This course is an introduction to Spanish literature and art, along with a grammar review that covers all topics taught the previous years. Readings from both Spanish and Spanish-American literature are utilized. Class time is spent discussing the various literary elements of the assigned texts. Students are expected to participate in class discussions, and write essays all in the target language. Class is conducted entirely in Spanish.

(PREREQUISITE: B or better in Spanish 4 and teacher recommendation)

Latin 1

This course will introduce students to the beautiful and challenging world of the Latin language. This course will be an intensive study of the language with emphasis on syntax, grammar, and vocabulary. **Emphasis will be on conjugating verbs and declining nouns.** The students will be introduced to Roman culture and history, and will better understand not only the cultural impact the Romans had on Western society, but also the linguistic impact the Romans had on the entire world. **The text is Wheelock's Latin, 6th Edition.**

Latin 2

Students will continue their exploration of the beautiful and challenging world of the Latin language. The course will be structured around the sequence of topics presented in the course text, Wheelocks Latin, 6th edition. Students will review previously learned syntax, grammar, and vocabulary, and then build upon this knowledge to learn new lessons.

(PREREQUISITE: Latin 1)

Latin 3

Students will finish their study of Latin grammar, and will continue their study of culture and history through primary sources. The students will read selections from Caesar, the Vulgate, Catullus, and medieval authors. (PREREQUISITE: Latin 2)

EXPERIENTIAL LEARNING PROGRAMS

SCHOOL COMMUNITY GOVERNANCE

In 1977, in an effort to involve the entire Upper School student body and faculty in school leadership, the School Community Governance Program was instituted. This program aims to develop the potential of each student in areas of leadership, organization, management and creativity. The SCG Program is comprised of approximately twelve small groups, each of which works for the good of the school community. Some groups are: Blue and Gold, Enviromania, Euphoria, Newspaper, O.P.A., and Yearbook. Each group has a student leader, a faculty moderator, and student members who generate programs and activities. A nucleus group with a representative from each grade level, serves as a central governing group, coordinating the student activities calendar, approving group proposals, and providing leadership.

The Leadership Application Process is articulated to students annually in the spring (in the fall for Grade 9 Class Officers and the SCG Representatives). Since student leadership is an essential part of the school community, students chosen to apply for leadership positions must accept responsibility for decisions made; participate in the completion of projects; develop strength and honesty; and work to create a positive atmosphere in the school. Leadership is both a tremendous challenge and a great opportunity for personal growth.

Students say:

“SCG gives the entire school community an opportunity to participate in leadership regardless of age or grade.”

“SCG allows the students to organize activities for the improvement of the school and actually see the difference they make.”

“SCG is truly the student’s voice in the community.”

PROJECT TERM

Since 1974, the Academy of the Sacred Heart has provided a unique opportunity for students and faculty to learn together in a focused and intensive unit of study. This program is called “Project Term”. Project Term provides the means by which students and faculty plan and implement programs that allow for hands-on learning in a variety of fields of study. The programs created respond to student interest while emphasizing personal growth, growth in faith, development of intellect, and the building of community. After over 30 years of Project Term, we believe that it is one of our finest programs, providing the members of our school community the opportunity to integrate the goals of Sacred Heart education. We know from our graduates and our faculty that Project Term can change attitudes, build bridges of communication, and open new doors. It is a rare opportunity for learning, adventure and fun.

Each student is required to select an area of focus that she will use as the central point of concentration for her project. Her learning contract, journal, reflection, and output will all demonstrate this chosen area of focus. The chosen area of focus and the successful completion of all the learning goals will be the basis upon which each student will be evaluated.

Students will be required to choose a different focus area for each academic year and should choose a different type of project each year. As most of the projects have been designed to meet at least two areas of focus, students will pinpoint their primary area of focus. The identification of the area of focus will be considered in dialogue with the faculty moderators or sponsors of the experience.

During the course of the four years at Sacred Heart, each student will be expected to have completed projects

representing the three focus areas. The following areas of focus have been selected and reviewed by the faculty as the means by which a student's overall experience can be heightened: Intellectual Growth or Career Exploration; Service; and Personal Challenge.

Students say:

"Amazing. So many opportunities that would not normally be available to me." "I did amazing things and saw beautiful sites."
about Italian Education, Italy

"Our groups worked very well together helping the community while living under one roof. I will never forget my service experience and the children I helped."
on Community Jammin' in Jamaica

"I profited from my experience by learning about a whole new culture and what Navajo people go through."
about Navajo Nation

"The last week I spent in Costa Rica was completely life-changing."
about the Costa Rican Experience

"This really opened my eyes to the admissions policies, scholarship opportunities, student life on a college campus."
about the College Tour

COMMUNITY SERVICE

The Community Service program is an integral part of Sacred Heart education which seeks to educate students towards a social awareness that will impel them to assume an active role in the community. We strive to develop in students a critical sense which will lead them to a reflection on society and its values. Each student in the tenth, eleventh and twelfth grade participates regularly in a service activity. Ninth grade students participate in opportunities to prepare them for service experience. Community Service experiences can include teacher aide duties in neighboring school classrooms, placements with the handicapped, elderly and needy, and working at area food banks.

STUDENT EXCHANGE PROGRAM

The Academy of the Sacred Heart, Bloomfield Hills, is one of twenty-one Network of Sacred Heart Schools in the United States. Students from all Upper Schools in the Network are eligible to participate in the Student Exchange Program. Students in tenth and eleventh grade are encouraged and recommended to investigate exchange opportunities at another Sacred Heart School. While participating in the exchange, a student may reside at a boarding school or with a family whose child attends a Sacred Heart day school. The student could follow a regular schedule of courses or could participate in a tutorial or study-hall setting to facilitate her continued progress in her Bloomfield Hills curriculum. The Exchange Program offers an opportunity for students to broaden their horizons socially, academically, and culturally by sharing in the life of Sacred Heart schools in other localities.

Applications for participation in the program and/or for hosting a student from a Network school are available from the Student Exchange coordinator. Faculty approval is required for a student to participate in the Exchange Program.

PRAYER, RETREAT, LITURGY

Integral to the religious atmosphere, retreats provide opportunities for prayer, discussion, individual reflection, and class bonding. Students in ninth and tenth grade participate in day long, off-campus retreats. Students in eleventh grade participate in an overnight experience. Students in twelfth grade participate in a two-day, two night retreat. Students, in relationships of trust, love, and prayer, develop an "active faith in God" and the building of school community.

SOME SPECIAL EVENTS IN THE UPPER SCHOOL

- Ring Ceremony
- Athletic Awards Ceremony
- Fine Arts Banquet
- Career Day
- Stratford Trip/Hilberry Trip
- Twelve Year Luncheon
- National Honor Society Induction Ceremony
- Headmistress Luncheon for Graduates
- Co-ed Social Events
- Candlelight Ball
- All-School Liturgies
- Project Term
- Focus: HOPE - Monthly food delivery with U of D Jesuit
- Sophomores Are Special Week
- Class Retreats
- Semi-Formal Christmas Dance
- Charity Ball
- Battle of the Bands
- Father-Daughter Dinner Dance
- Junior/Senior Banquet
- Educational and Informative Presentations

EXTRA-CURRICULAR ACTIVITIES

ATHLETIC PROGRAM

The Athletic Program is developed upon the *Goals and Criteria* for Sacred Heart Schools. The program educates to a life-long sense of responsibility for health and well-being. Through a “no cut” program, each sport will provide equal opportunity for all students to acquire knowledge of that sport, development of skills, and exercise leadership. The program will promote self-discipline, responsibility and decision making, as well as learning the benefit of cooperation and respect for others. Each student will have the opportunity to apply skills in situations commensurate with her skill level.

Each student is required to have a Health Appraisal and a Sacred Heart Athletic Policy on file in the Athletic Office prior to team participation. The physical examination must be completed by a physician, certifying that the student is fully able to compete in athletics. The physical examination must take place April 15 or later to be used for the current school year. The student shall not participate in any practice sessions or contests until the completed physical form has been turned in to the Athletic Department.

Health Appraisal and Athletic Policy forms may be obtained in the Athletic Office or on the school web site.

Sports Offered: A sports program must maintain a minimum of four (4) participants to be considered eligible as a Varsity program. Varsity programs are financially supported by the school. Sports programs that do not meet the minimum participant requirements may still exist as Club programs. (*Junior Varsity teams will be developed when student numbers allow.*)

<u>Fall</u>	Varsity Equestrian Junior Varsity and Varsity Field Hockey* Varsity Golf * Junior Varsity and Varsity Volleyball*
<u>Winter</u>	Varsity Dance and Pom Pon* Junior Varsity and Varsity Basketball* Varsity Skiing^* Varsity Figure Skating«
<u>Spring</u>	Junior Varsity and Varsity Lacrosse* Varsity Softball* Junior Varsity and Varsity Tennis*

* Participates in the Catholic High School League (CHSL)

^ Cooperative program with Orchard Lake St. Mary's Prep and Ladywood High School

« Cooperative program with local Christian/Independent schools

Club Sports:

A Club sport is initiated by a student survey of interest, under the direction of the Athletic Department and school administration. Club programs are financially supported by the athletes with Athletic Department supervision. A Club program must exist for a minimum of three (3) years, with four (4) or more participants, before it may apply for Varsity status.

Point System:

During a sport season, each participant receives points toward their varsity letter and additional Chenilles. Following is a list of all sports and the points that are awarded per game:

Varsity Basketball, Equestrian, Field Hockey, Golf, Lacrosse, Skiing, Softball, Tennis, and Volleyball	Up to 25 points per contest
Junior Varsity Basketball, Dance, Field Hockey, Lacrosse, Tennis, and Volleyball	Up to 20 points per contest
Manager	Up to 15 points per contest

All points are awarded at the coach's discretion. An athlete who quits a sport (unless due to medical reasons) may forfeit all points in that sport for that season.

Athletic Awards:

- | | |
|---------------|---------------------|
| • 700 points | Block Letter "ASH" |
| • 1200 points | Gazelle Patch |
| • 1800 points | Honor Athlete Patch |
| • 2500 points | "2500" Patch |
| • 3300 points | Star Patch |
| • 5500 points | Hexagon Patch |

PERFORMING ARTS PROGRAM

Forensics

Sacred Heart participates in the Detroit Catholic League, a competitive public speaking league where the students are able to practice public address and interpretive skills. Each year there is a national competition hosted in one of a variety of participating cities throughout the United States where qualified students can compete with approximately 2,000 other students from all over the nation. Practice is arranged on an individual basis and requires some after-school and weekend participation.

Theatre

In addition to a class in Theatre Arts, students are able to participate in two after school plays each year. The two plays, one in November and one in March, involve after-school rehearsals and culminate in a weekend of performances. A straight drama is usually performed in the fall while a musical is usually presented in the spring. Students may also contribute to the productions of the 11th Hour Theater Company by being a member of the crew.

Point System

During the academic year, students involved in drama, forensics, and music, receive points toward their varsity letter and additional Chenilles. These guidelines are published separately by the Performing Arts Department.

Young Americans

A musical outreach program that is brought in every three years, that allows all students in grades 5-12 an opportunity to become part of a theatrical company for two days. Group "classes" in choreography, improvisation, voice and acting culminate in an evening performance. All students are expected to participate.

MODEL UNITED NATIONS

All students at the Academy of the Sacred Heart are eligible to participate in the locally sponsored Model United Nations (M.U.N.) simulations. Four weekends during the fall are selected by area schools hosting simulations where students gather in committee to discuss, debate and vote on current issues which face the United Nations. Students learn the rules of parliamentary procedure, as well as the art of resolution writing and speaking to the topic or resolution.

The culmination of their efforts is the simulation hosted by Georgetown University in February. The North American Invitational Model United Nations is currently in its 47th year of existence. Over 3,000 students from all over the United States and Puerto Rico gather for the four day simulation. The visit to Washington, D.C. also includes an embassy briefing with the country the school is representing, and a sight-seeing tour of the Mall and the Monuments.

COLLEGE AND CAREER GUIDANCE

College planning/counseling in the Upper School begins during freshman year and is incrementally and appropriately included (added) to each student's schedule each year. All students, regardless of academic level, are encouraged to develop sound study and learning habits with an eye toward their future candidacy to competitive colleges. Testing programs, opportunities to meet with college representatives, utilization of the college resource room, and personal college counseling, are made available to the entire school population.

During their freshman and sophomore year, students meet individually with the college counselor to review standardized test results, as well as become familiar with the academic and non-academic components of college planning and the college application process. In the winter of their junior year, through group and individual counseling sessions, the student is encouraged to assess what she seeks in a post-secondary institution (size of the college, competitiveness, location, religious affiliation, etc.). At this time, the counselor will also meet with the student and her parent(s) in an effort to both gain input from the parents and clarify the direction the student is planning as she studies her post secondary choices. The junior is urged to begin to prepare for, and over the next few months to take the first sets of her college-entrance examinations. When the seniors return in September, the students and the counselor address themselves to final college selections and applications, further entrance examinations, and scholarship opportunities.

COURSE SELECTION

When reviewing students' transcripts, colleges and universities look for a well distributed learning experience. Note that the more competitive the school, the greater the expectation that the applicant will have a solid schedule in the five academic areas (English, Science, Social Studies, Mathematics, and World Languages) during all four years of high school. Typically, colleges and universities also expect the applicants to have taken the most rigorous course work available to them.

GRADE POINT AVERAGE (GPA)

In the review of an applicant's academic credentials, colleges and universities consider the standardized test scores, the quality of the applicant's course selection and her GPA.

Note that when assessing a student's GPA, admission committees **often** recalculate the student's submitted GPA using only the grades in the academic courses (English, Science, Social Studies, Mathematics and World Languages). Be aware that for some students, higher grades in non-academic areas may elevate the GPA, and therefore, relative to the college application process, that GPA may appear stronger than when the college evaluates the GPA.

CAREER GUIDANCE

The Career Guidance Program promotes the development of career consciousness and awareness among the students by the following means:

- a system of career testing to motivate and provide a basis of career interests and possibilities, self-evaluation processes to determine what they value, the type of working conditions they prefer, and whether or not their goals are realistically aligned with their academic abilities. Within their four year program, students will be administered the Holland Interest Inventory (as part of the PLAN Test), Myers Briggs Type Indicator (MBTI) and the Campbell Interest and Skill Survey (CISS).
- Guidance sessions evaluate test results and consider the academic preparation/directions that parallel a students' self-reported career interests. Career days are scheduled regularly to present students with career options. Students are also encouraged to use their Project Term as an opportunity for career exploration.

TESTING

In preparation for college and the college admission process, the following testing schedule is very strongly advised for all Upper School students.

I ACADEMIC

September: Scholastic Testing Service (STS) Educational Development Series. This test provides a baseline of information regarding student performance in specific subject areas.

II ACADEMIC

October: PLAN Test (given to all sophomores). This test is a pre-ACT test that offers both a “projected” ACT score and a career planning component.

October: PSAT Test (optional), in coordination with College Counselor.

June: SAT II (Subject Tests)***

III ACADEMIC

October: PSAT Test (given to all juniors). This test is a pre-SAT

Winter: ACT Test *

Winter: SAT I Test **

May: Advanced Placement Exams (United States History)

June: SAT II (Subject Tests)***

IV ACADEMIC

October: ACT Test*

October: SAT I Test**

October: SAT II (Subject Tests)***

May: Advanced Placement Exams (Calculus, English Literature)

* ACT tests are offered six (6) times during the school year, beginning in September and ending in June. Register on-line at www.actstudent.org.

** SAT I tests are offered seven (7) times during the school year, beginning in October and ending in June. Register on-line at www.collegeboard.com.

*** SAT II tests are offered six (6) times during the school year, beginning in October and ending in June. These exams are the student’s choice. They should always be taken as soon after the completion of the course as possible. Register on-line at www.collegeboard.com.

It is recommended that juniors begin to take the SAT I and ACT early in the second term. This allows the student to assess her success in these tests as well as prepare to take a second SAT I or ACT by June. The goal would be to attain a satisfactory standardized test score before the fall of the senior year.

Registration materials for both exams are always available in the College Counseling Office or online. As a part of the college application process, the College Counseling Office advocates a planned preparation by the students taking SAT I and ACT.

