



UPPER SCHOOL

Plan of Studies

2020-2021

Academy of the Sacred Heart

SACRED HEART EDUCATION

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

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

OUR MISSION

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

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

Academic Policies

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

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

Juniors and seniors may take more advanced courses such as Honors American Literature, Honors Anatomy & Physiology, Honors European History, Honors Physics, Honors Precalculus, Honors United States History and Advanced Placement courses.

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

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In order to receive a diploma from the Academy of the Sacred Heart, a student must satisfactorily complete the following program of courses. Students must be in attendance for four (4) years (considerations will be made for transfer students). One half (.5) credit is granted for the successful completion of one-semester courses and one credit (1) is granted for the successful completion of a full year of course work. The following represents the minimum graduation requirements:

All students participate in sports or co-curricular clubs and groups. All students are encouraged to be involved in student activities.

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

- * Students must earn three (3) credits of World Languages in the Upper School.
- ^ Students whose Nonpublic Service Plan or 504 Plan designates that she is exempt from the study of a World Language offered in this curriculum will be encouraged to take or audit an introductory course and will be directed to pursue another academic class.

Required Courses	Course Requirements
English	4 Credits
Mathematics	4 Credits
Science	3½ Credits (including Introductory Robotics)
Social Studies	4 Credits (including Economics and U.S. Government)
Technology Studies	1 Credit (including Digital Literacy)
Theology	3 Credits, Required Yearly
World Languages	3 Credits*^
Fine and/or Performing Arts	2 Credits
Physical Education/Health	1 Credit
Project Term	Number of days varies each year <i>(typically seven days)</i>
Social Action	Year-long commitment <i>(~60-70 hours)</i>
Freshmen Seminar	Required of all Grade 9 students
Public Speaking	½ Credit

Grades and Grade Reports

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

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

A grade of “Incomplete” may be used in the case of illness or other such extenuating circumstances, only by prior arrangement with the Director of the Upper School. A timeline for completion of the course work must be submitted by the faculty member to the Director of the Upper School. Failure to meet the predetermined deadline will result in the “Incomplete” changing to a “F” grade.

Academic Planning

Entering into the ninth grade, a student's schedule is planned by the Director of the Upper School after consideration of her high school placement test scores, profile reports from her middle school, discussion with parents and teachers, and input from the student. Each spring, all other students (*current Grades 9 - 11*) plan their schedule for the next year with their parents and with input from their teachers, college counselor and Director of the Upper School.

Advanced Placement (AP) Courses

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

Several courses are offered at the Advanced Placement (AP) level at the Academy of the Sacred Heart which allow students to explore the journey through college-level academic challenges. Students will develop skills and study habits that will be vital in college. A weighting of 0.2 will be added each semester to the final course grade, conditional upon the student sitting for the AP exam and scoring a "3" or better.

Additional AP courses are available through SophieConnect. On-line AP coursework is graded by the Network educator offering the course. A weighting of 0.2 will be added each semester to the final grade, conditional upon the student sitting for the AP Exam and scoring a "3" or better.

AP courses taken outside of Academy of the Sacred Heart or SophieConnect must be completed through a fully accredited high school program. GPA weighting for these courses will be calculated the same as for in-school AP classes, but only at the end of the year. All AP weighting is dependent upon the student sitting for the AP exam and scoring a "3" or better.

Whether taken with SophieConnect or another accredited program, online courses will be taken in addition to a full course load at Academy of the Sacred Heart.

Classes taken outside of the Academy of the Sacred Heart

Classes (with the exception of AP) 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 will need to remediate that grade and recover the credit towards graduation. 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 enrollment.

Senior Independent Project (SIP)

Seniors at the Academy of the Sacred Heart with a desire to explore areas of interest not represented in the curriculum may submit a proposal to the Director of the Upper School for

a Senior Independent Project (SIP). The SIP allows a senior to demonstrate her interests through a specialized project. This proposal would culminate in a research project, performance, or other significant work that the senior would design and present. The SIP is not taught by a faculty member. A faculty member would, however, act as a supervising mentor in this project, evaluating the SIP at the end of the marking period.

The SIP proposal will include objectives, procedures, provisions for output, and evaluation. One half credit (0.5) will be awarded at the discretion of the faculty member at the completion of the SIP. A maximum of 0.5 credits in the senior year may be earned through the SIP. A grade of Pass/Fail will be issued for the SIP and will not be calculated into the GPA. A student participating in a SIP will still be eligible to receive honors at the end of the term.

The proposal for the SIP will be reviewed by the Upper School Director for approval. The SIP does not fulfill any departmental requirement.

Senior Student Assistant Positions

Seniors who have met all of their graduation requirements may sign up to be considered for one of the three (3) available student assistant positions. The final decision is made by the teacher, Director, and Dean and will be based on the following: student's past and current behavior, promise in the field of the assistantship, student availability during the class period an assistant is needed, student's academic standing and student's overall leadership/positive example within the student community. Seniors, if selected, may only serve as an assistant for one (1) semester (0.5 credit). Options are:

PE Assistant: This student will work under the supervision of the PE teachers and do such tasks as working with the athletic trainer and PE teachers to set up and take down equipment used during PE classes,

help the PE teachers with demonstrating and instructing students in PE classes (Primary, Lower, Middle or Upper School), doing office jobs in the athletic office.

