

SACRED HEART EDUCATION

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

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

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

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

GRADUATION REQUIREMENTS

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

Every student at the Academy of the Sacred Heart receives intensive training in the basic academic skills of English, Mathematics, 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 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 European History, Honors Molecular Biology, 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.

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

Required Courses

English	4 Credits
Mathematics	4 Credits
Science	3½ Credits
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 (<i>typically seven days</i>)
Community Service	2 Hours each week
First Year Experience	Required of all Grade 9 students
Michigan On-Line Learning	20 Hours

Course Requirements

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

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

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

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

- * Students must take three (3) credits of World Languages in the Upper School and earn three (3) credits.
- ^ Students whose Individualized Education Plan (IEP) documentation designates that she is exempt from the study of a World Language offered in this curriculum will be directed to pursue something else.

ACADEMIC GRADES

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

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

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

ACADEMIC PLANNING

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

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.

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

The volume of material covered in these courses is taught over three quarters. An Honors course in a specific content area is taught as the precursor to the AP quarter course, in the same content area. The third quarter is provisionally weighted by an additional 0.2 added to the grade to determine the grade point for this course. To receive the weighted grade, students are required to attend and participate in scheduled review sessions, as outlined by the instructor, and to take the AP exam in May. At the end of the term, and if all the conditions are met, a final grade will be recorded. In the event that the student does not meet these requirements, the course will no longer be considered Advanced Placement and the title and the weighting will be removed from the transcript.

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.

A student whose grade at the completion of the Honors course is a "C-" or below may only continue in the AP course with the permission of the instructor.

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, unless she is enrolled in a Senior Independent Project. In extenuating circumstances (e.g. medical), the Director of the Upper School, in consultation with the Head of School, may consider an appeal (see Student Review).

HONORS OPTION

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

INDEPENDENT COURSEWORK

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

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

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

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

SENIOR INDEPENDENT PROJECT (SIP)

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

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

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

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

Michigan Virtual University (MVU), a provider of online learning solutions, offers a full range of courses. Seniors who have a passion for a subject not covered in our curricular offerings at the Academy may elect to take a MVU course. A nominal cost is associated with these courses. The Academy recommends MVS Plus courses, which are self-paced but instructor guided. See www.mivhs.org for detailed course descriptions.

WITHDRAWAL FROM A COURSE

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

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

OBJECTIVES OF MAJOR DISCIPLINES

ARTS (PERFORMING AND/OR VISUAL)

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

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

ENGLISH

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

MATHEMATICS

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

PHYSICAL EDUCATION/HEALTH

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

SCIENCE

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

SOCIAL STUDIES

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

TECHNOLOGY

Realizing that in the future our students will need to operate computers in ways that we cannot imagine, we want to ensure that each student acquire knowledge of and experience in a broad spectrum of computer usage. We offer our students a comprehensive exposure to technology to enable them to make knowledgeable and wise choices. No matter what level of proficiency students enter our school with, they will be given the opportunity to learn and achieve within the framework of their experience and potential.

THEOLOGY

The Theology program is based on 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.

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

FRESHMAN YEAR

English 9 – Western Humanities
Algebra, Honors Geometry
Biology, Honors Biology, Intro to Robotics & Engineering (½ credit)
History 9 – Western Humanities
French, Spanish, Latin
Physical Education (½ credit)
Theology (½ credit)
Digital Literacy (½ credit), Technology Electives
Electives (Visual, Performing Arts)

SOPHOMORE YEAR

English 10 – Western Humanities, Creative Writing, Techniques in Writing
Geometry, Honors Advanced Algebra
Chemistry, Honors Chemistry, Genetics (½ credit), Intro to Robotics & Engineering (½ credit)
History 10 – World Humanities
French, Spanish, Latin
Health (½ credit)
Theology (1 credit)
Technology Electives
Electives (Visual, Performing Arts)

JUNIOR YEAR

American Literature, Honors American Literature, Creative Writing, Special Topics in Literature, Techniques in Writing
United States History, Honors U.S. History/AP U.S. History, Economics, United States Government, Honors European History, Film Studies, History and Spirit of Sacred Heart, Intro to Psychology, Psychology of Women
Advanced Algebra, Precalculus, Honors Precalculus, Advanced Topics in Mathematics
Chemistry, Physics, Honors Physics, Intermediate Robotics & Engineering, Anatomy & Physiology, Honors Molecular Biology, Biochemistry, Forensic Science, Genetics
French, Spanish, Latin
Physical Education (½ credit)
Theology (½ credit)
Technology Electives
Electives (Visual, Performing Arts)
SophieConnect Online Courses

SENIOR YEAR

Honors English Literature, AP English Literature, Major Authors, Creative Writing, Special Topics in Literature, Techniques in Writing
Intro to Psychology, Psychology of Women, Economics, United States Government, Honors European History, Film Studies, History and Spirit of Sacred Heart
Precalculus, Honors Precalculus, Calculus, Honors Calculus/AP Calculus, Probability, Statistics & Trigonometry, Advanced Topics in Mathematics
Physics, Honors Physics, Intermediate Robotics & Engineering, Astronomy, Anatomy & Physiology, Honors Molecular Biology, Biochemistry, Forensic Science, Genetics
French, Spanish, Latin
Physical Education (½ credit)
Theology (½ credit)
Technology Electives
Electives (Visual, Performing Arts)
SophieConnect Online Courses

