



SACRED HEART  
ACADEMY  
— BRYN MAWR —

**Upper School Course Offerings  
2018-2019**

Sacred Heart Academy  
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Bryn Mawr, Pennsylvania, 19010

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[www.SHAbrynmaur.org](http://www.SHAbrynmaur.org)

### **Sacred Heart Academy Goals**

*As a member of the Network of Sacred Heart Schools,  
Sacred Heart Academy, Bryn Mawr,  
commits itself to educate to:*

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

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# Graduation Requirements

**English (4 years):** Must include Literary Genres, British Literature, and American Literature.

**Theology (4 years):** Must complete four years of theology courses.

**Social Studies (3 years):** Must include World History, European History, and American History.

**Science (3 years):** Must include Biology, Chemistry, and Physics.

**Mathematics (3 years):** Must include Algebra I, Algebra II, and a geometry course.

**World Languages (3 years):** Must progress to the third year of a language AND complete three years of a world language.

**Arts (2 semesters):** Must include Visual Arts I and Visual Arts II.

**Instructional Technology (1 quarter):** Must include Intro to Computer Science and Coding

**Physical Activity:** Must participate in a minimum of either four seasons of a school sport, four semesters of an outside physical activity, or four semesters of P.E.

**Electives (2 semesters):** Must complete two semester electives in addition to other distribution requirements.

\*All courses which Sacred Heart Academy anticipates offering for the 2018-2019 academic year are included in this guide. However, courses that do not have sufficient enrollment will not be offered. Enrollment in elective courses is not guaranteed.



# English Department

## Literary Genres

The goal of the ninth-grade literary genres course is to introduce students to an array of literary genres in order to sharpen their skills at analyzing literature. Students study both fiction and nonfiction works in order to improve their familiarity with the traditions of literary writing. They learn to identify genres as well as the elements specific to each genre. At the culmination of the course, students recognize the importance of their past, how it provides the framework to their present and shapes their future. Throughout the course, students develop an understanding and appreciation for the writing process. Students explore arguments in order to support claims, using valid reasoning and relevant and sufficient evidence. Students conduct research projects to answer a question or solve a problem by gathering information from various sources, with careful assessment of the reliability of each source. Texts include *The Odyssey*, *Antigone*, *The Canterbury Tales* and *Romeo and Juliet*.

## Honors Literary Genres

The goal of the ninth-grade literary genres course is to introduce students to an array of literary genres in order to sharpen their skills at analyzing literature. Students study both fiction and nonfiction works in order to improve their familiarity with the traditions of literary writing. They learn to identify genres as well as the elements specific to each genre. At the culmination of the course, students recognize the importance of their past, how it provides the framework to their present and shapes their future. Throughout the course, students develop an understanding and appreciation for the writing process. Students explore arguments in order to support claims, using valid reasoning and relevant and sufficient evidence. Students conduct research projects to answer a question or solve a problem by gathering information from various sources, with careful assessment of the reliability of each source.

In the honors level course, students are expected to show interest, ability and motivation in order to meet the challenges of the coursework. In Honors Literary Genres, the content provides enrichment not acceleration. Classroom activities and assessments require students to take greater responsibility for their work. The course provides an environment conducive to written expression, discussions and oral presentations. Students are encouraged to evaluate issues, generate and defend arguments and manufacture ideas. The teacher expects an honors level student to produce creative and complex critical thinking skills. Entrance into this course requires department approval. Texts include *The Odyssey*, *Antigone*, *The Canterbury Tales* and *Romeo and Juliet*.

## **British Literature**

Students in this course study British Literature beginning in the Renaissance period (1500s) and moving through to the early twentieth century. Since the novel was not fully developed or popular until the nineteenth century, the class begins by studying primarily poetry and plays and then moves into the novel as well as short stories. In addition, students engage in diverse writing assignments that allow them to explore ideas and improve writing skills. Writing remains an integral part of the curriculum, as this is a vital skill for all individuals no matter what they decide to do in life. Discussion also serves as an important part of the class, with an emphasis on captivating conversations that help students to articulate their ideas clearly and effectively. Texts include *A Midsummer Night's Dream*, *A Tale of Two Cities*, *Frankenstein* and *Pride and Prejudice*.