Science Lab Assistant: This student will work under the direct supervision of the Upper School science teachers and do such tasks as inventory science laboratory equipment, set up science class labs with the teacher, clean up supplies after the conclusion of class labs.

Studio Art Assistant: This student will work directly with the art teachers and do such tasks as help organize and clean up art rooms, set up art projects for classes, inventory art supplies for art teachers.

Withdrawal from a Course

A student may drop a course during the first full week of the term. A student enrolled in a course is expected to remain in the course. If she insists upon dropping a course after that time, she will receive an F. Her transcript will read "WF" and will be calculated into her GPA as an F (0.0).

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

Objectives of Major Disciplines

ARTS (Performing and/or Visual)

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

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

ENGLISH

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

MATHEMATICS

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

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

PHYSICAL EDUCATION/HEALTH

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

PUBLIC SPEAKING

Public Speaking classes (Forensics, Speech, Theater) are taught with the goal of inspiring students to develop and hone the speaking and presentation skills they will need throughout high school and college, and in their courses students will learn about processes, voice and vocabulary and presentation style and content.

SCIENCE

Science courses are designed to meet the needs of today's technical and societal advancements. Students use the scientific method to obtain information through inquiry and investigation and the integration of technology. Emphasis is placed on the development of an understanding for the processes of science, problem

solving and reasoning skills, critical thinking, and application of knowledge. The scope and sequence of the curriculum is developed in a manner that enables a student to successfully complete the fundamental requirements of the life and physical sciences, beginning with foundational courses of freshman biology, sophomore chemistry and junior year physics. These courses provide the base from which students can explore other life and physical elective science courses. Robotics is also introduced to all ninth graders. Students construct, program and use the robots to perform tasks that humans assign.

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

SOCIAL STUDIES

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

TECHNOLOGY

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

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

THEOLOGY

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

Each student brings to this study her own spiritual perspective as well as the culture and customs of her particular religious upbringing. Through her studies, each student is invited to explore and grow in her own spirituality and develop a deeper understanding of the spirituality and religious practices of other peoples.

WORLD LANGUAGE

The World Language curriculum develops the student's ability to understand, speak, read, and write French or Spanish. French and Spanish culture and history are taught in conjunction with each language. In addition to modern world languages, students may also register for Latin studies.

ONLINE (SOPHIECONNECT)

SophieConnect is a partnership of member schools in the United States and Canada, intended to leverage on-line learning, by providing quality on-line courses underpinned by the educational philosophy embodied by the *Goals and Criteria*.

SophieConnect allows students to become better global citizens by collaborating, participating and engaging with students and the instructor across geographic and cultural confines. SophieConnect faculty are experienced Sacred Heart educators, well versed in the Mission of Sacred Heart Schools, experts in their discipline, and well qualified to provide challenging, engaging, and innovative on-line courses that support learning through exploration, collaboration, and creativity. A fee is associated with these courses, and they are taken in addition to a full course load at Academy of the Sacred Heart.

Four Year Program

9TH GRADE

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

10TH GRADE

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

11TH GRADE

American Literature, Honors American Literature, Creative Writing, College Composition, Poetry, Shakespeare, Latin and Literature (*required for senior year AP English Lit*), Women in Literature
United States History, AP U.S. History, Economics, United States Government, Honors European History, Film Studies, Intro to Psychology, Intro to Neuropsychology, The History of Knowledge
Algebra 2, Precalculus, Honors Precalculus, Advanced Topics in Mathematics, Linear Algebra
Physics, Honors Physics, Intermediate Robotics & Engineering, Anatomy & Physiology, Advanced Chemistry, Advanced Biology: Life's Mechanisms, Biochemistry, Forensic Science, Genetics
French, Spanish, Latin
Public Speaking Electives
Theology
Technology Electives
Performing and Visual Arts Electives
SophieConnect Online Courses

12TH GRADE

AP English Literature, Major Authors, Creative Writing, College Composition, Poetry, Shakespeare, Women in Literature
Intro to Psychology, Economics, United States Government, Honors European History, Film Studies, Intro to Neuropsychology, The History of Knowledge
Precalculus, Honors Precalculus, Calculus, AP Calculus, Probability & Statistics, Advanced Topics in Mathematics, Linear Algebra
Intermediate Robotics & Engineering, Anatomy & Physiology, Advanced Biology: Life's Mechanisms, Advanced Chemistry, Biochemistry, Forensic Science, Genetics, Lab Assistant
French, Spanish, Latin
Theology
Technology Electives
Performing and Visual Arts Electives
SophieConnect Online Courses

Some electives may not be offered every year.

Upper School Course Offerings

Art (Performing)

The Fine Arts graduation requirement of two years may be fulfilled by taking a group of visual arts courses, or of performing arts courses or a combination of the two.

Concert Choir

Grades 9-12 (.5 per semester)

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

Instrumental Ensemble

Grades 9-12 (.5 per semester)

This unique course, catering to the beginner instrumentalist as well as the student who already plays a musical instrument, will both develop the skills of new or novice performers, while at the same time honing the skills of more accomplished musicians. Beginners have the option of learning the following instruments: flute, clarinet, alto saxophone, trumpet, trombone, percussion, piano, ukulele or guitar. For their efforts, students will be showcased at special assemblies. There is a contract and a fee of \$50 for the use of a wind instrument. Students who currently play an instrument will spend class time working on ensemble or solo music to be performed at school liturgies, prayer services, sporting events, special assemblies and concerts throughout the year. *This course may be repeated.*

Art (Visual)

Foundations of Art

Grades 9-12 (1)

The Foundations of Art experience is intended and structured to teach the student to think and work as a visual learner. Students will explore a full range of teacher-directed studio assignments using a variety of methods and materials across a broad range of tools and techniques; including drawing, painting, construction, craft and printmaking. Through the exploration of the elements of art (line, shape, color, texture, value and form), students will increase their awareness of the role of art in human culture through the lens of art history and expand upon their knowledge of art concepts in both theory and application. Students are responsible for maintaining a sketchpad and studio portfolio, an independent mid-term fine and performing arts credit, and self-directed final exam project. This full credit course is the prerequisite for all other art classes offered.

Intermediate Art

Grades 10-12 (1)

Prerequisite: Foundations of Art

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

Advanced Art

Grades 11-12 (1)

Prerequisite: Intermediate Art and teacher recommendation

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

Advanced Art: Portfolio Preparation

Grade 12 (1)

Prerequisite: Advanced Art and teacher recommendation

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

Applied Arts Studio

Grades 10-12 (.5)

Prerequisite: Foundations of Art

Drawing from a rich craft history, this course offers a particular focus on experimental and interdisciplinary approaches to tools and methods, while embracing a range of handmade methods that advance personal growth toward an individualized language, creative vision, innovation, material proficiency and successful creative practice. Each quarter will focus on a specific method of art making; including Fiber Arts and Sewing, Interior Design and Architectural History, Jewelry and Wirework and Paperwork and Bookmaking. This is a unique program for students who love working with their hands, solving problems and developing a vocabulary with tools and materials.

Women's Art History

Grade 10-12 (.5)

This course explores the work of women artists, as well as representations of women throughout history, with an emphasis on the modern period. Issues of gender are examined in relation to the subject matter, stylistic preference, media, reception and criticism of female artists. Issues to be discussed include self-representations by women artists; themes of motherhood, female representation in the visual arts; the impact of the women's movement on art; issues of the gaze and the gendering of vision; and the various obstacles and options facing the contemporary woman artist. Painters, sculptors, and photographers to be examined include Artemisia Gentelleschi, Frida Kahlo, Berthe Morisot, Eva Hesse, Georgia O'Keefe, Cindy Sherman and Judy Chicago. This is a non-studio, discussion-based class. Conversations will focus on major works created during the Renaissance, Impressionist, and Modern periods, as well as works in such diverse visual media as performance, cinema, and advertising.

Classical Art History

Grade 10-12 (.5)

The focus of this lecture/research-based course is an exploration of art

and architecture from ancient times up to the beginning of the Renaissance. Students will take an in-depth look at Egyptian, Aegean, Greek and Roman art and architecture and their continued influences throughout history and continuing today. We will look at the places we can find influences from historic architecture in Detroit, as well as they ways ancient themes are still depicted in contemporary and local art. The class will delve into the stories behind the art we study.

Clay Studio 1

Grades 10-12 (.5)

Prerequisite: Foundations of Art

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

Clay Studio 2

Grades 10-12 (.5)

Prerequisite: Foundations of Art and Clay Studio 1

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

Advanced Clay

Grade 10-12 (.5)

Prerequisite: Foundations of Art, Clay Studio 1 and 2

Advanced clay is designed for the student who has completed both Clay Studio 1 and Clay Studio 2 and is interested in refining their hand building and wheel throwing techniques. Students will incorporate skills from both Clay Studio 1 and Clay Studio 2 to create series of pieces,

incorporate surface design into their thrown pieces, and to pursue more advanced construction techniques incorporating thrown pieces. Students will experiment with the effects of combining glazes. Students will continue to maintain a sketchbook and digital portfolio. *This course may be repeated.*

English

English 9 – Western Humanities

Grade 9 (1)

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

English 10 – World Humanities

Grade 10 (1)

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

American Literature

Grade 11 (1)

American Literature is designed to deepen students' understanding of how a uniquely American voice is expressed in literature. Students will study poetry, short stories, novels and essays paying special attention to the historical events and social phenomena that helped shape the texts, as well as the literary trends that influenced their

styles. Students will also develop their critical writing skills through completion of analytical essays; they will focus on writing interpretive thesis statements, selecting relevant evidence from primary sources, and structuring their arguments purposefully. Students should expect to participate in regular student-centered, student-directed discussions.

Honors American Literature

Grade 11 (1)

Prerequisite: B+ in Humanities 2 and teacher recommendation

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

Major Authors

Grade 12 (1)

Prerequisite: American Literature or senior standing

This full credit class focuses on the works of various authors decided upon by the English department for the year. Within this class, there is also a historical concentration on the socio-political contexts from which their work springs, as well as an exploration of the work of other authors who have been influenced by the chosen author. There will be an emphasis on writing short

response papers in addition to a larger literary-based project.

AP Literature and Composition

Grade 12 (1)

Prerequisite: Latin and Literature, B+ in American Literature and teacher recommendation

This is a college-level English class in advanced literature meant to prepare students for college literature courses and the AP Literature test. This class has an intense focus on the analysis of poetry as well as classical Greek, Shakespearean and modern literature. A strong emphasis is placed on close readings, writing analytical literary response papers, reflective writing, developing unique and original ideas, as well as establishing a personal voice in writing. The course has a heavy and demanding reading and writing load that should be carefully considered before selecting this class.

Latin and Literature

Grade 10-12 (.5)

The Latin and Classical Literature class will feature Latin for literary and global use and exploration in classical literature. Students will study Latin in prefixes/stems for vocabulary, rhetoric, and legal and medical terms. This portion of the class can be helpful for supporting World Language classes, as well as for enhancing performance on college entrance exams and in future studies/careers. The literature selections will cover stories of famous mythic personages and creatures (mythology) so that students will have greater understanding of classical allusions going forward in their English classes (even into college). Students will also study the epics such as "the Odyssey," Greek classics such as "Medea," and middle period classics such as "Julius Caesar."

College Composition (formerly

Techniques in Writing)

Grade 10-12 (.5)

In this elective course, students produce and revise a variety of genres of academic essays, practice essential skills of paragraph organization, and develop techniques of critical analysis. Assignments range from response papers to formal essays. Selected readings will be assigned on such topics as audience, voice and plagiarism. The course addresses individual writing needs, but the focus remains on academic

writing. Format is a workshop environment that includes peer review and one-on-one student/ teacher conferencing. Students will also read model essays and critique essays. Language focus activities include refining working thesis claims, using a variety of primary and secondary sources as required by the particular assignment, using active voice, parallel construction, subject/ verb agreement, pronoun antecedent, resolution of ambiguity, and appropriate word choice for audience including precise vocabulary. **English electives are typically offered every other year.**

Creative Writing

Grade 10-12 (.5)

This 0.5 credit elective course focuses on student-created writing of a non-academic nature. Students will learn and study a variety of fiction and nonfiction writing formats that include letters, narratives, memoirs, short stories, and poems. The course will be instructional and also follow a workshop format where writers review each other's work. **English electives are typically offered every other year.**

Poetry

Grade 10-12 (.5)

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

Shakespeare

Grade 10-12 (.5)

In this elective English class, students will study several plays and sonnets written by William Shakespeare. Students will be asked to consider the genre, themes, and language of Shakespeare's work. **English electives are typically offered every other year.**

Mathematics

Student placement in a course is designed to provide the best opportunity for success as well as the best utilization of the student's talents. Sometimes as the student matures and becomes more cognizant of her needs

and desires, she wishes to be in math classes that are more rigorous, demanding, and move at a more rapid pace.

If a student and/or parent requests that the next course in the math sequence be an honors rather than a regular course, the following criteria must be met:

1. A final grade of "A" (93% or better) in the previous course
2. Teacher recommendation
3. A score of 85% or better on the final exam from the previous course
4. A formal (written) commitment to learn, before the requested class begins, in addition to completing any material that may have been excluded from the student's previous math course

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

Algebra 1

Grade 9 (1)

Prerequisite: Equivalent of eighth grade math and placement exam

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

Honors Geometry

Grade 9 (1)

Prerequisite: Honors 8th grade math, Honors 8th grade Algebra 1 or placement exam

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

Geometry

Grade 10 (1)

Prerequisite: Algebra or equivalent

This course is a study of Euclidean Geometry in two and three-dimensions covering lines, angles, triangles and

polygons, circles, and area and volume of figures. Similarity, congruence and transformations of all figures are covered. Students are introduced to right triangle trigonometry and the Law of Sines and the Law of Cosines. Algebra, problem solving skills and the development and application of formal proofs are topics integrated throughout the class.

Algebra 2

Grade 11 (1)

Prerequisite: Geometry or equivalent

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

Honors Algebra 2

Grade 10 (1)

Prerequisite: B or better in Honors Geometry, or teacher recommendation

Same content as Algebra 2, approached in a more rigorous and challenging manner appropriate to an honors level course.

Precalculus

Grade 11-12 (1)

Prerequisite: B or better in Algebra 2

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

Honors Precalculus

Grade 11-12 (1)

Prerequisite: B or better in Honors Algebra 2

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

Advanced Topics in Mathematics

Grade 11-12 (.5)

Prerequisite: Algebra 2 and teacher recommendation

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

Linear Algebra

Grade 11-12 (.5)

Prerequisite: Precalculus or teacher recommendation

Linear Algebra is a college-preparatory course in discrete mathematics. The course begins with a brief introduction to set theory and set notation. From there, the majority of the course will focus on topics from linear algebra and matrix relationships. This will include solving linear systems, partial fractions, the study of the determinants, linear programming, linear transformations, vector spaces and eigenvectors. As time permits, connections between matrices and graph theory will be explored.

Probability, Statistics and

Trigonometry

Grade 12 (1)

Prerequisite: Successful completion of Algebra 2 and teacher recommendation

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

Calculus

Grade 12 (1)

Prerequisite: B or better in Honors Precalculus, or B or better in Precalculus and teacher recommendation

This course is designed for students who wish to study the fundamentals of Calculus without the intent of taking the AP Calculus test. The material will be presented using visual, numerical, algebraic, and verbal methods, and includes limits, continuity, differentiation, curve-sketching and applications of differentiation. This course is concerned with developing the students understanding of the concepts of Calculus, and how, why and when to use them. Students will improve their problem-solving skills through discussions of various methods of solving and practice.

AP Calculus

Grade 12 (1)

Prerequisite: B or better in Honors Precalculus and teacher recommendation

This college-level course provides concrete strategies that help students understand and master Calculus using numerical, visual (using computer or graphing calculator), algebraic and verbal interpretations. Topics including limits, continuity, differentiation, applications of differentiation, curve sketching, indefinite integrals, definite integrals, techniques of integration, applications of integration to real life problems. The AP portion of this course is concerned with developing the student's understanding of the concepts of Calculus and providing experience with the methods and applications of those concepts. Students enrolled in Honors Calculus must also enroll in AP Calculus Quarter 3, attend the AP review sessions, and must sit for the AP Exam in May. A student whose grade at the completion of the Honors portion is a C- or below may only continue in the AP course with the permission of the instructor.

Physical Education/Health

During the ninth and tenth grade year, students will earn .5 credit. Physical Education uniforms are required for Grades 9-10 and must be purchased through the online Spirit Store.

Physical and Emotional Wellness

Grade 9 (.5)

The focus of this course will be learning the key concepts necessary to achieve overall physical wellness, for students to be able to make wise and healthy choices, to stay healthy for a lifetime. Students will learn the importance of and balance of physical activity, nutrition and mental well-being in their own lives to keep their bodies in top condition. Students will also learn the skills necessary to effectively communicate and make decisions. They will be given opportunities to work cooperatively in a variety of situations, including many team sports. They will also learn about mental illnesses, including awareness and treatment options.

Social and Intellectual Wellness

Grade 10 (.5)

There will be a focus in this course on building and maintaining healthy relationships. Additionally, students will have the opportunity to engage in both individual and team sports, in a variety of different situations. Competition and strategy will be used and discussed to solve problems and figure out how to be successful and reaching one's potential. Students will learn about alcohol and other drugs and the role these substances can play in their lives. Students will also be taught and certified in First Aid and CPR during this course. Students will be taught information on sex education, including important information that is necessary for them to make wise and healthy choices.

Fitness for Life

Grade 11-12 (.5)

This semester-long course is designed for students who have a desire to engage in a variety of high-intensity fitness activities they can participate in for a lifetime. Activities may include, but are not limited to, circuit training, tabata training, cardiorespiratory endurance training, strength training, boot camp, plyometrics, and stretching. Students will be required to develop and implement a class workout and/or participate in regular training plan to participate in a 10K/half-marathon run. The student will also gain an understanding of basic exercise physiology principles and basic anatomy.

Public Speaking

Forensics

Grades 9-12 (.5)

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

Speech

Grade 9-12 (.5)

This one-semester elective course is designed for those interested in developing their skills in public speaking and presentations. Students will learn about appropriate vocal expression, physical language, and physical stature that apply to various speech forms. The course will benefit students in college and in their careers and fulfills the public speaking graduation requirement. *This course may be repeated*

Theatre Arts Workshop

Grades 9-12 (.5)

Through theatre studies, morals, sensitivity and global culture are emphasized. Critical thinking is developed through the analysis of text, theatre as a commentary on social issues, discipline and cooperation. All aspects of theatre are explored to give the students an appreciation for the total production. Technical as well as performance skills will be taught. Literary analysis, lighting, scene design, make-up, production, directing as well as acting will be part of the class focus. Students will work toward a final goal of some type of production at the end of the quarter. *This course may be repeated.*

Science

Intro to Robotics & Engineering

Grade 9 (.5)

This introductory robotics and engineering course will help students gain the fundamental understanding of the systems that make up robots and methods for solving engineering design problems. Students will take on the role of project manager/problem-solver as they work in multiple disciplinary teams to build and program robots for different tasks. Major course topics include fundamentals of ROBOTC programming, movement, radio controls and using sensors.

Biology

Grade 9 (1)

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

Honors Biology

Grade 9 (1)

Prerequisite: Teacher recommendation and math placement

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

Chemistry

Grade 10-11 (1)

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

Honors Chemistry

Grade 10 (1)

Prerequisite: Math and Science teacher recommendation

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

Advanced Chemistry

Grade 11-12 (1)

Prerequisite: Honors Chemistry

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

Physics

Grade 11-12 (1)

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

This course is designed to give students a thorough understanding of the basic concepts of physics. In every unit, students will first experience and measure physical phenomenon, analyze and discuss their data using verbal, visual, numerical and analytical representations to create a scientific model, and then extend their conclusions to a new setting where refinement of the model may be necessary. Topics of study will be mechanics, energy and work.

Honors Physics

Grade 11-12 (1)

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

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

Intermediate Robotics & Engineering

Grade 10-12 (1)

Prerequisite: Introduction to Robotics and teacher recommendation

This course is an in-depth study of the systems that make up robots and methods for solving engineering design problems. 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.

Advanced Biology - Life's Mechanisms

Grade 11-12 (1)

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

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

Anatomy & Physiology

Grade 11-12 (1)

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

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

Biochemistry

Grade 11-12 (.5)

Prerequisite: B or higher in Honors Chemistry

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

Forensic Science

Grade 11-12 (.5)

Prerequisite: Successful completion of Biology and Chemistry

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

will learn about careers involved in Forensic Science and will play mock roles as experts in the field to solve crimes. Students will be given the tools to interpret data in both chemical and biological analysis. This course is rich in lab investigation and exploration which applies to many disciplines of scientific study such as, biology/ anatomy, chemistry and physics.

Genetics

Grade 10-12 (.5)

Prerequisite: Biology

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

Social Studies

History 9 – Western Humanities

Grade 9 (1)

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

History 10 – World Humanities

Grade 10 (1)

This course focuses on the primary issues that have created our cultural and societal structures within a framework for global understanding. It is a survey of non-Western

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

United States History

Grade 11 (1)

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

AP United States History

Grade 11 (1)

Prerequisite: Permission of the Social Studies Department

This class will cover all the material in U.S. History up to the present; however, the pace will be faster and the expectations will be increased for critical thinking, analysis and interpretation of data as well as use of primary and secondary resources. Extensive reading each night will be required, and research and analytical writing skills will be utilized. The AP portion of this course will focus on the skills necessary for the AP U.S. History test including multiple choice

questions, document-based essays, and essay writing skills. Students enrolled in Honors U.S. History must also enroll in AP U.S. History Quarter 3, attend the AP review sessions, and must sit for the AP Exam in May.

Honors European History

Grade 11-12 (1)

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

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

United States Government

Grade 11-12 (.5)

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

Economics

Grade 11-12 (.5)

This course fulfills the state economics requirement. Emphasis is on the ways in which economics affects the lives of individuals and how individuals, through their economic choices, shape their world. Focus areas will include scarcity & choice, opportunity cost, macro and microeconomics, the role of government, international growth and stability. The second part of the course will encourage students to consider their academic, financial and personal goals for the future including: college, career choices and living conditions. Personal finance and budgeting topics will include taxes, buying and maintaining a car, a home, and a lifestyle.

Film Studies

Grade 11-12 (.5)

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

The History of Knowledge

Grade 10-12 (.5)

This course is designed to give students a survey of the great philosophical thinkers, starting with ancient Greece and moving forward, and how they each answered such questions as: How do we know and understand things? What is the importance of knowledge? What is the difference between knowledge and belief? It will also give students a strong foundation in critical and creative thinking, argument construction, and a more solid understanding of the constructs that shape a person's world view, including those with whom they may not agree. Students will also engage in open-minded discussion and debate as they tackle, head-on, some of the greatest philosophical ideas in human history.

Intro to Neuropsychology

Grade 10-12 (.5)

Prerequisite: Biology and Chemistry

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

- The role of neuropsychology in the interdisciplinary study and treatment of clinical disorders of higher cognitive function

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

Psychology

Grade 11-12 (1)

Prerequisite: Permission of the Social Studies department

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

Technology

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

Digital Literacy

Grade 9-12 (.5)

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

- Creativity and innovation
- Communication and collaboration
- Research and information fluency
- Critical thinking, problem solving and decision making
- Digital citizenship
- Technology operations and concepts

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

App Programming

Grade 10-12 (.5)

Prerequisite: Digital Literacy

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

Graphics

Grade 10-12 (.5)

Prerequisite: Digital Literacy

This course guides students through the basic and advanced techniques of using Adobe Photoshop to create and enhance a wide variety of photographs and images. The course includes both tutorials and projects. The tutorials are online and based on real-world examples. The projects help students apply skills learned from these tutorials.

Illustrations

Grade 10-12 (.5)

Prerequisite: Digital Literacy

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

Computer Support

Grade 10-12 (.5)

Prerequisite: Digital Literacy and teacher recommendation

Students will be trained to troubleshoot and repair computer equipment including laptop computers. They will serve as technology support personnel for students and faculty members with computer issues. Projects will be assigned related to technology needs of the school. This course is awarded pass/fail credit but does not exclude any students from receiving academic honors.

Film, Media & Communications

Grade 10-12 (.5)

Prerequisite: Digital Literacy

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

Web Design

Grade 10-12 (.5)

Prerequisite: Digital Literacy

In this course, students will learn how to create content and construct pages for the Internet. Besides learning how to develop pages technically, students will also learn design skills to increase the effectiveness of work. Students will learn to consider navigation, interactivity, and other aspects of web publishing. The course is based on a series of projects that will develop skills and culminate in a final project. Class time will be used for topic introduction, hands-on lessons, critiques and website production. Students will also be introduced to two additional pieces of the Adobe Creative Cloud Software - Illustrator and Photoshop.

Yearbook

Grades 10-12 (.5)

Prerequisite: Digital Literacy

DEADLINES! Deadlines may seem stressful, but deadlines can be very beneficial in helping students learn skills that they will use throughout high school, college and beyond. Time management, decision making,

prioritizing and the responsibility of following through on tasks when others are depending on you are just some of the skills that students will focus on when working on the yearbook staff. Students will also have the opportunity to use many of their talents by taking photographs, writing creative descriptions of events, using Adobe Photoshop, creating page layouts, choosing themes, etc.

Advanced Graphic Design

Grade 11-12 (.5)

Prerequisite: Digital Literacy and either Computer Graphics or Computer Illustrations

In this class, students will continue the quest to increase their knowledge of graphic design principles, creative typography, page layout, and digital image manipulation. This will be done through the completion of both print and multimedia-based assignments.

Projects may include, but are not limited to, the creation of logos, posters, ads, magazine spreads, information graphics, book covers and more. We will be using Adobe InDesign, Photoshop and Illustrator.

Advanced Computer Science

Principles

Grade 10-12 (1)

Prerequisite: Digital Literacy, Introduction to Robotics, Algebra 1

This course gives students the opportunity to be creative with technology. The class offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of abstractions, algorithms, programming, the internet, cybersecurity, and much more! This course will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden the participation in computer science.

The course will focus on the innovative aspects of computing as well as the computational thinking practices that help students see how computing is

relevant to many areas of their lives. Materials have been developed to appeal to a broad range of interest and ability for this course.

Theology

Elements of Faith

Grade 9 (.5)

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

Jesus’ Teachings - Moral Living I

Grade 10 (.5)

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

Jesus’ Teachings - Moral Living II

Grade 10 (.5)

This class will pick up where Jesus’ Teachings and Moral Living I left off. We will add the focus of morality in Acts of the Apostles and New Testament Letters. As we do this, we will further our discussions adding “choosing life” issues, women in spiritual leadership, family values, and healthy living.

Christian Social Justice

Grade 11 (1)

This course will cover a wide range of social issues on the local, national and international levels. We will learn and apply vision in the four justices,

become aware of implicit bias, study systematic racism and genocide, and explore injustices suffered by the marginalized. 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 research the resources and organizations that are committed to justice in the world.

Spiritual Crossroads

Grade 12 (.5)

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

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

World Language

French 1

Grade 9-12 (1)

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

French 2

Grade 9-12 (1)

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

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

French 3

Grade 10-12 (1)

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

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

French 4

Grade 10-12 (1)

Prerequisite: B or better in French 3 and teacher recommendation

In French 4, an integrated training of the four communicative skills and a review of grammatical structures helps the students to strengthen their language skills. The students are exposed to more extensive reading and advanced grammar. In French 4 we use

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

French 5

Grade 12 (1)

Prerequisite: B or better in French 4 and teacher recommendation

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

Spanish 1

Grade 9-12 (1)

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

Spanish 2

Grade 9-12 (1)

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

Spanish 3

Grade 10-12 (1)

Prerequisite: B or better in Spanish 2 and teacher recommendation

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

Spanish 4

Grade 11-12 (1)

Prerequisite: B or better in Spanish 3 and teacher recommendation

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

Spanish 5

Grade 12 (1)

Prerequisite: B or better in Spanish 4 and teacher recommendation

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

Latin 1

Grades 9-10 (1)

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

Latin 2

Grade 9-11 (1)

Prerequisite: Latin 1

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

Latin 3

Grade 10-12 (1)

Prerequisite: Latin 2

Students will finish their study of Latin grammar, including the subjunctive mood, and will continue their study of culture and history through primary sources. The students will read selections from Caesar, the Vulgate, Catullus, and medieval authors, in order to solidify their grammar and translations skills.

Latin 4

Grade 11-12 (1)

Prerequisite: Latin 3

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

Online (SophieConnect)

These courses are planned and taught by educators throughout the Network of Sacred Heart Schools. The coursework is subject to their requirements. You may only sign up for one (1) credit total. If you sign up for two half credit (0.5) courses, they must be in alternating terms. The tuition for a full credit course is \$600. For a half credit fall course, the tuition is \$400. If the same student registers for a half credit spring course, the tuition is \$200.

AP Comparative Government & Politics

Grade 11-12 (1)

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

AP Computer Science A

Grade 11-12 (1)

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

AP Human Geography

Grade 11-12 (1)

The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

By the end of the course, students should have a more geoliterate view, be more engaged in contemporary global issues, and achieve more multicultural viewpoints. In addition, they will have developed skills in approaching problems geographically, using maps and geospatial technologies, thinking critically about texts and graphic images, interpreting cultural landscapes, and applying geographic concepts such as scale, region, diffusion, interdependence, and spatial interaction, among others. Students should see geography as a discipline relevant to the world in which they live; as a source of ideas for identifying, clarifying, and solving problems at various scales; and as a key component of building global citizenship and environmental stewardship. Students will be prepared to take the Advanced Placement Exam in May.

AP Macroeconomics

Grade 11-12 (1)

Prerequisite: Economics

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. Students will be prepared to take the Advanced Placement exam in May.

AP Microeconomics

Grade 11-12 (1)

Prerequisite: Economics

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 exam in May.

AP Psychology

Grade 11-12 (1)

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology.

Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method,

analyze bias, evaluate claims and evidence, and effectively communicate ideas. Students will be prepared to take the Advanced Placement Psychology exam in May.

AP Statistics

Grade 11-12 (1)

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students use technology, investigations, problem solving, and writing as they build conceptual understanding of the four themes of the course (exploring data, sampling and experimentation, anticipating patterns and statistical inference). Students will be prepared to take the Advanced Placement Statistics exam in May.

Biblical Hebrew

Grade 11-12 (1)

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

Financial Literacy

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

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

Marine Science

Grade 11-12 (.5) *spring*

Marine Science introduces students to

oceanography through a review of earth science concepts, an investigation of physical and chemical ocean systems, the exploration of marine organisms and ecology, and the role of climate change in both marine and global systems. Students read and dissect scientific literature; integrate their knowledge of marine ecological systems into practical applications of science; and bridge connections between science, society and political interests. Perhaps most importantly, students foster critical thinking skills and a keen understanding of the scientific process necessary to become well-informed and scientifically aware citizens, whether students' futures directly involve marine science or not. Students learn through virtual and at-home laboratory exercises, scientific literature analysis, reading and video assignments, and research using online journals and current oceanographic data. This work is largely collaborative as students engage with the teacher and with their classmates on projects and labs. There is a significant emphasis on the application of creativity and innovation in dealing with environmental challenges.

Nutrition and Wellness

Grade 11-12 (.5) *fall*

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).

Honors Seminar: Women's History in the United States**

Grade 11-12 (.5)

This semester-long course is designed to introduce students to the history of the women's movement and women in religious life in the United States and abroad. This interdisciplinary course will cover detailed historical and theological information about life for women in America since the 18th century. Special emphasis will be placed on primary sources and original interviews through an oral history research paper.

*** This course counts as a Social Studies credit. At the discretion of the Director of the Upper School, it may be used as a Theology credit*

Experiential Learning Programs

FRESHMAN SEMINAR

Freshman Seminar is a unique experience in which students have the opportunity to serve, develop their academic and social emotional skills, as well as experience culture by exploring places in their local community. Each week students work toward the goal of Paying It Forward. Students are encouraged to share their gifts with each other and as they engage in each opportunity to learn and understand different perspectives in their community and the world.

PRAYER, RETREAT, LITURGY

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

PROJECT TERM

Since 1974, the Academy of the Sacred Heart has provided a unique opportunity for students and faculty to learn together in a focused and intensive unit of study. This program is called “Project Term”. Project Term provides the means in which students and faculty plan and implement programs that allow for hands-on learning in a variety of fields of study. The programs created respond to student interest while emphasizing personal growth, growth in faith, development of intellect, social awareness, and the building of community. After more than 40 years of Project Term, we believe that it is one of our finest programs, providing the members of our school community the opportunity to integrate the goals

of Sacred Heart education. We know from our graduates and our faculty that Project Term can change attitudes, build bridges of communication and open new doors. It is a rare opportunity for learning, adventure and fun.

SOCIAL ACTION

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

STUDENT CLUBS

Student Clubs empower students to take action and responsibility for building a stronger community. Club activities are student generated and supported by a faculty moderator.

STUDENT COUNCIL

The Student Council is comprised of a president, vice president, and student representative for each class. The leadership application process is articulated to students annually in the spring. Student leaders must accept responsibility for decisions made; participate in the completion of projects; and work to create a positive atmosphere in the school. Leadership is both a tremendous challenge and a great opportunity for personal growth.

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.

SPECIAL EVENTS IN THE UPPER SCHOOL

- Ring Ceremony
- Athletic Awards Ceremony
- Senior Art Show
- National Honor Society Induction Ceremony
- Head of School Luncheon for Graduates
- Co-ed Social Events
- Candlelight Ball
- All-School Liturgies
- Project Term
- Focus: HOPE - Monthly food delivery with U of D Jesuit
- Class Retreats
- Semi-Formal Christmas Dance
- Night Out with Dad Dinner Dance
- Black History month activities
- Friendsgiving meal

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. All athletes must maintain a 2.5 GPA or will be benched from practice or games for the remainder of the quarter. Grade checks are conducted every two (2) weeks. Each student will have the opportunity to apply skills in situations commensurate with her skill level.

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

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

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

Club Sports: A Club sport is initiated by a student survey of interest, under the direction of the Athletic Department and school administration. Club programs are financially supported by the athletes with Athletic Department supervision. A Club program must exist for a minimum of two (2) years, with four (4) or more participants, before it may apply for Varsity status.

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

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

SPORTS OFFERED	
Fall	Cross Country*
	Field Hockey*
	Golf*
	Volleyball*
Winter	Basketball*
	Hockey*^
	Pom Pon/Dance*
Spring	Lacrosse*
	Soccer*^
	Tennis*
* Participates in the Catholic High School League (CHSL)	
^ Cooperative Program	

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

ATHLETIC AWARDS	
700 points	Block Letter “ASH”
1200 points	Gazelle Patch
1800 points	Honor Athlete Patch
2500 points	“2500” Patch
3300 points	Star Patch
5500 points	Hexagon Patch

PERFORMING ARTS PROGRAM

Forensics

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

Theatre

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

Point System

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

Young Americans

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

Model United Nations

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

The culmination of their efforts can be the simulation hosted by the University of Notre Dame in January. Over 2,000 students from all over the United States gather for the four-day simulation.

College and Career Guidance

College planning and counseling in the Upper School begins during freshman year and is incrementally and appropriately continued throughout their high school career. All students, regardless of academic level, are encouraged to develop sound study and learning habits with an eye toward their future candidacy to competitive colleges. Testing programs, opportunities to meet with college representatives, and personal college counseling, are made available to the entire school Upper School population.

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

COURSE SELECTION

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

GRADE POINT AVERAGE (GPA)

In the review of an applicant's academic credentials, colleges and universities may consider the college entrance exam scores, the quality of the applicant's course selection and her GPA.

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

CAREER GUIDANCE

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

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

Testing

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

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

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

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