ART DEPARTMENT (PERFORMING ARTS)

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

COURSE DESCRIPTIONS

Concert Choir

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 (Beginning/Advanced)

This unique course, catering to the beginner instrumentalist as well as the student who already plays a musical instrument, will both develop the skills of new or novice performers, while at the same time honing the skills of more accomplished musicians. Beginners have the option of learning the following instruments: flute, clarinet, alto saxophone, trumpet, trombone, percussion, piano or guitar. For their efforts, students will be showcased at special assemblies. There is a contract and a fee of \$40 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

As the need for communication skills becomes more evident for a 21st Century learner, this class provides the opportunity to practice 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

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, scenic design, make-up, production, directing as well as acting will be part of the class focus. Students will work toward a final goal of some type of production at the end of the quarter. *This course may be repeated.*

Communication Arts

Communication is an important skill for the 21st Century students. The ability to communicate ideas in a concise and credible way is one of the foremost skills in the world today. This course is designed to help students develop those necessary skills needed in classroom presentations and beyond school life. Business speaking, toastmaster speeches, development of good PowerPoint presentations and other visuals and impromptu speaking will be covered. Help with current projects in academic areas can be provided.

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

ART DEPARTMENT (VISUAL ARTS)

The Upper School art experience is intended and structured to teach students to think and work as visual learners. Students will explore a full range of studio assignments using a variety of methods and materials across a broad range of tools and techniques. Basic Art is a *design foundations* class that focuses on the *Elements of Art* through a series of teacher-directed studio works. Intermediate and Advanced studio classes explore *The Principles of Design* and are more independent and exploratory in nature. Quarter length course specific classes (i.e. Clay Studio) focus exclusively on individualized media. All 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 both in theory and application.

<u>TITLE</u>	<u>CREDITS</u>	<u>GRADES</u>	<u>PREREQ</u>
Foundations of Art (<i>formerly Basic Art</i>)	1.0	9,10,11,12	No
Intermediate Art	1.0	10,11,12	Yes
Advanced Art (may be repeated)	0.5/1.0	11,12	Yes
Advanced Art: Portfolio Preparation	1.0	12	Yes
Jewelry 1	0.5	10,11,12	Yes
Jewelry 2	0.5	10,11,12	Yes
Clay 1/Clay 2/Advanced Clay Studio	0.5	10,11,12	Yes
Art History (may be repeated)	0.5	11,12	Yes
Beginning Photography	0.5	10,11,12	Yes
Advanced Photography	0.5	11,12	Yes
Beginning Interior Design	0.5	10,11,12	Yes
Advanced Interior Design	0.5	11,12	Yes

COURSE DESCRIPTIONS

Foundations of Art (*formerly Basic Art*)

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

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.

(PREREQUISITE: Foundations of Art)

Advanced Art

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.

(PREREQUISITE: Intermediate Art and teacher recommendation)

Advanced Art: Portfolio Preparation

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.

(PREREQUISITE: Advanced Art and teacher recommendation)

Jewelry I

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

(PREREQUISITE: Foundations of Art)

Jewelry II

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

(PREREQUISITES: Foundations of Art and Jewelry I)

Clay Studio 1

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.

(PREREQUISITE: Foundations of Art)

Clay Studio 2

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.

(PREREQUISITE: Foundations of Art, Clay Studio 1)

Advanced Clay

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.*
(PREREQUISITE: Foundations of Art, Clay Studio 1, Clay Studio 2)

Art History

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

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 Photography

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

Advanced Photography

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

Beginning Interior Design

This course will define interior design principles and focus on the theory and practice of designing interior spaces. Through the exploration of the principles and elements of art, students will develop their design and creative thinking skills. Students will pursue a range of studio assignments using a variety of methods and materials; including color theory, use of pattern and texture, space planning, basic architectural rendering, creating story boards, and interior design history. A student notebook, weekly sketchpad assignments and written final exam are required components of this course.
(PREREQUISITE: Foundations of Art)

Advanced Interior Design

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

(PREREQUISITE: Beginning Interior Design)

ENGLISH DEPARTMENT

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

<u>TITLE</u>	<u>CREDIT</u>	<u>GRADES</u>	<u>PREREQ</u>
English 9 – Western Humanities*	1.0	9	No
English 10 – World Humanities *	1.0	10	Yes
American Literature *	1.0	11	Yes
Honors American Literature	1.0	11	Yes
Major Authors	1.0	12	Yes
Honors/AP English Literature	1.5	12	Yes
Techniques in Academic Writing	0.5	10, 11, 12	No
Creative Writing	0.5	10, 11, 12	No
Special Topics in Literature	0.5	11, 12	No

* Required

COURSE DESCRIPTIONS

English 9 – Western Humanities

A survey of literature, history, cultures, and art that traces the foundations of Western culture. 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, writing and questioning skills throughout this course.

English 10 – World Humanities

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, cultures and art. 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; analytic, communication, research, writing, and questioning skills, will continue to be honed and developed throughout this course.

American Literature

American Literature is designed to deepen students' understanding of how a uniquely American voice is expressed in literature. Students will study poetry, short stories, novels and essays 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.

Honors American Literature

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, rhetorical theory, and develop 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 regular student-centered, student-directed discussions.

(PREREQUISITE: B+ in Humanities 2 and teacher recommendation)

Major Authors

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

(PREREQUISITE: American Literature or senior standing)

Honors English Literature/AP Literature and Composition

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 focuses on the connection between narrative point of view and contemporary critical theories such as structuralist, psychoanalytic and Marxist theories. 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 3, attend the AP review sessions, 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.

(PREREQUISITE: B+ in American Literature [Eleventh grade English] and teacher recommendation)

Techniques in Academic Writing

In this 0.5 credit 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 including personal essays for college applications, etc. Selected readings will be assigned on such topics as audience, voice, plagiarism, etc. The course addresses individual writing needs, but the focus remains on academic writing. Format is a workshop environment that includes peer review and one-on-one student/teacher conferencing. Students will also read model essays and critique essays. Language focus activities include refining working thesis claims, using a variety of primary and secondary sources as required by the particular assignment, using active voice, parallel construction, subject/verb agreement, pronoun antecedent, resolution of ambiguity, and appropriate word choice for audience including precise vocabulary. **This elective may not be repeated.**

Creative Writing

This 0.5 credit elective course focuses on student created writing of a non-academic nature. Students will learn and study a variety of writing formats that include letters, memoirs, short stories, and poems. A research aspect is incorporated into the course as students learn about historical context and character development. The course will be instructional and also follow a workshop format where writers review each other's work. **This elective may not be repeated.**

Special Topics in Literature

In this 0.5 credit elective English class, students will study texts connected by theme, genre, region or period in order to develop their critical reading and writing skills. The specific focus of the class will rotate on a three-year cycle from Poetry to Film Studies to Cultural Studies.

- Poetry (2016-2017)
- Cultural Studies (2017-2018)
- Film Studies (2018-2019)

MATHEMATICS DEPARTMENT

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

Student placement in a course is designed to provide the best opportunity for success as well as the best utilization of the student's talents. Sometimes as the student matures and becomes more cognizant of her needs and desires, she wishes to be in math classes that 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).

<u>TITLE</u>	<u>CREDIT</u>	<u>GRADES</u>	<u>PREREQ</u>
Algebra	1.0	9	Yes
Geometry	1.0	10	Yes
Honors Geometry	1.0	9	Yes
Advanced Algebra	1.0	11	Yes
Honors Advanced Algebra	1.0	10	Yes
Precalculus	1.0	11,12	Yes
Honors Precalculus	1.0	11,12	Yes
Advanced Topics in Mathematics	0.5	11,12	Yes
Probability, Statistics and Trigonometry	1.0	12	Yes
Calculus	1.0	12	Yes
Honors/AP Calculus	1.5	12	Yes

COURSE DESCRIPTIONS

Algebra

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

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

Geometry

This course is a study of Euclidean 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 including 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.

(PREREQUISITE: Algebra or equivalent)

Honors Geometry

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

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

Advanced Algebra

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.

(PREREQUISITE: Geometry or equivalent)

Honors Advanced Algebra

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

(PREREQUISITE: B or better in Honors Geometry, or teacher recommendation)

Precalculus

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

(PREREQUISITE: B or better in Advanced Algebra)

Honors Precalculus

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

(PREREQUISITE: B or better in Honors Advanced Algebra)

Advanced Topics in Mathematics

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.

(PREREQUISITE: Advanced Algebra and teacher recommendation)

Probability, Statistics and Trigonometry

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.

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

Calculus

This course is designed for students who wish to study the fundamentals of Calculus without the intent of taking the AP Calculus test. The material will be presented using visual, numerical, algebraic, and verbal methods, and includes limits, continuity, differentiation, curve-sketching and applications of differentiation. 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.

(PREREQUISITE: B or better in Honors Precalculus, or B or better in Precalculus with teacher recommendation.)

Honors/AP Calculus

This college-level course provides concrete strategies that help students understand and master Calculus using numerical, visual (using computer or graphing calculator), algebraic and verbal interpretations. Topics including limits, continuity, 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.

(PREREQUISITE: B or better in Honors Precalculus and teacher recommendation)

PHYSICAL EDUCATION/HEALTH DEPARTMENT

The Physical Education program stresses the need for lifelong physical activity to achieve wellness throughout life. Young people can build healthy bodies and establish healthy lifestyles by including physical activity in their daily lives. However, many young people are not physically active on a daily basis, and physical activity declines dramatically during adolescence. These courses emphasize health-related fitness and developing the skills and habits necessary for a lifetime of activity.

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

* *Required*

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

COURSE DESCRIPTIONS

Physical Education 1

Emphasis is on the development of the basic skills and rules of the team sports offered at ASH. Each student is highly encouraged to participate on school sports teams. Benefits of playing high school sports include higher GPAs, increased school attendance, teamwork, sportsmanship, self-discipline and building self-confidence. This class is offered to give each student the basic skills to have the confidence to join the sports teams. In addition to sport specific skills, students work on understanding and improving their personal fitness levels through a fitness assessment and cardio room unit.

Health

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

Physical Education 3

The objectives of this course are to assist students in recognizing and employing the various avenues of physical activity available in the promotion and maintenance of lifetime personal well-being. Students will gain enjoyment and appreciation of physical activity through experience in a variety of non-traditional and traditional activities. The activities will include games that will be available to them at the college intramural level, city social clubs, business teams, and social outings, such as, badminton, pickle ball, flag football, ultimate Frisbee, indoor soccer and Frisbee golf. Students will also participate in a fitness assessment and cardio room unit.

Physical Education 4

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

SCIENCE DEPARTMENT

Science courses are designed to meet the needs of 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. Students don't just learn about science; they do science through labs, projects and investigation. Although three years of science are required, students are encouraged to take additional courses. In the upper level science courses, math and science skills are strongly correlated.

<u>TITLE</u>	<u>CREDIT</u>	<u>GRADES</u>	<u>PREREQ</u>
Intro to Robotics & Engineering	0.5	9	No
Biology	1.0	9	No
Honors Biology	1.0	9	No
Chemistry	1.0	10,11	No
Honors Chemistry	1.0	10	No
Physics	1.0	11,12	Yes
Honors Physics	1.0	11,12	Yes
Intermediate Robotics & Engineering	0.5	10,11,12	Yes
Intermediate Robotics & Engineering	1.0	11,12	Yes
Astronomy	1.0	11,12	Yes
Anatomy & Physiology [†]	1.0	11,12	Yes
Honors Molecular Biology [†]	1.0	11,12	Yes
Biochemistry	0.5	11,12	Yes
Forensic Science	0.5	11,12	Yes
Genetics	0.5	10,11,12	Yes

[†] Offered alternating years

COURSE DESCRIPTIONS

Intro to Robotics & Engineering

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

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 organismal 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

Honors Biology is an accelerated and rigorous course in which the student 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 organismal and their ecological roles, and an introduction to animal structure and function. This course will emphasize the development of the scientific process and laboratory techniques.

(PREREQUISITE: Teacher recommendation and math placement)

Chemistry

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

Honors Chemistry

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 Thermodynamics, 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.

(PREREQUISITE: Math and Science teacher recommendation)

Physics

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.

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

Honors Physics

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.

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

Intermediate Robotics & Engineering

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.

(PREREQUISITE: Introduction to Robotics and teacher recommendation)

Astronomy

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. (PREREQUISITE: B or better in Physics/Honors Physics or teacher recommendation)

Honors Molecular Biology

This college-level course is designed to provide students with the knowledge of molecular biology concepts. Emphasis is placed on personal ethics and societal responsibilities which result from advancements in biotechnology. The experiences of the original investigators in the conception and execution of classic and contemporary experiments that have produced key concepts in molecular biology are studied. Topics to be covered include: the history of DNA science, DNA structure and function (replication and gene expression), RNA science, gene modification, biotechnology (including recombinant DNA), the Human Genome Project, animal and plant biotechnology, stem cells and cloning. (*Offered in 2016-2017*) (PREREQUISITE: Successful completion of Honors Biology and Honors Chemistry and with teacher recommendation)

Anatomy & Physiology

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 2017-2018*) (PREREQUISITE: Successful completion of Honors Biology and Honors Chemistry and with teacher recommendation)

Biochemistry

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. (PREREQUISITE: B or higher in Honors Chemistry)

Forensic Science

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. (PREREQUISITE: Successful completion of Biology and Chemistry)

Genetics

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

(PREREQUISITE: Biology)

SOCIAL STUDIES DEPARTMENT

<u>TITLE</u>	<u>CREDIT</u>	<u>GRADES</u>	<u>PREREQ</u>
History 9 – Western Humanities*	1.0	9	No
History 10 – World Humanities*	1.0	10	Yes
United States History*	1.0	11	No
Honors/AP United States History	1.5	11	Yes
United States Government*	0.5	11, 12	No
Economics *	0.5	11, 12	No
Honors European History	1.0	11, 12	Yes
Film Studies ^{^†}	0.5	11, 12	No
History and Spirit of Sacred Heart ^{^†}	0.5	11, 12	No
Psychology of Women [^]	1.0	11, 12	No
Intro to Psychology [^]	1.0	11, 12	No

* Required

[^] Elective for Grades 11 & 12

[†] Offered alternating years

COURSE DESCRIPTIONS

History 9 – Western Humanities

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

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, 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, 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; analytic, communication, research, writing, and questioning skills, will continue to be honed and developed throughout this course.

United States History

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.

Honors/AP U.S. History

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.

(PREREQUISITE: Permission of the Social Studies Department)

United States Government

This course fulfills the state civics requirement. The federal government is studied in detail as well as state and local government in lesser detail. Students are asked to become involved in politics in ways of their choice. We follow current events using 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

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 and trade-off, productivity, economic systems, supply and demand, 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, living conditions within the USA, and personal budgets. Students will learn about personal taxes, buying and maintain a car, a home, and a lifestyle.

Film Studies

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 depending capacity for self-reflection, and an exploration of religious themes and how they relate to surrounding cultures. (*Offered 2016-2017*)

History and Spirit of Sacred Heart

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 2017-2018*)

Honors European History

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

(PREREQUISITE: Successful completion of Humanities 2 and the permission of the Social Studies Department)

Psychology of Women

This course introduces students to the study of psychology with an emphasis on women and womanhood. Students will study the evolution of the American woman over the past century. The general science of psychology will be applied to enhance our understanding of the psyche of the woman today. Special attention will be given to studying how sociocultural norms have evolved and how those norms have shifted our sense of self. In addition to a general psychology textbook, this course will be utilizing a variety of primary texts to study the “mystery” of Woman.

(PREREQUISITE: Permission of the Social Studies Department)

Intro to Psychology

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.

(PREREQUISITE: Permission of the Social Studies Department)

TECHNOLOGY DEPARTMENT

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

<u>TITLE</u>	<u>CREDIT</u>	<u>GRADES</u>	<u>PREREQ</u>
Digital Literacy*	0.5	9,10,11,12	No
Computer Graphics†	0.5	10,11,12	Yes
Computer Illustration†	0.5	10,11,12	Yes
Computer Programming†	0.5	10,11,12	Yes
Computer Support	0.5	10,11,12	Yes
Film, Media & Communications	0.5	10,11,12	Yes
Web Site Development†	0.5	10,11,12	Yes
Yearbook	0.5	10,11,12	Yes
Advanced Graphic Design	0.5	11,12	Yes

* Required

† Offered alternating years

COURSE DESCRIPTIONS

Digital Literacy

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.

Computer Graphics

This course guides students through the basic and advanced techniques of using Adobe Photoshop to create and enhance a wide variety of photographs and images. The course includes both lessons and projects. The lessons are self-paced and based on real-world examples. They include step-by-step instructions, explanations of features and plenty of illustrations to help students as they work. The projects help students apply skills learned from the self-paced lessons. *(Not Offered 2016-2017).*

(PREREQUISITE: Digital Literacy)

Computer Illustration

This course focuses on using the core features of Adobe Illustrator. The course is similar to that of Computer Graphics in terms of including self-paced lessons and open-ended projects. Despite the course title, students do not need any illustration or drawing skills to take the course. The lessons students complete will build skills while the projects allow them to apply learning in a creative fashion. The course offers graphic design projects such as logo creation and product packaging design.

(PREREQUISITE: Digital Literacy)

Computer Programming

Learning to write programs as a teen can be very valuable for students pursuing careers in the fields of science and engineering. This course is designed to introduce students to computer programming and to enable them to think like computer scientists. Java (an object-oriented programming language), is the programming language that will be used. Students are assumed to have no prior computer programming knowledge prior to taking this course. (*Not Offered 2016-2017*).

(PREREQUISITE: Digital Literacy)

Computer Support

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

(PREREQUISITE: Digital Literacy and teacher recommendation)

Film, Media & Communications

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.

(PREREQUISITE: Digital Literacy)

Web Site Development

In this course, students will learn how to create content and construct pages for the Internet. Besides learning how to develop pages technically, students will also learn design skills to increase the effectiveness of work. Students will learn to consider navigation, interactivity, and other aspects of web publishing. The course is based on a series of projects that will develop skills and culminate in a final project. Class time will be used for topic introduction, hands-on lessons, critiques, and Web site production. The students will also be introduced to two other pieces of the Adobe Design Premium Software Suite – Adobe Flash (for creating interactive content) and Adobe Photoshop (image editor).

(PREREQUISITE: Digital Literacy)

Yearbook

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.

(PREREQUISITE: Digital Literacy)

Advanced Graphic Design

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.

(PREREQUISITE: Digital Literacy and either Computer Graphics or Computer Illustrations)

THEOLOGY DEPARTMENT

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

<u>TITLE</u>	<u>CREDIT</u>	<u>GRADES</u>	<u>PREREQ</u>
Elements of Faith*	0.5	9	No
Scripture and Moral Living*	0.5	10	No
The Good News of Jesus Christ: God's Call*	0.5	10	No
Christian Social Justice and World Religions*	0.5	11	No
Spiritual Crossroads*	0.5	12	No

*Required

COURSE DESCRIPTIONS

Elements of Faith

We will explore dimensions, attributes, blessings and challenges of Faith through the lens of five themes: 1) Belief and Creed; 2) Worship, Liturgy, Ritual; 3) Sacramental Life; 4) Ministry and 5) Prayer. 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.

Scripture and Moral Living

The Scriptures (Old Testament) and our reflection on how these can be a moral compass in our lives is the focus of this course. This is a journey, but in order to best travel the road, you will have some responsibilities along the way. This quarter class will focus primarily on the Jewish Scriptures and the moral lessons they have for us. Although there is basic knowledge to be learned of Bible stories and prophets, students will also have time for written reflection (journaling) and to voice questions, concerns and ideas.

The Good News of Jesus Christ: God's Call

The New Testament and our reflection on how these scriptures can be a guide to social justice in our lives and in our world is the focus of this course. Our focus will be on the Gospels, Acts of the Apostles and Letters. Although there is basic knowledge to be learned, students will also have time for written reflection (journaling) and to voice questions, concerns and ideas.

Christian Social Justice and World Religions

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, 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). Students are encouraged to be peacemakers through a greater understanding of what others believe.

Spiritual Crossroads

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 what is Spirituality, relying on experiences and the wisdom of others, including friends, family, theologians and other writers, thinkers and ones who live significantly. Insights from authors, namely Ronald Rolheiser, James Martin, Dorothy Day, Henry Nouwen, Pope Francis and many others will be considered.

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.

The spiritual traditions explored will include: Augustinian, Benedictine, Carmelite, Dominican, Franciscan, Ignatian, Sacred Heart and Salesian. Prayer, sacramental life and vocation are the three themes that will be the focus of our exploration as we study each tradition.

In addition, prayer and spirituality are studied as they shape and are shaped by temperament and personality. The cataphatic and apophatic approaches to prayer will also be incorporated into our exploration. 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, more ourselves and ...

WORLD LANGUAGE DEPARTMENT

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

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

COURSE DESCRIPTIONS

French 1

French 1 is an introduction to the French language and francophone culture. The primary objective is to develop basic communication in French by means of listening-speaking exercises, along with gradual development of reading-writing skills. Cultural exploration and comparisons are comprised in the curriculum.

French 2

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

(PREREQUISITE: French 1)

French 3

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

(PREREQUISITE: French 2)

French 4

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

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

French 5

In French 5, the students expand and refine their knowledge and understanding of the French language, literature and culture on the basis of authentic French material, using French as the predominant language of communication. Readings may include extracts from French novels and short stories. The students will discuss and analyze literature and current events in the target language. Grammar is reviewed as needed. (PREREQUISITE: B or better in French 4 and teacher recommendation)

Spanish 1

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

Spanish 2

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

Spanish 3

In this level of Spanish the emphasis is on the refining of grammar, conversation, reading and writing skills. New grammar points will be presented. Readings include short stories from a variety of authors. The class is conducted primarily in Spanish. (PREREQUISITE: Spanish 2)

Spanish 4

Besides refining grammar points, this class encourages advanced conversation, reading, writing and listening skills through close reading of a variety of sources and Spanish-English translations. Class is conducted almost entirely in Spanish. (PREREQUISITE: B or better in Spanish 3 and teacher recommendation)

Spanish 5

This course is an introduction to Spanish literature and art, along with a grammar review that covers all topics taught the previous years. Readings from both Spanish and Spanish-American literature are utilized. Class time is spent discussing the various literary elements of the assigned texts. Students are expected to participate in class discussions, and write essays all in the target language. Class is conducted entirely in Spanish. (PREREQUISITE: B or better in Spanish 4 and teacher recommendation)

Latin 1

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

Latin 2

Students will continue their exploration of the beautiful and challenging world of the Latin language. The course will be structured around the sequence of topics presented in the course text. Students will review previously learned syntax, grammar, and vocabulary, and then build upon this knowledge to learn new lessons. (PREREQUISITE: Latin 1)

Latin 3

Students will finish their study of Latin grammar, 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.

(PREREQUISITE: Latin 2)

Latin 4

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 Ovid, Licero, Lactantius, Vegetius, Augustos and Jerome.

(PREREQUISITE: Latin 3)

ONLINE (SOPHIECONNECT) COURSES

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 will be \$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.

<u>TITLE</u>	<u>CREDIT</u>	<u>GRADES</u>	<u>PREREQ</u>
AP Art History	1.0	11,12	No
AP Computer Science A	1.0	11,12	No
AP Macroeconomics	1.0	11,12	No
AP Microeconomics	1.0	11,12	No
AP Music Theory	1.0	11,12	No
AP Psychology	1.0	11,12	No
Biblical Hebrew 1	1.0	11,12	No
Computing in Society (spring)	0.5	11,12	No
Faith and Science (fall)	0.5	11,12	No
Global Currents (fall)	0.5	11,12	No
Global Social Justice and Service	1.0	11,12	No
Marine Biology (fall)	0.5	11,12	No
Meaning of Life (fall)	0.5	11,12	No
Nutrition and Wellness (spring)	0.5	11,12	No
Sustaining Life (spring)	0.5	11,12	No
Writing from the Heart (spring)	0.5	11,12	No

For a complete up-to-date listing, registration and policy information, please click: <http://goo.gl/hKTcrR>

COURSE DESCRIPTIONS

AP Art History

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 Computer Science A

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 Macroeconomics

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

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

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

This is a college-level course 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.

Biblical Hebrew 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. Throughout the course, students will have the opportunity not only to pronounce, but to read stories from the Old Testament in the original language of ancient Hebrew. Biblical stories from Genesis regarding the Creation, Adam and Eve, Noah, Abraham, and Joseph with his "coat of many colors" will be the subjects of our work of translation and interpretation. As students will find, reading the texts in the original, ancient language makes possible real insight not only into the stories themselves but into the process of close reading and analysis of any written work. Connections will be made where appropriate in the course between the grammatical forms of ancient Hebrew and those of other ancient languages like Aramaic (i.e., the language of Jesus), Ugaritic, ancient Arabic and Akkadian.

Computing in Society

Should parents implant microchips in their children to make them easier to identify in case they are lost or kidnapped? With its built-in camera and microphone, under what circumstances is it inappropriate for someone to wear Google Glass? Is it hopeless to try to protect intellectual property in digital media?

While the explosion of computing technologies has made our lives easier in a myriad of ways, it has also introduced a host of new ethical dilemmas. In this one-semester course we will learn how computers have transformed our world. We will examine the history of computers and information technology. We will survey ethical theories to build a common language for rational analysis. We will then discuss problems regarding privacy, security, and safety that have arisen from our dependence on computer technology. Assignments will include readings, group discussions, and case study analyses.

Faith and Science

This course is designed to help students make connections between their faith and the modern world, which is becoming more and more focused on science. This class would challenge students to consider the varieties of truth, and to understand how scientific truths and religious truths cannot be measured in the same way. In this class students would learn about the major debates throughout history in regard to science and religion including: the Galileo Affair, Darwin's Theory of Evolution, and the Scopes Monkey Trial. Students will also investigate how some of the major questions in science today, such as: Do extraterrestrials exist? or What if there are multiple universes? can relate to our faith, and how our faith can help to inform the way we engage with these questions.

Global Currents

Global Currents challenges students to think critically about the news they consume. By the end of the semester, your finger will be on the pulse of trending world news. Students will expand their knowledge of other cultures as they learn about the historical, social, economic and geostrategic forces behind today's news. Through close reading of articles found in both the New York Times and The Economist, students will develop the skills necessary to analyze global topical events while gaining historical and comparative perspective on current affairs.

Global Social Justice and Service

This course enables students to develop a thorough understanding of the theoretical, historical, and social underpinnings of various social justice issues. This foreground will allow students to analyze strategies and build frameworks by which to bring about positive social change. Students will learn about historical and contemporary social justice issues while maintaining a religious scope. A core objective of this course is to develop a link between the Scriptures, Catholic Social Teaching, and the notion of Social Justice. Students will not only know how the Scriptures and Catholic Social Teaching call them to justice, but will possess the ability and desire to respond to the call of justice in their daily lives. The framework for this is embodied in Sacred Heart's Five Goals. This course could lead to an international service learning experience.

Marine Biology

This course is designed for students with an interest in marine biology and oceanography. This course provides an excellent background for students who are interested in further study of the oceans and the organisms that inhabit it. Major concepts include the study of: the interrelationship of marine and terrestrial environments, the geology of the oceans, marine organisms, and the ecology of coral reefs. An exploration of marine specimens takes place throughout this course, to build upon student knowledge.

Meaning of Life

This course centers on the nature and possibility of meaning. How is meaning in general possible? How do we arrive at meaning in our own lives? What is the catalyst for such a possibility? Which beliefs, values, and experiences sustain meaningful, fulfilling existence? What allows people to rediscover the lost sense of purpose and belonging? The Meaning of Life course addresses these questions as we encounter the quest for meaning in the lives and works of the great thinkers and artists.

The first part of this course covers the possibility of meaning with the philosophical doctrine called phenomenology. Meaning is a spectrum of what is more and what is less significant to us. However, this spectrum all hinges on intentionality. This is the notion that consciousness is always directed towards something, whether physical or mental. Out of this arises two distinct possibilities for experience, which is the mundane and the unexpected.

Nutrition and Wellness

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).

Sustaining Life

Most global citizens of the developed world do not have an understanding of how important biodiversity is to their own well being. This course attempts to raise awareness in this segment of society as to how their survival is tied to global biodiversity, why it is important to protect biodiversity and the consequences of not doing so.

Topics are divided into the following: (1) What is Biodiversity? (2) How is Biodiversity Threatened by Human Activity? (3) Ecosystem Services (4) Medicines from Nature (5) Biodiversity and Biomedical Research (6) Threatened Groups of Organisms Valuable to Medicine (7) Ecosystem Disturbance, Biodiversity Loss and Human Infectious Disease (8) Biodiversity and Food Production (9) Genetically Modified Food and Organic Farming (10) What Can Individuals do to Help Conserve Biodiversity?

Besides the textbook reading, supplemental case study readings, discussions, quizzes, the video series Life and a final PowerPoint presentation expanding upon one of the ten topics would be included in the course.

Writing from the Heart

In this dynamic course students will create and contribute to a blog while learning to skillfully write on diverse topics and in various genres -- fiction and non-fiction, creative, and analytical. The blog will serve as a "space" for publication and sharing of the students' work. Students will also produce photography, graphics and video content to accompany their writing and enhance the blog. This is an excellent opportunity for serious writers who are seeking challenge and a platform for their work. It will also provide budding writers with skill-building instruction in a confidence-building environment.

EXPERIENTIAL LEARNING PROGRAMS

COMMUNITY SERVICE

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

First Year Experience

The purpose of First Year Experience (FYE) is to explore and develop an awareness of our community and all of its offerings. Students visit historical and educational sites, including The Detroit Historical Museum, Detroit Institute of Arts, Woodlawn Cemetery and The Parade Company. It also includes sessions in which students engage in discussion and activities dealing with community, and the idea of sacred spaces. A number of the sessions are used to introduce ninth graders to the service program with both on and off-site experiences. Students process and reflect on all these experiences as a group, and also individually. Grading is on a Pass/Fail basis, with a 0.5 credit toward graduation at the end of the year. *(Required for all ninth graders)*

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 by which students and faculty plan and implement programs that allow for hands-on learning in a variety of fields of study. The programs created respond to student interest while emphasizing personal growth, growth in faith, development of intellect, 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.

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

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

During the course of the four years at Sacred Heart, each student will be expected to have completed projects representing the three focus areas. The following areas of focus have been selected and reviewed by the faculty as the means by which a student’s overall experience can be heightened: Intellectual Growth or Career Exploration; Service; and Personal Challenge.

Students say:

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

“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

In 1977, in an effort to involve the entire Upper School student body and faculty in school leadership, the School Community Governance Program was instituted. This program aims to develop the potential of each student in areas of leadership, organization, management and creativity. The SCG Program is comprised of approximately twelve small groups, each of which works for the good of the school community. Some groups are: Blue and Gold, Enviromania, Euphoria, Newspaper, O.P.A., and Yearbook. Each group has a student leader, a faculty moderator, and student members who generate programs and activities. 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 worldwide 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 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 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
- Fine Arts Banquet
- Career Day
- Academic Enrichment Day (including Stratford, Greenfield Village, Cranbrook, etc.)
- 12-Year Luncheon
- National Honor Society Induction Ceremony
- Headmistress Luncheon for Graduates
- Co-ed Social Events
- Candlelight Ball
- All-School Liturgies
- Project Term
- Focus: HOPE - Monthly food delivery with U of D Jesuit
- Sophomores Are Special Week
- Class Retreats
- Semi-Formal Christmas Dance
- Battle of the Bands
- Father-Daughter Dinner Dance
- Junior/Senior Banquet

EXTRA-CURRICULAR ACTIVITIES

ATHLETIC PROGRAM

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

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

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

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

Fall Field Hockey*
 Golf *
 Volleyball*

Winter Dance and Pom Pon*
 Basketball*
 Bowling*
 Gymnastics^
 Skiing^*
 Figure Skating^

Spring Lacrosse*
 Soccer^*
 Tennis*

* *Participates in the Catholic High School League (CHSL)*

^ *Cooperative Program*

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:

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

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

Athletic Awards:

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

PERFORMING ARTS PROGRAM

Forensics

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

Theatre

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

Point System

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

Young Americans

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

MODEL UNITED NATIONS

All students at the Academy of the Sacred Heart are eligible to participate in the locally sponsored Model United Nations (M.U.N.) simulations. Three 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 is the simulation hosted by Georgetown University in February. The North American Invitational Model United Nations is currently in its 54th year of existence. Over 3,000 students from all over the United States and Puerto Rico gather for the four day simulation. The visit to Washington, D.C. also includes an embassy briefing with the country the school is representing, and a sight-seeing tour of the Mall and the Monuments.

COLLEGE AND CAREER GUIDANCE

College planning/counseling in the Upper School begins during freshman year and is incrementally and appropriately 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.

During their freshman and sophomore year, students meet individually with the college counselor to review standardized test results, as well as become familiar with the academic and non-academic components of college planning and the college application process. In the winter of their junior year, through group and individual counseling sessions, the student is encouraged to assess what she seeks in a post-secondary institution (size of the college, competitiveness, location, religious affiliation, etc.). At this time, the counselor will also meet 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 ASPIRE Test, Myers Briggs Type Indicator (MBTI) and the Campbell Interest and Skill Survey (CISS).
- Guidance sessions evaluate test results and consider the academic preparation/directions that parallel a students' self-reported career interests. Career days are scheduled regularly to present students with career options. Students are 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.

I ACADEMIC

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

II ACADEMIC

October: Pre-ACT Test.

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

June: SAT Subject Tests***

III ACADEMIC

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

Winter: ACT Test *

Winter: SAT Test **

May: Advanced Placement Exams (United States History and others as approved by counselor)

June: SAT Subject Tests***

IV ACADEMIC

October: ACT Test*

October: SAT Test**

October: SAT Subject Tests***

May: Advanced Placement Exams (Calculus, English Literature and others as approved by counselor)

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

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

*** 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 always be taken as soon after the completion of the course as possible. Register on-line at www.collegeboard.org. Subject Tests are suggested for any student planning to apply to highly competitive colleges.

It is recommended that juniors begin to take the ACT and 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.