## **Honors British Literature**

Students in this course study British Literature beginning in the Renaissance period (1500s) and moving through to the early twentieth century. Since the novel was not fully developed or popular until the nineteenth century, the class begins by studying primarily poetry and plays and then moves into the novel as well as short stories. In addition, students engage in diverse writing assignments that allow them to explore ideas and improve writing skills. Writing remains an integral part of the curriculum, as this is a vital skill for all individuals no matter what they decide to do in life. Discussion also serves as an important part of the class, with an emphasis on captivating conversations that help students to articulate their ideas clearly and effectively.

In the honors level course, students are expected to show interest, ability and motivation in order to meet the challenges of the coursework. In Honors British Literature, the content provides enrichment not acceleration. Classroom activities and assessments require students to take greater responsibility for their work. The teacher expects an honors level student to produce creative and complex critical thinking skills. Entrance into this course requires department approval. Texts include *Twelfth Night*, *A Tale of Two Cities*, *Pride and Prejudice* and *The Importance of Being Earnest*.

## **American Literature**

American Literature is a survey course that explores our country's literary past through the lens of history. The required readings cover numerous movements including Romanticism, Transcendentalism, Realism and Modernism and Postmodernism, and students discuss how these movements, which affect both literature and art, were influenced by historical change. Texts could include *The Scarlet Letter*, *The Narrative of the Life of Frederick Douglass*, *The Great Gatsby*, the poetry of Emily Dickinson, various short stories by women and *The Color Purple*. In addition, a heavy emphasis is placed on the process of writing. Students draft, revise and complete many types of papers for various audiences over the course of the year, including the college essay. One major project is a jointly-assigned, history-English research paper. This

assignment is intended to help students become independent in crafting a thesis, researching an argument, synthesizing information and documenting resources in a well-written and engaging paper.

## **AP English Language and Composition**

AP Language/Honors American Literature is a survey course that explores our country's literary past through the lens of history. The required readings cover numerous movements including Romanticism, Transcendentalism, Realism and Modernism and Postmodernism, and students discuss how these movements, which affect both literature and art, were influenced by historical change. Texts could include *The Scarlet Letter*, *The Narrative of the Life of Frederick Douglass*, *The Great Gatsby*, the poetry of Emily Dickinson, various short stories by women and *The Color Purple*. The honors section of this course requires a more advanced reading, discussion and analysis of these texts, sometimes involving the application of literary theory. As in the College Prep section, a heavy emphasis is placed on the process of writing. Students will draft, revise and complete many types of papers for various audiences over the course of the year, including the college essay. One major project is a jointly assigned, history-English research paper. This assignment is intended to help students become independent in crafting a thesis, researching an argument, synthesizing information and documenting resources in a well-written and engaging paper. In addition, the honors section of this class has been approved by the College Board as an AP Language course. Students will learn to identify and utilize various rhetorical devices. Special attention is focused on the art of argumentation and the process and craft of writing. AP Language works especially well in conjunction with American Literature as it offers many excellent examples of advanced rhetoric.

## **AP English Literature and Composition**

AP English Literature and Composition is a unique course because it is the culmination of the high school English experience. Students come to the course already prepared with many of the skills they need to be successful on the test. Over the course of the year, we read in a variety of genres from a variety of time periods. The first semester explores literature of the early 20<sup>th</sup> century including dystopian fiction, poetry of World Wars I and II and the literature of the Holocaust. Second semester expands globally and could include *Balzac and the Little Chinese Seamstress* (China), *Like Water for Chocolate* (Mexico) and *Purple Hibiscus* (Nigeria). In addition, students complete a variety of papers that require them to write for different audiences and for different purposes, while at the same time using effective and engaging rhetoric. The revision process is also a key piece of the writing curriculum. This course fosters a love of literature and prepares students to be critical thinkers and effective communicators in college and beyond.

## **Criminal Fiction (semester)**

This course will explore criminal fiction as it has developed as a formula since the nineteenth century. We will study the ideological underpinnings of the detective narrative, how the

detective figure has shifted over time from a single professional investigator to a team of experts, and the formal requirements of the genre. The course will explore the following questions: What social function do detective narratives serve? What role has true crime and the documentary instinct played in detective narratives? What do these narratives suggest about the rule of law? We will read fiction by Nancy Drew, Edgar Allen Poe, Agatha Christie and discuss contemporary popular iterations such as *Law and Order: SVU* and the 2016 Amanda Knox documentary. In addition to readings and discussions, students will complete a variety of papers and reflections that require them to write for different audiences and purposes.

## **Dystopian Literature (semester)**

The focus of this course will be on the different definitions of dystopia as explored by authors of novels from a variety of time periods. We will analyze how these governments, both modern and futuristic, impact individual creativity, population, and progressive thinking. There will be comparisons and contrasts made, and we will debate and discuss the ramifications of the choices depicted as it relates to our society and government today. Novels such as *1984*, *Handmaid's Tale*, *Brave New World*, *A Clockwork Orange* are a few examples of the kinds of books we may read. There will be a strong emphasis on class discussion as well as reflective writing.

## **Literature and Film (semester)**

This course is for those interested in learning more about how the written word is translated to the screen. What aspects of the novel are intrinsic to its themes and must be included in the movie? How does a director choose which parts to keep and which parts to edit? Why does the director choose to portray a character in one way, when the author chose a completely different way? We will read and analyze characters, plots and themes and then see how they are developed in the movie version. We will choose both modern and classic novels and compare and contrast the impact both genres have on the audience.

## **Journalism (semester)**

This course will equip students with an understanding of the principles and practices of journalism. It will offer students an introduction to the profession of journalism as a whole. Students will be introduced to the historical importance of print and online journalism in America. Throughout this course, we will read works from journalists from a variety of genres to gain insight into how they gathered and reported news and information. We will discuss, examine and practice responsible reporting and journalistic writing techniques as we read, respond to, and write our own news and feature articles. This course will contain strong writing and discussion components. Students will investigate, research, interview, write and edit stories for multiple media platforms as well as engage in ongoing collaborative discussions.

## **Creative Writing (semester)**

Creative Writing offers students an opportunity to write in various forms including personal narrative, short story, poetry and playwriting. The course is intended to allow students to experiment and to develop their own strengths and voices in a variety of writing styles. A significant amount of class time is devoted to group workshop in which students share work and offer and receive constructive feedback in a helpful and encouraging atmosphere. The semester-end portfolio project gives each student the freedom to write in the form she feels best showcases her talents.

## **Modern Short Story (semester)**

There is an abundance of material available for us to explore this genre. Authors such as Tim O'Brien, John Updike, Jhumpa Lahiri will be studied and analyzed. What is it about this form of literature that is so unique? Short stories can be so powerful, even in a few pages. Why? We will follow the development of characters, plot and themes in a variety of stories. We will look for similarities and differences in the distinct styles of certain authors and then we can look for patterns and templates in short stories that make them successful or not. There will be public speaking components as well as writing assessments throughout this semester course.

# **Social Studies Department**

## **World History**

The World History course begins with the emergence of human civilization in Mesopotamia and traces its development through the Middle Ages. The study of the past exposes students to the central themes of society, such as government, culture and religion. Through an intensive exploration of the Greco-Roman world, students become firmly rooted in the classical foundations of Western Civilization. The investigation of the development of the Arab World and the Middle Ages of Europe allows students to analyze roots of problems that may still exist in the world today. Throughout the course, the importance of writing and research skills is emphasized, as students learn to formulate their own questions and arguments about the past. The use of primary sources and geography is an essential element of the course. By the conclusion of the course, students should be able to make their own judgments about historical evidence and realize history is not just memorization, but an analysis and interpretation of past events.

## **Honors World History**

The World History course begins with the emergence of human civilization in Mesopotamia and traces its development through the Middle Ages. The study of the past exposes students to the central themes of society, such as government, culture and religion. Through an intensive exploration of the Greco-Roman world, students become firmly rooted in the classical foundations of Western Civilization. The investigation of the development of the Arab World and the Middle Ages of Europe allows students to analyze roots of problems that may still exist in the world today. Throughout the course, the importance of writing and research skills is emphasized, as students learn to formulate their own questions and arguments about the past. The use of primary sources and geography is an essential element of the course. By the conclusion of the course, students should be able to make their own judgments about historical evidence and realize history is not just memorization, but an analysis and interpretation of past events.

In the honors level course, students are expected to show interest, ability and motivation in order to meet the challenges of the coursework. In Honors World History, the content provides enrichment not acceleration. Classroom activities and assessments require students to take greater responsibility for their work. The course provides the opportunity for in-depth analysis of primary and secondary sources. Attention is given to understanding one event from multiple viewpoints to make a valid historical argument. Students are encouraged to become independent thinkers and writers throughout the course.

## **European History**

This course will explore the history of Europe from the Renaissance to the present time period. We will explore politics, social changes, religion, economics and inventions, art and architecture, and the impact of influential individuals and groups. We will see how Europeans interacted with each other and the rest of the world. Finally, we will examine the ways in which history can be subjective by exploring different viewpoints. Through the exploration of geography, economics, war, technology, and social themes, we will note how nations are able to both keep tradition and embrace change. Students will learn how to: develop their own ideas and opinions on different historical topics and support these ideas by providing evidence, improve their reading, writing, and questioning skills, clearly express themselves both in class and in their writing, work together in groups to effectively communicate and argument and become effective problem solvers. Some topics covered include: Renaissance, The Reformation, Enlightenment, The French Revolution, Industrial Revolution, new political ideas, the World Wars and the rise of dictators.

## **AP European History**

This class reflects a college-level survey course to help prepare students for the Advanced Placement exam that is administered nationwide each May by the College Board. It will help students to strengthen their skills in reading, writing, and analysis and prepare them for the work they will encounter in college and elsewhere. This course explores the history of Europe from the late Middle Ages to the present. Students will examine geography, political and social systems, religion, economics and technology, art and literature, and the important growing theme of global interaction. We will see how Europeans interacted with each other and the rest of the world. Much of our focus will be on Spain, England, France, Germany, and Russia. Additionally, we will look at the many “isms” including: Nationalism, Liberalism, Socialism, Industrialism, Capitalism, Anarchism, Marxism, Conservatism, Absolutism, and others. Lacking a solid foundation in European history, students would lack the context for understanding the development of contemporary institutions and the role of continuity and change in present-day society and politics.

## **American History**

In American history, students will explore the people, ideas, movements, and events that have helped shape American culture. Through politics, economics, technology, war, civil rights, and other themes, we will see how American culture has evolved while maintaining tradition and embracing change. Additionally, we will examine popular culture through music, film, fashion, and counterculture trends, which frequently reflect culture in fresh and insightful ways. To extend students' frame of reference beyond a national context, local and global connections to U.S. events and phenomena are integrated appropriately throughout the course. Students are expected to develop their own ideas and opinions on different historical topics and provide support for their ideas, clearly and persuasively express themselves in oral and written form, and

develop problem solving, research, and reading and writing skills. Finally, students will work with primary and secondary sources to support opinions and develop positions, learn to access the significance or overall importance of an action, and view historical events and situations in ways that are fair and accurate to all cultural groups affected.

## **AP United States History**

AP U.S. History is a survey course covering American history from the Pre-Columbian period to the present. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, and historiography. The class is taught in accordance with the revised *AP U.S. History Curriculum Framework* and is designed to prepare students for the AP U.S. History Exam in May. New emphasis has been added to understanding and applying historical thinking skills. Students will identify different schools of historiography and the historians associated with each. “Reading like a Historian” lessons “What is History?” and “Historical Thinking Skills”— contextualization, evaluating sources, corroboration. The revised AP format is broken into seven broad themes: (1) Belief Systems; (2) America in the World; (3) Geography and Environment; (4) Peopling; (5) Identity; (6) Politics and Power; and (7) Economics— Exchange, Work, and Technology.

## **Totalitarian Governments (Fall Semester)**

This course will explore the history of two cases of totalitarian governments and competing ideas of what society should look like and how it should function. To have a basis of comparison we will start with some fundamental principles of democracy and the foundation of democracy here in the United States. We will study how totalitarian governments evolved and the ways in which they are a product of the times, both socially and economically. In order to do this, we will explore political systems, economics, the importance of individuals in history, nationalism. We will also look at the ways in which different governments interact with each other and the effects that these interactions have on the individuals within a country.

## **United States Government (Fall Semester)**

In an age where civic knowledge and involvement is declining, this course will focus on the historical foundation of American democracy as well as the current political system including: political institutions, political parties, the electoral process, and citizen participation in government. Students will engage in debates and projects dealing with our current political system. It is hoped that at the conclusion of this course one will leave not only with a better understanding of the world in which we live but also an appreciation for the opportunities afforded thanks to our political system.

## **Post-Colonial Governments (Spring Semester)**

This course will look at the various challenges and outcomes countries face as they gain their independence. Focusing on examples in Latin America, Africa, and India will give students multiple opportunities to compare circumstances about outcomes facing countries as they revolted against their colonial masters and fought for self-determination. We will look not only at important individuals in the movements but also how interactions with other countries shaped the future of these newly independent nation states. A particular emphasis will be placed on comparison between the various circumstances of each of the examples studied.

## **Comparative World Government (Spring Semester)**

**\* United States Government is a prerequisite for this course.**

This semester will build on our first semester study of the US government. We will look at three different examples of democracies around the world: The United Kingdom (the world's oldest democracy) and Mexico and Russia (transitioning democracies). In addition, we will look at a successful model of a non-democratic nation in China. As in our study of the US, particular emphasis will be placed on political institutions, parties, elections, as well as the factors which influence policy making in these nations. These countries provide an excellent opportunity to note both similarities and differences amongst political systems in the modern world.

## **AP Comparative Government**

This course will introduce students to the study of comparative government, and the theoretical framework necessary to compare political systems throughout the world, including power, political institutions, and the role of the citizen, economic change, and public policies. In order to better understand these theoretical concepts, we will do in-depth country studies to illustrate major themes and ideas. The 6 countries this course will focus on are Great Britain, Russia, China, Iran, Nigeria, and Mexico. Each unit will have the students researching current events, political parties, and major public policy issues of the countries studied. These countries provide an excellent opportunity to note both similarities and differences amongst political systems in the modern world. It is hoped that at the conclusion of this course you will leave not only with a better understanding of the world in which you live but also an appreciation for the opportunities afforded you thanks to our own political system.

# Prerequisites for English and Social Studies Course Placement

These three areas will be taken into consideration when making honors or AP placement in the English or Social Studies departments. A student must achieve two of these three requirements to be admitted into an honors or AP course.

## TEACHER RECOMMENDATION

The teacher recommendation is the most important aspect of student placement. Teachers consider such elements as student independence, motivation, initiative, responsibility, focus, ability to cope with stress and time management. Performance on the midterm exam is carefully considered as an indication of a student's ability to retain and synthesize information. In addition, the research paper is an indication of a student's ability to craft and support an argument as well as work independently and manage her time. Teachers may wait until the end of the school year to make a decision. Any student who receives a 1 on an AP test will be reevaluated for placement into AP/Honors in the following year.

<b>GRADE REQUIREMENTS FOR HONORS OR AP PLACEMENT</b>
<b>9th Grade:</b> <ul style="list-style-type: none"><li>• Students currently in Honors World History and Honors Literary Genres: B+</li><li>• Students currently in College Prep World History and Literary Genres: A</li></ul>
<b>10th Grade:</b> <ul style="list-style-type: none"><li>• Students currently in AP European History and Honors British Literature: B+</li><li>• Students currently in College Prep European History and British Literature: A</li></ul>
<b>11th Grade:</b> <ul style="list-style-type: none"><li>• Students currently in AP US History and AP English Language: B</li><li>• Students currently in College Prep American History and American Literature: A</li></ul>

## **PSAT REQUIREMENTS**

### **9th Grade:**

- Current freshmen must earn in the 75th percentile or above in the Critical Reading and Writing section of the PSAT. A score of 26 in Analysis in History/Social Studies is Recommended.

### **10th Grade:**

- Current sophomores must earn in the 85<sup>th</sup> percentile or above in the Critical Reading and Writing section of the PSAT. A score of 29 in Analysis in History/Social Studies is recommended.

### **11th Grade:**

- Current juniors must earn in the 85<sup>th</sup> percentile or above in the Critical Reading and Writing section of the PSAT. A score of 32 in Analysis in History/Social Studies is recommended.

# Science Department

## Biology

Biology exposes students to a wide range of biological topics, mostly on cellular and molecular levels as well as genetics and evolution. This course also promotes an understanding of the nature and methods of science and involves students in their own learning by using inquiry as the organizing instructional approach. Students will master biological concepts through active learning rather than passive exposure to content. A dynamic and balanced biology program is achieved by integrating the textbook, online activities, animations, video clips and laboratory work. Each chapter is organized into a few key concepts to keep the material manageable. Students will develop skills such as the ability to learn independently, to think critically, and to explain biological phenomena with clarity.

## Honors Biology

Honors Biology is a faster-paced and more detailed course than biology and is designed for advanced students. Assessment and teaching strategies are modified for the strongest science students. Honors Biology exposes students to a wide range of biological topics, mostly on cellular and molecular levels as well as genetics and evolution. This course also promotes an understanding of the nature and methods of science and involves students in their own learning by using inquiry as the organizing instructional approach. Students will master biological concepts through active learning rather than passive exposure to content. A dynamic and balanced biology program is achieved by integrating the textbook, the online activities, animations, video clips and laboratory work. Each chapter is organized into a few key concepts to keep the material manageable. Students will develop skills such as the ability to learn independently, to think critically, and to explain biological phenomena with clarity.

## Chemistry

Chemistry covers the fundamental principles of chemistry. Students are expected to use problem solving skills and expand their critical thinking skills. The course covers chemical principles such as: measurement in science, atomic theory, the basics of quantum theory, the periodic table, chemical bonds, balancing chemical equations, the mole, molarity, stoichiometry, solutions, properties of solids and gases, acids and bases, rates of reactions, thermodynamics, and electrochemistry. Laboratory work is an important component to the course. Lab experiments coincide with class work and are designed to reinforce concepts as well as explore real life applications. Lab skills include using proper techniques of measurement in data collection, problem solving, inquiry, calculations, and analysis. The course is designed to prepare students for success in college chemistry.

## **Honors Chemistry**

The Honors Chemistry course emphasizes the development of critical thinking skills related to the study of fundamental chemical principles. Analyzing data, organizing information, problem solving, reasoning and synthesizing ideas to make conclusions are all abilities which students must develop and utilize throughout the course. The same topics will be covered as in College Prep Chemistry except at a greater depth and faster pace. Tests and exams will be more comprehensive and challenging than College Prep Chemistry. Laboratory work is an important component of the course and coincides with classroom topics. Lab work focuses on proper laboratory techniques, data collection, inquiry, calculations and analysis. Students will work cooperatively in problem solving in both class work and the lab. The course is designed for students interested in pursuing science, medicine or engineering in college.

*Prerequisite:* A or better in biology and teacher recommendation

## **Conceptual Physics**

Conceptual Physics emphasizes the understanding of the concepts of physics with less focus on the mathematical description of the physical phenomena. Smaller class size and individualized learning outcomes ensure the students' success.

*Prerequisite:* Geometry and teacher recommendation.

## **Physics**

In their junior year at Sacred Heart Academy, all students are required to study Physics. Physics is the study of our physical world. In all physics courses at SHA, there are two components: Acquisition of Knowledge and Skill Development. While studying Physics, our students acquire knowledge about Mechanics including One and Two Directional Motion, Newton's Laws and Forces, Work and Energy, Momentum and Collisions, Rotational Motion, Universal Gravitation and topics in Astronomy. At the same time, our students will develop meaningful skills including the ability to communicate technical concepts, support claims with evidence discovered in hands on learning and to develop problem-solving strategies.

*Prerequisite:* B- or better in Advanced Geometry and teacher recommendation

## **Honors Physics**

Students in Honors Physics are expected to be comfortable with mathematical tools that are used to quantify concepts in Physics. Honors Physics students will be challenged with higher level problem-solving skills and will learn additional topics to the College Prep curriculum, such as optics, waves or electricity and magnetism.

*Prerequisite:* B- or better in Honors Algebra II/Trigonometry and teacher recommendation

## **Advanced Placement Biology**

Advanced Placement Biology is the equivalent of a two-semester introductory college biology course. This rigorous and demanding course is designed around the revised AP Biology curriculum framework and focuses on the big ideas in biology: evolution, cellular processes (energy and communication), genetics, information transfer, ecology, and interactions. The curriculum provides a basis for students to develop strong conceptual understanding in biology and the opportunity to integrate that knowledge through inquiry-based activities and laboratory investigations rather than through traditional content coverage. This approach allows students to develop the reasoning skills necessary to engage in science practices such as developing and refining testable explanations, collecting and analyzing data, applying mathematics models, and connecting concepts across domains. Participation in the AP Biology Exam is mandatory.

*Prerequisite:* B+ or better in Biology or B or better in Honors Biology.

## **Honors Organic Chemistry and Nanotechnology**

This course is a comprehensive introduction to organic chemistry, the study of molecules containing carbon. The course is intended for any student interested in pursuing science or medical fields in college or those with an interest in organic chemistry. The focus of the course will be on molecular structure, nomenclature, physical and chemical properties, stereochemistry, reactions and reaction mechanisms, and synthesis of the major classes of organic compounds including alkanes, alkenes, alkynes, aromatic compounds, alcohols, carboxylic acids, ethers, esters, and amines. Classwork will be comprised of group work, lecture, collaborative problem solving, modeling etc. Laboratory investigations are an important part of the course with a focus on techniques of synthesis and purification. Analysis of purity, yield, physical properties etc. will be performed to introduce students to modern organic chemistry laboratory techniques. During the last quarter, students will investigate the emerging field of nanotechnology.

Nanotechnology is a process in which scientists study molecular structures in the range of 1-100 nm ( $1 \times 10^{-9}$  m) with the goal to control individual atoms and molecules. Nanotechnology holds huge promise in all fields of science and this course will explore the remarkable properties of nanomaterials as well as the growing applications and scientific breakthroughs that have already been achieved.

*Prerequisite:* B+ or better in college-prep chemistry and biology.

## **Environmental Science**

The objective of this course is to provide students with an in depth understanding of the environment in which they, their impact on our environment and many of the most important environmental challenges facing our world today. Environmental science is a multidisciplinary subject combining aspects from not only science, but social science as well. Through online and in class simulations, videos, news articles and class discussions, students are asked to question and examine the evidence to educate them. Topics explored in Environmental Science include the basics of ecology, matter cycles and energy flow, biodiversity and species interactions, global

climate change, alternative energy, pollution and human population. Laboratories and outdoor fieldwork enhance the students understanding.

## **Honors Anatomy & Physiology \*Not offered in 2018-2019**

Honors Anatomy and Physiology is a rigorous and challenging course designed for advanced students that relies heavily upon the concepts mastered in ninth grade biology and requires disciplined self-study. Rather than perform a cursory introduction to numerous body systems, we conduct an in-depth exploration of a limited number of body systems. After an introduction to the basics of anatomy, physiology, and histology, we focus on the cardiovascular, digestive, urinary, lymphatic and reproductive systems, as well as development. These specific systems are chosen because an understanding of them are highly relevant to women in the real world, regardless of their career aspirations. Participation in dissections and lab practicals is mandatory. *Prerequisite:* B+ or better in Biology

# Math Department

## 2018-2019 Math Courses

9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
Algebra I	Algebra II Trig	Algebra II Trig	Statistics
Algebra II Trig	Honors Alg II Trig	Honors Precalculus	PreCalculus
Honors Algebra II Trig			Honors PreCalculus
			Honors Calculus
			AP Calculus

### Algebra I

Algebra I is a one-year course which covers the study of linear and quadratic functions. Exponents, systems of equations, inequalities and polynomial functions are also integral parts of this course. Graphing is an important skill that is introduced and developed throughout the entire year. Students are taught to graph both linear equations, systems of equations and inequalities in the coordinate plane. Factoring is also an essential skill that involves first and second-degree polynomials.

### Honors Algebra I

This course is designed for students who have demonstrated mastery of basic arithmetic skills and have excellent problem-solving ability. Students move at an accelerated pace through the study of expressions, equations and functions to prepare for advanced mathematics courses. Topics include linear, quadratic, exponential, polynomial, radical and rational equations. Graphing of these is an essential part of this course. Students will end the year completing the square and the quadratic formula which completes the process of solving quadratic equations. *Prerequisites:* Placement into this course is determined by the head of the math department and is based on the student's performance in both the mathematics placement test and past math grades.

## **Algebra II/Trigonometry**

This course expands upon the concepts learned in Algebra I by focusing on the study of functions and an introduction to the study of trigonometry. Topics include the study of linear, quadratic, polynomial and rational algebraic expressions, radicals, irrational and complex numbers, exponents, logarithms and basic trigonometric functions. Probability and data analysis are also topics discussed at this level. The graphing calculator is used extensively throughout this course.

## **Honors Algebra II/Trigonometry**

This course is designed for the student who has demonstrated mastery in Algebra I and has good problem-solving skills. Students move at a fast pace through a variety of concepts and skills. Topics include the study of quadratic functions, matrices, polynomial and rational expressions, radicals, irrational and complex numbers, exponents and logarithms. Probability and statistics are also discussed at this level. Students are introduced to the basics of trigonometry through trigonometric ratios and the unit circle. The graphing calculator is used extensively throughout this course.

*Prerequisite:* Performance in the math placement test, previous grades and/or department recommendation.

## **Statistics**

The ideas studied in this course represent the statistics that are needed in everyday life. This course is designed with 3 specific purposes. The first is to provide the student with the understanding of statistics that she will need for college courses, particularly in social sciences such as economics, psychology, sociology, and political science. The second is to help students develop the ability to reason using statistical information-an ability that is crucial to almost any career in the modern world. The third is to provide students with the power to evaluate the many news reports of statistical studies that are encountered in daily life, thereby helping students to form opinions and reach conclusions.

## **PreCalculus**

This course focuses on a study of all functions. Students enhance their knowledge of polynomial functions, radical and rational functions as well as exponential and logarithmic functions. Probability, sequences and series are also discussed at this level. The main topic in this course is Trigonometry, which includes the study of the unit circle, trigonometric identities, graphing trigonometric functions, solving trigonometric equations and the Laws of Sine and Cosine. The graphing calculator is used extensively throughout the course to emphasize and excite the student's learning of mathematical concepts.

## **Honors Pre-Calculus**

This course builds upon the skills of Algebra II/Trigonometry and is designed for the student who has good problem-solving abilities. Topics include: sequences and series, probability, logarithmic and exponential functions, vectors, parametric and polar equations and their graphs. Trigonometry is the main focus of this course. During our study of trigonometry, the course will include trigonometric ratios, the unit circle, graphing trigonometric functions and their transformations, solving trigonometric equations using trigonometric identities, inverse functions, and the Laws of Sines and Cosines. At the end of the year, students begin to study limits and continuity as they prepare to take either Honors Calculus or AP Calculus in their senior year. The use of technology is an essential aspect of this course.

*Prerequisite:* B+ in Honors Algebra II/Trigonometry and/or teacher recommendation.

## **Honors Calculus**

Calculus is a branch of mathematics that studies rates of change of functions. The first semester concentrates on pre-calculus skills as well as finding limits of functions. As the semester progresses, differential calculus is introduced. Students compute derivatives and study their various applications including the slope of the tangent line and velocity/acceleration problems. In the second semester, integral calculus is studied. Students will again compute many integration problems and will apply their skills by solving real-life word problems. Although the students at this level do not take the AP Calculus exam they are still responsible for learning the three main components of Calculus: Limits and Continuity, Derivatives and Integration. The use of technology is an important part of this course.

*Prerequisite:* B or better in Honors Algebra II/Trigonometry and/or teacher recommendation.

## **AP Calculus AB**

AP Calculus is a rigorous course which is based on the AB Advanced Placement syllabus as outlined by the College Board. This course emphasizes a multi-representational approach to learning: 1) graphically 2) numerically 3) analytically and 4) verbally. Topics include: Limits and Continuity, Differential Calculus and Integral Calculus. