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UPPER SCHOOL

# Plan of Studies

2019-2020



Academy of the Sacred Heart

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## 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 emphasizes serious study, that it educates to social responsibility, and that it lay the foundations of a strong faith” (Goals and Criteria for Sacred Heart Schools in the United States).*

## OUR MISSION

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*

## Academic Policies

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 arts education of a young woman today.

Every student at the Academy of the Sacred Heart receives intensive training in the academic skills of English, Mathematics, Science, Social Studies and World Language. Essential parts of this program are Art, Drama, Forensics, Music, Technology and Theology. The Academy of the Sacred Heart offers each student a complete Physical Education and health 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 American Literature, Honors Anatomy & Physiology, Honors European History, Honors Physics, Honors Precalculus, 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.

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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 half (.5) credit is granted for the successful completion of one-semester courses and one credit (1) is granted for the successful completion of a full year of course work. The following represents the minimum graduation requirements:

All students participate in sports and/or co-curricular clubs and groups. All students are encouraged to be involved 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.
- ^ Students whose Nonpublic Service Plan or 504 Plan designates that she is exempt from the study of a World Language offered in this curriculum will be encouraged to take or audit an introductory course and will be directed to pursue another academic class.

Required Courses	Course Requirements
English	4 Credits
Mathematics	4 Credits
Science	3½ Credits (including Introductory Robotics)
Social Studies	4 Credits
Technology Studies	1 Credit
Theology	2½ Credits, Required Yearly
World Languages	3 Credits*^
Fine and/or Performing Arts	2 Credits
Physical Education/Health	2 Credits, Required Yearly
Project Term	Number of days varies each year (typically seven days)
Social Action	Year-long commitment (~60-70 hours)
First Year Experience	Required of all Grade 9 students
Michigan On-Line Learning	20 Hours

## Grades and Grade Reports

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

Students receive a grade for each subject. To calculate mid-term and year-end averages, a grading scale is used.

A grade of “Incomplete” may be used in the case of illness or other such extenuating circumstances, only 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. Failure to meet the predetermined deadline will result in the “Incomplete” changing to a “F” grade.

## 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 - 11*) plan their schedule for the next year with their parents and with input from their teachers, college counselor and Director of the Upper School.

## Advanced Placement (AP) 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.

Several courses are offered at the Advanced Placement (AP) level at the Academy of the Sacred Heart which allow students to explore the journey through college-level academic challenges. Students will develop skills and study habits that will be vital in college. A weighting of 0.1 will be added to the final course grade, conditional upon the student sitting for the AP exam.

Additional AP courses are available through Sophie Connect. On-line AP coursework is graded by the Network educator offering the course. Final grades for these courses are provided at the conclusion of the course. A weighting of 0.1 will be added to the final grade, conditional upon the student sitting for the AP Exam.

## 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.

## 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, excluding enrollment

in a Senior Independent Project (SIP). 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).

## Senior Independent Project (SIP)

Seniors at the Academy of the Sacred Heart with a desire to explore areas of interest not represented in the curriculum may submit a proposal to the Director of the Upper School for a Senior Independent Project (SIP). The SIP allows a senior to demonstrate her interests through a specialized project. This proposal would culminate in a research project, performance, or other significant 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. One half credit (0.5) will be awarded at the discretion of the faculty member at the completion of the SIP. A maximum of 0.5 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 Upper School Director for approval. The SIP does not fulfill any departmental requirement but may be considered as one of the required "academic classes" during the senior year.

## **Withdrawal from a Course**

A student may drop a course during the first full week of the term. 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 "WF" and will be calculated into her GPA as an F (0.0).

Any withdrawal from a course must go through the Director of the Upper School, in consultation with the teacher of the class.

## 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 Department works to develop an appreciation of literature, poetry and film and to increase awareness of the commonality of people and the human experience. Instruction in mechanics, writing techniques and composition is part of the course work at all levels. Special emphasis is placed on analyzing texts through close readings and responding to them through writing and classroom discourse. Oral presentations and collaborative work are incorporated into the curriculum.

### 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.

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 graphing calculators, and increased attention to applications and problem-solving skills.

### PHYSICAL EDUCATION/HEALTH

Students are taught the different dimensions of overall wellness and the value of a healthy lifestyle. They will be given the information and taught the skills necessary to make the choices that will enable them to be healthy for a lifetime. Each year there will be a focus on one of the many dimensions of wellness, including physical wellness, emotional wellness, intellectual wellness and social wellness. The information and skills that students will learn throughout these courses will be taught and implemented in various settings within each course, both in the classroom and in the gym, or outside.

### SCIENCE

Science courses are designed to meet the needs of today's 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, beginning with foundational courses of freshman biology, sophomore chemistry and junior year physics. These courses provide the base from which students can explore other life and physical elective science courses. Robotics is also introduced to all ninth graders. Students construct, program and use the robots to perform tasks that humans assign.

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.

### SOCIAL STUDIES

Social Studies courses are designed to give students an understanding of the experiences of people from other backgrounds, an appreciation of various cultures and increased awareness of their own. Understanding their world will empower students to make wise decisions as citizens of the United States and the world. Emphasis is placed on critical thinking in the framework of historical bias and problem solving. The development of research and analytical skills is enhanced using technology. Current events and geography are included in each course to reinforce perspective and chronology.

### 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**

Theological studies are part of the total educational experience provided all students. The Theology program is based on Catholic doctrine, scriptural studies, the accumulated wisdom of the Catholic tradition and our present theological reflection on living a Catholic life in a secularized world. Courses include special attention to the Person of Jesus Christ, topics in Hebrew and Christian scriptures, personal moral decision making, Catholic moral theology and social justice, and personal and communal worship. Theological studies are in concert with the developing Archdiocesan curriculum and guidelines.

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 peoples.

### **WORLD LANGUAGE**

The World Language curriculum develops 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.

### **ONLINE (SOPHIECONNECT)**

SophieConnect is a partnership of member schools in the United States and Canada, intended to leverage on-line learning, by providing quality on-line courses underpinned by the educational philosophy embodied by the *Goals and Criteria*. SophieConnect allows students to become better global citizens by collaborating, participating and engaging with students and the instructor across geographic and cultural confines. SophieConnect faculty are experienced Sacred Heart educators, well versed in the Mission of Sacred Heart Schools, experts in their discipline, and well qualified to provide challenging, engaging, and innovative on-line courses that support learning through exploration, collaboration, and creativity. A fee is associated with these courses.

# Four Year Program

## 9<sup>TH</sup> GRADE

English 9 – Western Humanities  
Algebra 1, Honors Geometry  
Biology, Honors Biology, Intro to Robotics and Engineering  
History 9 – Western Humanities  
French, Spanish, Latin  
Physical Education/Health  
Theology  
Digital Literacy, Technology Electives  
Performing and Visual Arts Electives

## 10<sup>TH</sup> GRADE

English 10 – World Humanities, Creative Writing, Poetry, Shakespeare  
Geometry, Honors Algebra 2  
Chemistry, Honors Chemistry, Genetics, Intro to Robotics & Engineering, Intermediate Robotics and Engineering  
History 10 – World Humanities, Neuropsychology  
French, Spanish, Latin  
Physical Education/Health  
Theology  
Technology Electives  
Performing and Visual Arts Electives

## 11<sup>TH</sup> GRADE

American Literature, Honors American Literature, Creative Writing, Advanced Creative Writing, Techniques in Academic Writing, Poetry, Shakespeare  
United States History, AP U.S. History, Economics, United States Government, Honors European History, Film Studies, History and Spirit of Sacred Heart, Intro to Psychology, Neuropsychology  
Algebra 2, Precalculus, Honors Precalculus, Probability and Statistics, Advanced Topics in Mathematics, Linear Algebra  
Physics, Honors Physics, Intermediate Robotics & Engineering, Honors Anatomy & Physiology, Advanced Biology: Life's Mechanisms, Biochemistry, Forensic Science, Genetics  
French, Spanish, Latin  
Physical Education/Health  
Theology  
Technology Electives  
Performing and Visual Arts Electives  
SophieConnect Online Courses

## 12<sup>TH</sup> GRADE

AP English Literature, Major Authors, Creative Writing, Advanced Creative Writing, Special Topics in Literature, Poetry, Shakespeare  
Intro to Psychology, Economics, United States Government, Honors European History, Film Studies, History and Spirit of Sacred Heart, Neuropsychology  
Precalculus, Honors Precalculus, Calculus, AP Calculus, Probability & Statistics, Advanced Topics in Mathematics, Linear Algebra  
Intermediate Robotics & Engineering, Astronomy, Honors Anatomy & Physiology, Advanced Biology: Life's Mechanisms, Biochemistry, Forensic Science, Genetics  
French, Spanish, Latin  
Physical Education/Health  
Theology  
Technology Electives  
Performing and Visual Arts Electives  
SophieConnect Online Courses



# Upper School Course Offerings

## Art (Performing)

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.

### Concert Choir

#### **Grades 9-12 (.5 per semester)**

The students will focus on the techniques of good ensemble singing, including posture, breath management and tone production, while also reviewing note reading and how to follow a score. Music theory, ear training and sight-reading are also taught in the process of developing good ensemble singing. Students will learn a variety of music styles which they will perform at school liturgies, prayer services, concerts, assemblies and other performances throughout the school year. It is not expected that students possess a "perfect" voice; rather, a love of and desire to learn more about the art of singing is all that's required. *This course may be repeated.*

### Instrumental Ensemble

#### **Grades 9-12 (.5 per semester)**

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, ukulele or guitar. For their efforts, students will be showcased at special assemblies. There is a contract and a fee of \$50 for the use of a wind instrument. Students who currently play an instrument will spend class time working on ensemble or solo music to be performed at school liturgies, prayer services, sporting events, special assemblies and concerts throughout the year. *This course may be repeated.*

### Forensics

#### **Grades 9-12 (.5)**

As the need for communication skills becomes more evident for a 21st Century learner, this class practices communication skills, through expression of oral interpretive events. Each category of public address and interpretive events such as dramatic interpretation, declamation, prose, poetry oratory and extemporaneous is explored in this class. Focus will be on preparation for competition at the local and national level. Objectives will be to gain confidence and poise in public speaking, to improve organizational skills, and to increase listening and writing skills. *This course may be repeated.*

### Theatre Arts Workshop

#### **Grades 9-12 (.5)**

Through theatre studies, morals, sensitivity and global culture are emphasized. Critical thinking is developed through the analysis of text, theatre as a commentary on social issues, discipline and cooperation. All aspects of theatre are explored to give the students an appreciation for the total production. Technical as well as performance skills will be taught. Literary analysis, lighting, scene 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. *This course may be repeated.*

## Art (Visual)

### Foundations of Art

#### **Grades 9-12 (1)**

The Foundations of Art experience is intended and structured to teach the student to think and work as a visual learner. Students will explore a full range of teacher-directed studio assignments using a variety of methods and materials across a broad range of tools and techniques; including drawing, painting, construction, craft and printmaking. Through the exploration of the elements of art (line, shape, color, texture, value and form), students will increase their awareness of the role of art in human culture through the lens of art history and expand upon their knowledge of art

concepts in both theory and application. Students are responsible for maintaining a sketchpad and studio portfolio, an independent mid-term fine and performing arts credit, and self-directed final exam project. This full credit course is the prerequisite for all other art classes offered.

### Intermediate Art

#### **Grades 10-12 (1)**

*Prerequisite: Foundations of Art*

The Intermediate Art experience is more independent and exploratory than the Foundations of Art class. Students will expand their art knowledge with the Principles of Design (balance, harmony, repetition, movement, unity, contrast and rhythm) through a series of teacher-directed studio demonstrations with subsequent student application to their own works. Students are responsible for maintaining a portfolio, weekly sketchpad submissions, participation in regular self-critiques, weekly art talk sessions, an independent mid-term report, and a final project as determined by the instructor.

### Advanced Art

#### **Grades 11-12 (1)**

*Prerequisite: Intermediate Art and teacher recommendation*

The Advanced Art class is for the serious, independent student and may be repeated as applicable. Studio work will build upon art skills realized through prior art classes, broadening the student's knowledge and skills in a particular medium, extending specific knowledge, or developing a portfolio for college submission. Students are expected to participate in weekly art talk sessions, conduct research related to their studio work, maintain a portfolio, and submit weekly sketchpad drawings and reflections as directed by the instructor. A mid-term humanities credit and written response and independent final project are required elements of this studio based course.

### Advanced Art: Portfolio Preparation

#### **Grade 12 (1)**

*Prerequisite: Advanced Art and teacher recommendation*

Portfolio Preparation studio is intended to be taken in the fall semester of the student's senior year for the express purpose of preparing a body of works suitable for college submission and review purposes. Course work is heavily self-directed and requires summer work under the guidance of the teacher. It is expected that enrolled students intend to pursue art studies at the college level and work well in the independent nature of an art studio environment. Portfolio Prep students will complete an electronic portfolio, accompanying artist's statements, and a minimum of three (3) teacher approved large-scale studio pieces. Students will also be expected to participate in regular class activities such as weekly *Art Talk* sessions and sketchpad assignments.

### **Jewelry I**

#### **Grades 10-12 (.5)**

*Prerequisite: Foundations of Art*

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, metal, beads, fiber and mixed media. Students will learn about jewelry in historical, social and cultural contexts.

### **Jewelry II**

#### **Grades 10-12 (.5)**

*Prerequisite: Foundations of Art and Jewelry I*

Students will learn more advanced techniques of jewelry making. Techniques of plaiting, twisting and knotting wire will be learned. Other more exploratory methods of jewelry fabrication will be explored through a broad range of materials, including clay, fiber, found and repurposed materials. Students will continue to work on assigned projects, as well as developing their own designs and projects.

### **Clay Studio 1**

#### **Grades 10-12 (.5)**

*Prerequisite: Foundations of Art*

The focus of Clay 1 is hand building. Students roll slabs by hand, and with the slab roller, building with both hard and soft slab pieces. Students also build with slump molds, coils and extruder. Students create a series of tiles, bowls, boxes, functional and sculptural pieces. They work with the decorative elements of carving, adding to the clay surface, texture, burnishing, and colored slip. Students will use low fire transparent, textured, gloss, and under glazes. Students will maintain a sketchbook and digital portfolio.

### **Clay Studio 2**

#### **Grades 10-12 (.5)**

*Prerequisite: Foundations of Art and Clay Studio 1*

The focus of Clay 2 is throwing on the potter's wheel. Students will center clay independently, learn the techniques of throwing a cylinder, vase, bowl and plate. Students will trim the bottoms, add lips to support a cover, add handles and spouts to their thrown pieces. Students will use low fire transparent, textured, gloss, and under glazes. Students will maintain a sketchbook and digital portfolio.

### **Advanced Clay**

#### **Grades 10-12 (.5)**

*Prerequisite: Foundations of Art, Clay Studio 1 and 2*

Advanced clay is designed for the student who has completed both Clay Studio 1 and Clay Studio 2 and is interested in refining their hand building and wheel throwing techniques. Students will incorporate skills from both Clay Studio 1 and Clay Studio 2 to create series of pieces, incorporate surface design into their thrown pieces, and to pursue more advanced construction techniques incorporating thrown pieces. Students will experiment with the effects of combining glazes. Students will continue to maintain a sketchbook and digital portfolio. *This course may be repeated.*

### **Art History**

#### **Grades 11-12 (.5)**

Offers a broad introduction to artists and art media from a variety of cultures and periods. The topics for each course includes:

- ***Topics in Contemporary Art***

Using available internet sites such as the PBS series *Art21*, the *Hielbrunn Timeline of Art History*, and other applicable print and electronic material, students will focus on the lives and works of artists born after 1945. Students will focus on the post-modern works of contemporary artists via on-line resources, independent gallery visits and museum field trips. Daily class is conversation based, with student-led discussions responding to conceptual, abstract, intuitive, and other artwork that reflects the contemporary cultural, social, and historical issues that impact current artists. Strong oral and writing skills are an integral part of this class.

- ***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.

### **Beginning Interior Design**

#### **Grades 10-12 (.5)**

*Prerequisite: Foundations of Art*

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.

## **Advanced Interior Design**

### **Grades 11-12 (.5)**

*Prerequisite: Beginning 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.

## **English**

### **English 9 – Western Humanities**

#### **Grade 9 (1)**

A survey of literature, history and cultures that traces the foundations of Western culture. Topics such as philosophy, religion, human development, and the interrelation of these themes to contemporary society are examined. This course is designed to develop a foundation for students' analyzing, communicating, writing, questioning and reflecting skills.

### **English 10 – World Humanities**

#### **Grade 10 (1)**

This course focuses on the primary issues that have created our cultural and societal structures within a framework for global understanding. It is a survey of world geography, literature, history and cultures. World Humanities is taught in the context of the geographical locations covered in the social studies course. Essential topics, such as global economies, historical dynamics, environment, movement, women, philosophy, religion, human development, and the interrelation of these themes to contemporary society are examined. Students will compare and contrast ideas in different places, time periods, and cultures, and examine the interrelationships between ideas, change and conflict. The foundational skills from Humanities I; analyzing, communicating, writing, questioning and reflecting skills, will continue to be honed and developed throughout this course.

## **American Literature**

### **Grade 11 (1)**

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 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. Students should expect to participate in regular student-centered, student-directed discussions.

### **Honors American Literature**

#### **Grade 11 (1)**

*Prerequisite: B+ in Humanities 2 and teacher recommendation*

Honors American Literature is a reading-intensive and writing-intensive course that addresses the same essential thematic questions as American Literature, but through an exploration of additional and more challenging texts. The course is designed to teach advanced reading and writing through the fundamentals of literary analysis and rhetorical theory and to develop AP prep skills in grammar, usage, and vocabulary through reading and writing. In addition to the skills and content outlined in the American Literature course description, students will also explore, evaluate and connect contemporary American issues with the same themes present in the selected novels. An emphasis will be placed on students' abilities to craft sophisticated and original analysis, to synthesize information from multiple sources, and to support an argument with primary and secondary sources. Students who elect to take Honors American Literature should expect an intensive workload that involves completing lengthier reading assignments, writing critical responses more frequently, and participating in higher level critical thinking in discussions.

## **Major Authors**

### **Grade 12 (1)**

*Prerequisite: American Literature or senior standing*

This full credit class focuses on the works of various authors decided upon by the English department for the year. 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 literary-based project.

### **AP Literature and Composition**

#### **Grade 12 (1)**

*Prerequisite: B+ in American Literature [Eleventh grade English] and teacher recommendation*

This is a college-level English class in advanced literature meant to prepare students for college literature courses and the AP Literature test. This class has an intense focus on the analysis of poetry as well as classical Greek, Shakespearean and modern literature. A strong emphasis is placed on close readings, writing analytical literary response papers, reflective writing, developing unique and original ideas, as well as establishing a personal voice in writing. The course has a heavy and demanding reading and writing load that should be carefully considered before selecting this class. Students enrolled in Honors English Literature must enroll in AP Literature Quarter 4, and must take the AP Exam in May. A student whose grade at the completion of the Honors portion is a C- or below may only continue in the AP course with the permission of the instructor.

### **Techniques in Academic Writing**

#### **Grade 11 (.5)**

In this 0.5 credit junior elective course, students produce and revise a variety of genres of academic essays, practice essential skills of paragraph organization, and develop techniques of critical analysis. Assignments range from response papers to formal essays. Selected readings will be assigned on such topics as audience, voice and plagiarism. 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. **This elective may not be repeated.**

### Creative Writing

#### **Grade 10-12 (.5)**

This 0.5 credit elective course focuses on student-created writing of a non-academic nature. Students will learn and study a variety of fiction and nonfiction writing formats that include letters, narratives, memoirs, short stories, and poems. The course will be instructional and also follow a workshop format where writers review each other's work. **This elective may not be repeated.**

### Advanced Creative Writing

#### **Grade 11-12 (.5)**

The Advanced Writing course focuses on the bridge between technical critical analysis essays and the free expression of writing that incorporates a broader part of the mind than is often used in school and work. This course will begin with shorter characterization pieces and move to the beginnings of a novel. There will be an emphasis on showing instead of just telling. In other words, students will be asked to apply their knowledge of literary devices gleaned from readings in literature classes and then utilize these tools in their creations. While grammar, mechanics, and editing are paramount to the strength of the process, we will concentrate more on engaging readers in the written word from various perspectives. At the conclusion of the course, writers will have the first five chapters of their novel.

### Poetry

#### **Grade 10-12 (.5)**

In this elective English class, students will study and write a variety of poetry. This course will be instructional and also follow a workshop format in which writers review each other's work.

### Shakespeare

#### **Grade 10-12 (.5)**

In this elective English class, students will study several plays and sonnets written by William Shakespeare. Students will be asked to consider the genre, themes, and language of Shakespeare's work.

### Special Topics in Literature

#### **Grade 12 (.5)**

In this senior elective English class, students will study films connected by theme, genre, region or period in order to develop their critical thinking skills.

- Film Studies (2018-2019)
- Cultural Studies (2019-2020)

## **Mathematics**

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 are more rigorous, demanding, and move 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 course
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 student's previous math course

**Additional Fees:** A graphing calculator (TI84 Plus preferred) is required for ALL math classes (\$75-\$100).

### Algebra 1

#### **Grade 9 (1)**

*Prerequisite: Equivalent of eighth grade math and placement exam*

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.

### Geometry

#### **Grade 10 (1)**

*Prerequisite: Algebra or equivalent*

This course is a study of Euclidean Geometry in two and three dimensions covering lines, angles, triangles and polygons, circles, and area and volume of figures. Similarity, congruence and transformations of all figures are covered. Students are introduced to right triangle trigonometry and the Law of Sines and the Law of Cosines. Algebra, problem solving skills and the development and application of formal proofs are topics integrated throughout the class.

### Honors Geometry

#### **Grade 9 (1)**

*Prerequisite: Honors 8<sup>th</sup> grade math, Honors 8<sup>th</sup> grade Algebra 1 or placement exam*

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

### Algebra 2

#### **Grade 11 (1)**

*Prerequisite: Geometry or equivalent*

This course continues the study of algebra. Topics covered include: linear, quadratic, rational, exponential, logarithmic, and polynomial functions and their graphs; matrices; systems of equations; roots and powers; and sequences and series. 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.

## **Honors Algebra 2**

### **Grade 10 (1)**

*Prerequisite: B or better in Honors Geometry, or teacher recommendation*  
Same content as Algebra 2, approached in a more rigorous and challenging manner appropriate to an honors level course.

## **Precalculus**

### **Grade 11-12 (1)**

*Prerequisite: B or better in Algebra 2*  
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 elementary functions and their graphs; circle Trigonometry; Trigonometric graphs and inverses; Trigonometric identities and equations; and polar coordinates, equations, and graphs.

## **Honors Precalculus**

### **Grade 11-12 (1)**

*Prerequisite: B or better in Honors Algebra 2*  
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.

## **Advanced Topics in Mathematics**

### **Grade 11-12 (.5)**

*Prerequisite: Algebra 2 and teacher recommendation*  
This quarter class offers students the opportunity to study topics not covered in the standard mathematics curriculum. These topics may include: combinatorics, linear algebra, number theory, graph theory and non-Euclidean geometry.

## **Linear Algebra**

### **Grade 11-12 (.5)**

*Prerequisite: Precalculus or teacher recommendation*  
Linear Algebra is a college-preparatory course in discrete mathematics. The course begins with a brief introduction to set theory and set notation. From there, the majority of the course will

focus on topics from linear algebra and matrix relationships. This will include solving linear systems, partial fractions, the study of the determinants, linear programming, linear transformations, vector spaces and eigenvectors. As time permits, connections between matrices and graph theory will be explored.

## **Probability, Statistics and Trigonometry**

### **Grade 12 (1)**

*Prerequisite: Successful completion of Algebra 2 and teacher recommendation*  
This course reinforces and expands the concepts from Algebra and Geometry through a deeper study of trigonometry. Trigonometric functions will be viewed through two lenses: as functions that enable the analysis of triangle measures, and as functions that model periodic behavior. Using graphical, numerical and verbal representations of the material, students will also be introduced to various topics in probability and statistics, including data collection, univariate and bivariate data and descriptive and inferential statistics.

## **Calculus**

### **Grade 12 (1)**

*Prerequisite: B or better in Honors Precalculus, or B or better in Precalculus and teacher recommendation*  
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. This course is concerned with developing the students understanding of the concepts of Calculus, and how, why and when to use them. Students will improve their problem-solving skills through discussions of various methods of solving and practice.

## **AP Calculus**

### **Grade 12 (1)**

*Prerequisite: B or better in Honors Precalculus and teacher recommendation*  
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, differentiation, applications of differentiation, curve sketching, indefinite integrals, definite integrals, techniques of integration, applications of integration to real life problems. The AP portion of this course 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 enrolled in Honors Calculus must also enroll in AP Calculus Quarter 3, attend the AP review sessions, and must sit for the AP Exam in May. A student whose grade at the completion of the Honors portion is a C- or below may only continue in the AP course with the permission of the instructor.

## **Physical Education/Health**

**Required.** Each year, students will earn .5 credit total.

Physical Education uniforms are required for Grades 9-11 and must be purchased through the online Spirit Store.

## **Physical Wellness**

### **Grade 9 (.5)**

The focus of this course will be learning the key concepts necessary to achieve overall physical wellness, for students to be able to make wise and healthy choices, to stay healthy for a lifetime. Students will learn the importance of and balance of physical activity, nutrition and mental well-being in their own lives to keep their bodies in top condition. Students will identify elements of their health they are successful in as well as elements they would like to improve.

## **Emotional Wellness**

### **Grade 10 (.5)**

This course will focus on the ability to learn and grow from experiences, both positive and negative. Students will learn the skills necessary to effectively communicate and make decisions. They will be given opportunities to work cooperatively in a variety of situations, including many team sports. They will also learn about mental illnesses, including awareness and treatment options.

## **Intellectual Wellness**

### **Grade 11 (.5)**

Strategy will be a large focus of this course. Students will have many opportunities to engage in both individual and team sports, in a variety of different situations. Competition and strategy will be used and discussed to solve problems and figure out how to be successful and reaching one's potential. Students will learn about alcohol and other drugs and the role these substances can play in their lives. Students will also be taught and certified in First Aid and CPR during this course.

## **Social Wellness**

### **Grade 12 (.5)**

There will be a focus in this course on building and maintaining healthy relationships. Students will learn how physical activity and exercise plays a role in their social lives. They will be given opportunities to participate in activities such as bowling and disc golf off campus. These skills will give them the confidence moving forward to continue these habits in their own lives after high school. Students will be taught information on sex education, including important information that is necessary for them to make wise and healthy choices.

## **Science**

### **Intro to Robotics & Engineering**

#### **Grade 9 (.5)**

This introductory robotics and engineering course is to help students gain the fundamental understanding of the systems that make up robots and methods for solving engineering design problems. Students will take on

the role of project manager/problem-solver as they work in multiple disciplinary teams to build and program robots for different tasks. Major course topics include fundamentals of ROBOTC programming, movement, radio controls and using sensors.

## **Biology**

### **Grade 9 (1)**

Biology introduces the student to the living systems on a cellular, organismal, and ecological level. The course topics include scientific methodology, cell biology (structure and function), genetics and heredity, evolution and classification, and diversity of living organisms and their ecological roles. This course will emphasize the development of the scientific process and laboratory techniques. Lectures, discussions and laboratory investigations provide the student with the methods used in the field of biology and basic but fundamental principles.

## **Honors Biology**

### **Grade 9 (1)**

*Prerequisite: Teacher recommendation and math placement*

Honors Biology is an accelerated and rigorous course in which students will be introduced to the living systems on a cellular, organismal, and ecological level. The course topics include plant structure and anatomy, scientific methodology, cell biology (structure and function), genetics and heredity, evolution and classification, diversity of living organisms and their ecological roles, and an introduction to animal structure and function. This course will emphasize the development of the scientific process and lab techniques.

## **Chemistry**

### **Grade 10-11 (1)**

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.

## **Honors Chemistry**

### **Grade 10 (1)**

*Prerequisite: Math and Science teacher recommendation*

This course goes beyond what the general Chemistry course offers in that, not only is a greater depth of knowledge is expected, but additional topics are also covered. These topics include Thermo-dynamics, Reaction Rates and Equilibrium, Acids, Bases and Salts and Oxidation Reduction. Honors students are expected to complete six chapters of work and tests before the class officially starts.

## **Honors Chemistry II**

### **Grade 11-12 (1)**

*Prerequisite: Honors Chemistry*

This course is for those interested in pursuing science in college. Some topics include chemical equilibrium; phase diagrams; acid-base concepts; thermodynamics; kinetics; electro-chemistry; nuclear chemistry; rates of chemical reactions; an introduction to organic chemistry and descriptive inorganic chemistry. Laboratory experiments supporting theoretical principles presented in Honors Chemistry; introduction of the scientific method, experimental design, chemical instrumentation, data collection and analysis and preparation of laboratory reports.

## **Physics**

### **Grade 11-12 (1)**

*Prerequisite: Advanced Algebra and final grade of B+ or above in Chemistry and with teacher recommendation*

This course is designed to give students a thorough understanding of the basic concepts of physics. In every unit, students will first experience and measure physical phenomenon, analyze and discuss their data using verbal, visual, numerical and analytical representations to create a scientific model, and then extend their



conclusions to a new setting where refinement of the model may be necessary. Topics of study will be mechanics, energy and work.

### **Honors Physics**

#### **Grade 11-12 (1)**

*Prerequisite: Precalculus or concurrent and final grade of B+ or above in Honors Chemistry or final grade of A in Chemistry with teacher recommendation*

This course is lab-based, designed to give students a strong background in physics using the skills of observation, speculation, analysis and conclusion. In every unit, students will develop a scientific model using verbal, visual, numerical and analytical representations and then extend their conclusions to a new setting where refinement of the model may be necessary. Topics will be mechanics, energy and work.

### **Intermediate Robotics & Engineering**

#### **Grade 10-12 (1)**

*Prerequisite: Introduction to Robotics and teacher recommendation*

This robotics and engineering course is an in-depth study of the systems that make up robots and methods for solving engineering design problems. More complex and advanced programming skills are learned in this course. Students will design and build their own robot, to their own specifications, as long as the specifications follow certain parameters and the robot is able to complete specific tasks.

### **Astronomy**

#### **Grade 11-12 (1)**

*Prerequisite: B or better in Physics/Honors Physics or teacher recommendation)*

This upper-level science elective course presents a chronologically sequenced look at astronomy. Students will learn of the origins of astronomy and apply their knowledge of physics, as Newton did, to the sky. Opportunities for hands-on techniques and student observation will be taken throughout the course, and field experience will be a requirement. This could include field trips to a nearby planetarium or night time observation on a telescope. Topics to study will include ancient roots of

astronomy, instrumentation and the Copernican Revolution, evolving techniques in observation, and our modern view of the universe.

### **Advanced Biology - Life's Mechanisms**

#### **Grade 11-12 (1)**

*Prerequisite: Successful completion of Honors Biology and Honors Chemistry and teacher recommendation*

The overall objective of the course is for students to demonstrate an understanding of the basic mechanisms of life. The focus for this course will be to learn and advance our knowledge of the following biological topics: evolution, cellular biology, genetics, and ecology through laboratory practice. More detailed topics include, how inheritance and mutations are critical for evolution, how structures of molecules, cells and tissues relate to their functions, how information flows in cells in signal transduction pathways, from DNA to RNA to proteins, and in the mitotic and meiotic cell cycles; and how biological information can be modified by mutations and biotechnology, how energy and matter are transformed in cellular respiration and photosynthesis, how the components of cells interact as systems to generate emergent properties, and how science is based on evidence and makes predictions. We will use biological data to interpret it qualitatively and quantitatively, using graphs and scientific ideas. This class includes discussions, written analysis and lab work to be able to communicate across disciplines. Lastly, we will discuss how science informs the decisions of a society, such knowing about cell signaling, mutations and inheritance; and how science, such as biological engineering, creates opportunities that require informed citizens and policies.

*(Offered in 2019-2020)*

### **Honors Anatomy & Physiology**

#### **Grade 11-12 (1)**

*Prerequisite: Successful completion of Honors Biology and Honors Chemistry and teacher recommendation*

This course is designed as a study of the structure and functions of the

human body. Students with a particular interest in pursuing a career in the health and medical fields will find this course both interesting and useful for future studies. Topics include, Introduction to Anatomy, Cells, Tissues, Skeletal System, Muscular System, Nervous System, Endocrine System, Blood, Circulatory System, Digestive System, Lymphatic System, Respiratory System, Urinary System and Reproductive System. To better understand the concepts, a comparative dissection will be performed throughout the duration of the course. *(Offered in 2018-2019)*

### **Biochemistry**

#### **Grade 11-12 (.5)**

*Prerequisite: B or higher in Honors Chemistry*

This is an elective quarter course for juniors and seniors who wish to take another quarter of science. The topics covered will include the structure and functions of organic molecules with functional groups, proteins (amino acids), enzymes, carbohydrates, lipids, nucleic acids, vitamins, minerals, and food additives. Subjects might also include thermochemistry, Kinetics, acid bases, and redox. Labs in these topics will also be a major part of the course.

### **Forensic Science**

#### **Grade 11-12 (.5)**

*Prerequisite: Successful completion of Biology and Chemistry*

This course is designed to challenge students with topics such as DNA fingerprint analysis, hair and fiber analysis, drugs and toxicology, soil and glass analysis, forensic entomology, drug evidence, and blood typing and spattering. This course will connect science to the real world. Students will work independently but collaboratively, understand forensic science, incorporate history with science, expand critical thinking, use scientific terminology and learn new uses of technology in solving crimes.

Students will learn about careers involved in Forensic Science and will play mock roles as experts in the field to solve crimes. Students will be given the tools to interpret data in both

chemical and biological analysis. This course is rich in lab investigation and exploration which applies to many disciplines of scientific study such as, biology/anatomy, chemistry and physics.

### **Genetics**

#### **Grade 10-12 (.5)**

*Prerequisite: Biology*

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.

## **Social Studies**

### **History 9 – Western Humanities**

#### **Grade 9 (1)**

A survey of literature, history, cultures and art that traces the foundations of Western culture. Western Humanities is taught as a parallel course between the English and History Departments. Topics such as philosophy, art, music, religion, human development and the interrelation of these themes to contemporary society are examined. This course is designed to develop a foundation for students' analytic, communication, research, writing and questioning skills throughout her academic career.

### **History 10 – World Humanities**

#### **Grade 10 (1)**

This course focuses on the primary issues that have created our cultural and societal structures within a framework for global understanding. It is a survey of non-Western geography, literature, history, cultures and art. World Humanities is taught as a parallel course between the English

and History Departments. Essential topics such as global economies, historical dynamics, women, philosophy, religion, human development, and the interrelation of these themes to contemporary society are examined. Students will compare and contrast ideas in different places, time periods, and cultures, and examine the interrelationships between ideas, change and conflict. The foundational skills from Humanities I; analytic, communication, critical thinking/problem-solving, research, writing, and questioning skills, will continue to be honed, in written and oral form.

### **United States History**

#### **Grade 11 (1)**

This is a required class for all juniors. Students will identify the chronology of American history while evaluating conflicting sources and materials in the interpretation of historical events. They will utilize current technologies to conduct historical research, identify bias in writings, and evaluate information for accuracy as they continue to develop their critical thinking skills. Students will describe and analyze American political institutions and the social and the economic changes which were the result of the evolution of American policies. They will evaluate the impact of American foreign policy and compare individual and group experiences that reflect socio-economic, ethnic, racial, and gender differences. The course encompasses materials from the pre-revolutionary era through the twenty-first century.

### **AP United States History**

#### **Grade 11 (1)**

*Prerequisite: Permission of the Social Studies Department*

This class will cover all the material in U.S. History up to the present; 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 required, and research and analytical writing skills will be utilized. The AP portion of this course will focus on the skills necessary for the AP U.S. History test including multiple choice questions, document based essays, and essay writing skills. Students enrolled

in Honors U.S. History must also enroll in AP U.S. History Quarter 3, attend the AP review sessions, and must sit for the AP Exam in May.

### **United States Government**

#### **Grade 11-12 (.5)**

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 online news sources 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 informed, active and involved citizens.

### **Economics**

#### **Grade 11-12 (.5)**

This course fulfills the state economics requirement. Emphasis is 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, macro and microeconomics, the role of government, international growth and stability. The second part of the course will encourage students to consider their academic, financial and personal goals for the future including: college, career choices and living conditions. Personal finance and budgeting topics will include taxes, buying and maintaining a car, a home, and a lifestyle.

### **Film Studies**

#### **Grade 11-12 (.5)**

This course seeks to inspire students to consider the relationships between history and faith, culture and religion. The course will be a junior/senior elective. The course objectives are for students to develop an appreciation of film, have the ability to situate films in their historical context, have the ability to write academic papers and film reviews, have a deepening capacity for self-reflection, and an exploration of religious themes and how they relate to surrounding cultures.  
(Offered 2018-2019)

## **Neuropsychology**

### **Grade 10-12 (.5)**

*Prerequisite: Biology and Chemistry*

This course is designed to provide an introduction to the science and practice of clinical neuropsychology, including the anatomical, functional, and cognitive concepts underlying human behavior and neuropsychological disorders. Upon successful completion of the course, students will have acquired an understanding of the terminology and concepts essential to the field of clinical neuropsychology, including:

- The role of neuropsychology in the interdisciplinary study and treatment of clinical disorders of higher cognitive function
- The historical origins, current concepts, and future research of neuropsychology
- Functionally relevant neuroanatomy and neurophysiology
- Primary cognitive domains related to neuropsychological disorders, and current assessment procedure
- Lifespan issues in neuropsychology, including pediatric and geriatric disorders, and the role of neuroplasticity in the brain's response to injury and interventions
- Professional considerations, including ethical guidelines, training requirements, and career option.

## **Spirit of Sacred Heart Women**

### **Grade 11-12 (.5)**

This course introduces students to the foundations and philosophy of Sacred Heart education. Students will study the lives and works of Madeleine Sophie Barat, Rose Philippine Duchesne and Janet Erskine Stuart. Students will also explore how to integrate the mission and vision of the Society of the Sacred Heart through the *Goals and Criteria* in today's world. During this course, students will examine the history of the Society of the Sacred Heart, articulate an understanding of the characteristics of Sacred Heart education and connect and learn with others engaged in the Sacred Heart mission.

*(Offered 2019-2020)*

## **Honors European History**

### **Grade 11-12 (1)**

*Prerequisite: Successful completion of World Humanities and permission of the Social Studies department*

This course covers the history of Europe from Minoan Civilization 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.

## **Introduction to Psychology**

### **Grade 11-12 (1)**

*Prerequisite: Permission of the Social Studies department*

This course is a survey course which will introduce students to a variety of topics in psychology. Using a college textbook along with primary and secondary sources, students will develop an understanding of the history of psychology and the evolutionary change and development of modern psychology. A few of the topics covered include: child development, Neuroscience, the senses and perception, states of consciousness and abnormal psychology. There will be required readings, discussions, research writing, experiments, videos and guest speakers to assist students in learning and understanding.

## **Technology**

Digital Literacy is required of all ninth grade and new students. One additional technology course beyond Digital Literacy is required for all students.

## **Digital Literacy**

### **Grade 9-12 (.5)**

Based on the National Educational Technology Standards for Students, this course is designed to provide students with opportunities that address:

- Creativity and innovation
- Communication and collaboration
- Research and information fluency
- Critical thinking, problem solving and decision making

- Digital citizenship
- Technology operations and concepts

To do this, students will be immersed in real-world scenarios with the use and integration of leading software applications and emerging Web 2.0 tools. Through hands-on, project-based activities, students build upon their existing technology skills, increasing their knowledge needed to learn effectively and create in our ever-changing digital world.

## **App Programming**

### **Grade 10-12 (.5)**

*Prerequisite: Digital Literacy*

Learn the programming language behind every mobile application on your phone. Throughout the course, built on top of Objective-C, students will learn computer science concepts by coding and building an app, such as data types, iteration, and object-oriented program design used in apps. Take your first steps toward creating your own phone applications!

## **Graphics**

### **Grade 10-12 (.5)**

*Prerequisite: Digital Literacy*

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 tutorials and projects. The tutorials are online and based on real-world examples. The projects help students apply skills learned from these tutorials.

## **Illustrations**

### **Grade 10-12 (.5)**

*Prerequisite: Digital Literacy*

This course focuses on using the core features of Adobe Illustrator. The course is similar to that of Computer Graphics in terms of including online tutorials and open-ended projects. Despite the course title, students do not need any illustration or drawing skills to take the course. The tutorials 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.  
(Not offered 2019-2020)

### **Computer Support**

#### **Grade 10-12 (.5)**

*Prerequisite: Digital Literacy and teacher recommendation*

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. Projects will be assigned related to technology needs of the school. This course is awarded pass/fail credit but does not exclude any students from receiving academic honors.

### **Film, Media & Communications**

#### **Grade 10-12 (.5)**

*Prerequisite: Digital Literacy*

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 covered include: use of digital video cameras, story-boarding, film techniques, editing techniques, and communication techniques.  
(Not offered 2019-2020)

### **Web Design**

#### **Grade 10-12 (.5)**

*Prerequisite: Digital Literacy*

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 website production. The students will also be introduced to two additional pieces of the Adobe Creative Cloud Software - Adobe Illustrator and Adobe Photoshop.

### **Yearbook**

#### **Grades 10-12 (.5)**

*Prerequisite: Digital Literacy*

DEADLINES! Deadlines may seem stressful, but deadlines can be very beneficial in helping students learn skills that they will use throughout high school, college and beyond. Time management, decision making, prioritizing and the responsibility of following through on tasks when others are depending on you are just some of the skills that students will focus on when working on the yearbook staff. Students will also have the opportunity to use many of their talents by taking photographs, writing creative descriptions of events, using Adobe Photoshop, creating page layouts, choosing themes, etc.

### **Advanced Graphic Design**

#### **Grade 11-12 (.5)**

*Prerequisite: Digital Literacy and either Computer Graphics or Computer Illustrations*

In this class, students will continue the quest to increase their knowledge of graphic design principles, creative typography, page layout, and digital image manipulation. This will be done through the completion of both print and multimedia based assignments. Projects may include, but are not limited to, the creation of logos, posters, ads, magazine spreads, information graphics, book covers and more. We will be using Adobe InDesign, Photoshop and Illustrator.

### **Honors Computer Science Principles**

#### **Grade 10-12 (1)**

*Prerequisite: Digital Literacy, Introduction to Robotics, Algebra 1*

This course gives students the opportunity to be creative with technology. The class offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, the internet, cybersecurity, and much more! This course will give students the opportunity to use technology to address real-world problems and build relevant solutions.

Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden the participation in computer science.

The course will focus on the innovative aspects of computing as well as the computational thinking practices that help students see how computing is relevant to many areas of their lives. Materials have been developed to appeal to a broad range of interest and ability for this course.

## **Theology**

### **Elements of Faith**

#### **Grade 9 (.5)**

We will explore dimensions, attributes, blessings and challenges of Faith through the lens of three themes: 1) Belief and Creed; 2) Foundations of Faith in the Old Testament and 3) Worship, Liturgy, and Ritual. Students will explore these topics and their meanings by reading Scripture, theological writings, The Catechism of the Catholic Church and stories from various source and traditions. Students will then respond to and wrestle with what we come to understand, question and experience as a challenge or an “A-Ha” moment.

### **Jesus’ Teachings - Moral Living I**

#### **Grade 10 (.5)**

This class will explore the teachings of Jesus and apply them to moral issues and the need for developing ethics. We will focus on the 10 Commandments, Beatitudes, Acts of Mercy, the many teachings of Jesus such as “love your enemy”, “the body is the temple of the Holy Spirit” and “give to God what is God’s”. Seeing ourselves as moral beings, we will learn about and discuss topics such as identity, standing up for self and others, exclusion/inclusion, and respect for humanity.

### **Jesus’ Teachings - Moral Living II**

#### **Grade 10 (.5)**

This class will pick up where Jesus’ Teachings and Moral Living I left off. We will add the focus of morality in Acts of the Apostles and New Testament Letters. As we do this, we will further our discussions adding

“choosing life” issues, women in spiritual leadership, family values, and healthy living.

### **Christian Social Justice**

#### **Grade 11 (.5)**

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. They will also explore the resources and organizations that are committed to justice in the world.

In addition, the course will focus on religions of the world, their beliefs, their customs and rituals. Through a study of the sacred story of a variety of ancient and modern religious experiences, the students will grow in their awareness of 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 students are encouraged to be peace-makers through a greater understanding of what others believe.

### **Spiritual Crossroads**

#### **Grade 12 (.5)**

This course will encourage students to explore and reflect upon the paths they are traveling. Students will examine them in light of what they have experienced and are anticipating. They will consider their life direction and its importance. Students will carefully look at the place of the Spirit within their lives and turns they have made or are considering, as they continue on our life journey. They will explore how belief, theology, religion, faith and spirituality intermingle on the journey.

Students will rely on their own personal and communal wisdom and the insights of others to deepen and expand their sense of self, others and the God of our understanding, and/or

desire. This course will also focus on the spiritual traditions that have helped to shape the life of the church and especially the lives of the people of God who are the Body of Christ. In addition, prayer and spirituality are studied as they shape and are shaped by temperament and personality. Students will go deeper so they might live more fully and happily, if not joyfully, with a greater concern for self and others. They will read, write, reflect, listen to music, to others, to self, to God, converse, consult, meditate, present, visit websites, view films, interview others and listen to guest presenters, all with the hope to become more centered, more focused, more creative, more informed, more alive, more other focused, more deeply spiritual and more ourselves.

## **World Language**

### **French 1**

#### **Grade 9-12 (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. Cultural exploration and comparisons are comprised in the curriculum.

### **French 2**

#### **Grade 9-12 (1)**

*Prerequisite: C+ or better in French 1 and teacher recommendation*

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.

### **French 3**

#### **Grade 10-12 (1)**

*Prerequisite: C+ or better in French 2 and teacher recommendation*

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 some authentic material.

### **French 4**

#### **Grade 10-12 (1)**

*Prerequisite: B or better in French 3 and teacher recommendation*

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 French 4 we use authentic cultural material (current articles, music, etc.). Class is conducted almost entirely in French. Readings include authentic French literature.

### **French 5**

#### **Grade 12 (1)**

*Prerequisite: B or better in French 4 and teacher recommendation*

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 French novels and short stories. The students will discuss and analyze literature and current events in the target language. Grammar is reviewed as needed.

### **Spanish 1**

#### **Grade 9-12 (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**

### **Grade 9-12 (1)**

*Prerequisite: B or better in Spanish 1*

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.

## **Spanish 3**

### **Grade 10-12 (1)**

*Prerequisite: B or better in Spanish 2 and teacher recommendation*

In this level of Spanish, 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.

## **Spanish 4**

### **Grade 11-12 (1)**

*Prerequisite: B or better in Spanish 3 and teacher recommendation*

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.

## **Spanish 5**

### **Grade 12 (1)**

*Prerequisite: B or better in Spanish 4 and teacher recommendation*

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.

## **Latin 1**

### **Grades 9-10 (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.

## **Latin 2**

### **Grade 9-11 (1)**

*Prerequisite: Latin 1*

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. Students will review previously learned syntax, grammar, and vocabulary, and then build upon this knowledge to learn new lessons.

## **Latin 3**

### **Grade 10-12 (1)**

*Prerequisite: Latin 2*

Students will finish their study of Latin grammar, including the subjunctive mood, 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, in order to solidify their grammar and translations skills.

## **Latin 4**

### **Grade 11-12 (1)**

*Prerequisite: Latin 3*

Students will begin to read unadulterated Latin works. This class will function as a literary course, with all the literature being in Latin. The authors surveyed will include Cicero, Sallust, Lactantius and Augustus. The Bible will also be read.

## **Online (SophieConnect)**

These courses are planned and taught by educators throughout the Network of Sacred Heart Schools. The coursework is subject to their

requirements. You may only sign up for one (1) credit total. If you sign up for two half credit (0.5) courses, they must be in alternating terms. The tuition for a full credit course is \$600. For a half credit fall course, the tuition is \$400. If the same student registers for a half credit spring course, the tuition is \$200.

Credits and grades are awarded at the end of the year for a full credit course and in either January or June for a half credit course, dependent upon which term the course is taken. Courses with Advanced Placement (AP) designation will be weighted (0.1) consistent with the Academy's policy listed in the Plan of Studies.

## **AP Art History**

### **Grade 11-12 (1)**

This course will help students develop an understanding and knowledge of diverse historical and cultural contexts of architecture, sculpture, painting and other media. Students will examine and critically analyze major forms of artistic expression from the past and the present from a variety of cultures. Art history emphasizes understanding how and why works of art function in context, considering such issues as patronage, gender, and the functions and effects of works of art. Students will be prepared to take the Advanced Placement Art History exam in May.

## **AP Comparative Government & Politics**

### **Grade 11-12 (1)**

This year-long course introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures, policies, and political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.



Students successfully completing this course will:

- Compare and contrast political concepts, themes, and generalizations;
- Describe and explain typical patterns of political processes and behaviors and their consequences;
- Compare and contrast political institutions and processes across countries to derive generalizations; and
- Analyze and interpret basic data relevant to comparative government and politics.

### **AP Computer Science A**

#### **Grade 11-12 (1)**

The Advanced Placement Computer Science course covers Java and all the algorithms, data structures and programming concepts in the Advanced Placement Computer Science syllabus. Students will write a number of programs over the course of the school year and will develop a solid foundation of programming skills, as well as an understanding of the fundamentals of computer science. Students will be prepared to take the Advanced Placement Computer Science A exam in May.

### **AP Computer Science Principles**

#### **Grade 11-12 (1)**

AP Computer Science Principles Mobile introduces students to concepts and practices central to the study of computer science. This course is supported by the Mobile Computer Science Principles Project (Mobile CSP), an NSF-funded effort to provide a broad and rigorous introduction to computer science based on App Inventor, a mobile programming language for Android devices. Working individually and collaboratively, students will use technology and programming to solve problems, create computational artifacts, investigate technological innovations that are personally meaningful and discuss the impacts of computing technologies to their community, society, and the world.

### **AP English Language & Composition** **Grade 11-12 (1)**

The AP English Language course fosters college-level reading and writing skills through a reading and writing of various formal and informal genres. Through these course readings, students will examine the practice of rhetoric: the way writers advance arguments, communicate ideas, and shape reader reactions in prose writing. The course will also deepen students' knowledge and control of formal conventions of written language (e.g. vocabulary, diction, syntax, spelling, punctuation and more.) Students will also hone their skills as argumentative writers through formal and less-formal writing assignments and through peer and full-class analysis of each other's work.

The two main goals of this course are:

- Developing Critical Literacy - cultivating essential academic skills such as critical inquiry, deliberation, argument, reading, writing, listening and speaking
- Facilitating Informed Citizenship - developing critical literacy skills students need for lifelong learning

### **AP Human Geography**

#### **Grade 11-12 (1)**

The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and land-scape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Special topics with which students engage in include the following: problems of economic development and cultural change, consequences of population growth, changing fertility rates, international migration, impacts of technological innovation on transportation, communication, industrialization, and other aspects of human life, struggles over political power and control of territory, conflicts over the demands of ethnic minorities, the role of

women in society, the inequalities between developed and developing economies, explanations of why location matters to agricultural land use, industrial development, urban problems, and the role of climate change and environmental abuses in shaping the human landscapes on Earth. Students will be prepared to take the Advanced Placement Human Geography Exam in May.

### **AP Macroeconomics**

#### **Grade 11-12 (1)**

The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

### **AP Microeconomics**

#### **Grade 11-12 (1)**

The AP course in microeconomics will give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Students will be prepared to take the Advanced Placement Microeconomics exam in May.

### **AP Music Theory**

#### **Grade 11-12 (1)**

The AP Music Theory class is designed to prepare students in the areas of music theory, analysis and ear training. The course is ideal for the serious music student who plans to further their musical studies at the postsecondary level or perhaps pursue a career in music, but it is open to any experienced musician who desires to know more about how music is put together. It is the goal for the AP Music Theory student to recognize,

understand and describe the basic processes of music that are heard or presented in a score. It is assumed that the student entering in this course has some previous musical training and can perform at an intermediate or advanced level, and is fluent in reading musical notation. At the end of the course, students will be prepared to sit for the Advanced Placement Music Theory exam in May.

### **AP Psychology**

#### **Grade 11-12 (1)**

This is a college-level survey course with a curriculum determined by the College Board. The course of study includes the major subfields of psychology: the gathering and evaluation of evidence relating to human behavior, neuroscience, human development, sensation and perception, states of consciousness, learning and memory, intelligence, motivation, emotion, social psychology, personality, and the understanding and evaluation of theories with regard to the causation and treatment of disorders. Students will be prepared to take the Advanced Placement Psychology exam in May.

### **AP Statistics**

#### **Grade 11-12 (1)**

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students use technology, investigations, problem solving, and writing as they build conceptual understanding of the four themes of the course:

- Exploring Data - Describing patterns and departures from patterns using graphical and numerical techniques.
- Sampling and Experimentation - Planning and conducting a study using data collected according to a well-developed plan if valid information on a conjecture is to be obtained. This includes clarifying the question and deciding upon a method of data collection and analysis.
- Anticipating Patterns - Exploring random phenomena using probability and simulation and

using probability as the tool for anticipating what the distribution of data should look like under a given model.

- Statistical Inference - Estimating population parameters and testing hypotheses guided by the selection of appropriate models.

### **Biblical Hebrew**

#### **Grade 11-12 (1)**

Biblical Hebrew I provides an introduction to the ancient Hebrew language. The course will begin with a few weeks of introductory work devoted to the ancient Hebrew alphabet and the sounds of the letters. Students will then learn how to pronounce full words and, later on, full sentences. Subsequent grammatical material will focus on the noun, the adjective, the definite article, and simple statements of existence, in addition to the structures and the meanings of the various verbal forms of ancient Hebrew.

### **Financial Literacy**

#### **Grade 11-12 (.5) *fall or spring***

This course covers topics such as savings and budgeting; managing credit cards; understanding a credit score and its implications; student loans for higher education; taxes and insurance; and how banks, the Federal Reserve and the Stock Exchange work. The goal of the course is to have the students develop a fundamental knowledge of concepts and vocabulary, which will become a foundation for sound financial decision-making in the future.

### **Nutrition and Wellness**

#### **Grade 11-12 (.5) *spring***

In the Nutrition and Wellness course, students will take a look at current nutritional trends, current food guides, food labels, and the many steps to get our food from the farm to the table. Students will delve into digestion and be introduced to the basic macro and micro nutrients (fats, proteins, carbohydrates, vitamins, minerals). This knowledge will then be applied to a variety of topics, including food allergies/sensitivities, fuel for learning, and the effects of

malnutrition. Students will research and discuss the most common diets and their advantages and disadvantages. This will lead into a discussion regarding healthy weight management and disordered eating. This course will also offer a basic introduction to sports nutrition, and nutrition throughout the stages of life (pregnancy, baby, child, adolescent, and adult).

# Experiential Learning Programs

## **SOCIAL ACTION**

The Social Action 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 weekly at a regular service placement. Ninth grade students participate in opportunities to prepare them for service experience. Community Service experiences can include teacher aide duties in neighboring animal shelters, school classrooms, hospitals, placements with the handicapped, elderly and needy, and working at area food banks.

## **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. *(Required all four years)*

## **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 in 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, social awareness, and the building of community. After more than 40 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.

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**

*"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**

## **SCHOOL COMMUNITY GOVERNANCE (SCG)**

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. Each group has a student leader, a faculty moderator, and student members who generate programs and activities. The Nucleus, 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."*

## **STUDENT EXCHANGE PROGRAM**

The Academy of the Sacred Heart, Bloomfield Hills, is part of a world-wide network of Sacred Heart schools, which makes it possible for qualified ASH students to attend other schools in the United States and abroad on an exchange program. Students in ninth and tenth grades are encouraged to investigate exchange opportunities at another Sacred Heart school. Resources for this research include



[www.sofie.org](http://www.sofie.org) and the Upper School Exchange Coordinator.

The purpose of the exchange program is to allow students the opportunity to experience a Sacred Heart education from a different perspective, and in the case of an international exchange, for growth through the discovery of another culture.

An exchange complements the Sacred Heart educational experience and follows *Goal IV, Criteria 7: The school participates actively in the national and international networks of Sacred Heart schools and Goal III, Criteria 4: In our multicultural world, the school prepares and inspires students to be active, informed, and responsible citizens locally, nationally, and globally.* Exchange also allows students an opportunity for personal growth in an atmosphere of wise freedom (Goal V). The program allows students to experience first-hand the breadth of a Sacred Heart education and is available to students who have demonstrated consistently sound academic performance and positive social behavior throughout her Sacred Heart experience.

It is recommended that students strongly consider their exchange during their sophomore year of high school. Exceptions include the possibility of an Individual Project Term experience during the junior year. As part of the application process, students will meet with the Director of the Upper School to consider how their commitment to their academic program will be maintained during exchange. For students considering an international placement, it is recommended that their application be to a school which would enhance the world language which they are studying.

Exchange experiences are typically two to four weeks in length. Students on exchange may live with another Sacred Heart family or board at a Sacred Heart boarding school. Since this is a reciprocal program, costs are minimal.

Applications for participation in the program and/or for hosting a student from a Network school are available on the website, [www.ashmi.org/exchange](http://www.ashmi.org/exchange) or from the Exchange Coordinator. Faculty approval and parent recommendation is required for a student to participate in the Exchange Program.

#### **SOME SPECIAL EVENTS IN THE UPPER SCHOOL**

- Ring Ceremony
- Athletic Awards Ceremony
- Senior Art Show
- Career Day
- Academic Enrichment Day (including Greenfield Village, Cranbrook, live theater, etc.)
- National Honor Society Induction Ceremony
- Head of School 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
- Battle of the Bands
- Father-Daughter Dinner Dance
- Junior/Senior Banquet
- Black History month activities

# 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 (MD, DO, PA or NP), 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 and Freshmen teams will be developed when student numbers allow.*)

*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 two (2) 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.

*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.*

SPORTS OFFERED	
<b>Fall</b>	Cross Country*
	Field Hockey*
	Golf*
	Swim*^
	Volleyball*
<b>Winter</b>	Basketball*
	Bowling*
	Figure Skating^
	Gymnastics^
	Pom Pon/Dance*
	Skiing*^
<b>Spring</b>	Lacrosse*
	Soccer*^
	Tennis*
* Participates in the Catholic High School League (CHSL)	
^ Cooperative Program	

POINT SYSTEM	
Varsity	25 points per contest
	50 points per tournament
Junior Varsity	20 points per contest
	40 points per tournament
Freshman	15 points per contest
	30 points per tournament
Manager	10 points per contest

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 at least one major production each year, usually performed in November. In some years, a second production or talent show may be added for early March. This involves after-school and some Saturday rehearsals. Along with this production, students may be involved in performances of scenes and one acts that are scattered throughout the year and involve some after-school practice time. Students may also contribute to the performing arts by building sets and running lights and sound for productions.

### **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. Three or four weekends during the fall are selected by area schools hosting simulations where students gather in committees 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 can be the simulation hosted by the University of Notre Dame in January. Over 2,000 students from all over the United States gather for the four-day simulation.



# College and Career Guidance

College planning and counseling in the Upper School begins during freshman year and is incrementally and appropriately continued throughout their high school career. 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 Upper School population.

Students meet 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 individually 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 researches 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 focus on 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 college entrance exam scores, the quality of the applicant's course selection and her GPA.

Note that when assessing a student's GPA, admission committees may 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 recalculated 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 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 encouraged to use Project Term and school breaks 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.

It is recommended that juniors begin to take the ACT and/or SAT early in the second term. This allows the student to assess her success in these tests as well as prepare to take a second ACT or SAT by June. The goal would be to attain a satisfactory standardized test score before the fall of the senior year. As a part of the college application process, the College Counseling Office advocates a planned preparation by the students taking ACT and SAT.

Accommodation plans are reviewed at the end of each school year. Sophomores planning to apply for accommodations through ACT and/or College Board (SAT) must insure that thorough testing/evaluation and diagnosis are complete, up to date and utilized in school. The College Counseling Office will then help facilitate an accommodation request through the testing agency.

GRADE 9	
September	Scholastic Testing Service (STS) Educational Development Series. This test provides a baseline of information regarding student performance in specific subject areas.
GRADE 10	
February	Pre-ACT Test (given to all sophomores)
June	SAT Subject Tests ***
GRADE 11	
October	PSAT Test (given to all juniors)
Winter	ACT Test*/SAT Test**
May	Advanced Placement Exams (U.S. History and others as approved by counselor)
June	SAT Subject Tests
GRADE 12	
October	ACT Test*/SAT Test**/SAT Subject Tests***
May	Advanced Placement Exams (Calculus, English Literature and others as approved by counselor)
*	ACT tests are offered seven (7) times during the school year, beginning in September and ending in July. Register online at <a href="http://www.actstudent.org">www.actstudent.org</a>
**	SAT tests are offered seven (7) times during the school year, beginning in August and ending in June. Register online at <a href="http://www.collegeboard.org">www.collegeboard.org</a>
***	SAT Subject 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 be taken as soon after the completion of the course as possible. Register online at <a href="http://www.collegeboard.org">www.collegeboard.org</a> . Subject Tests are suggested for any student planning to apply to highly competitive colleges.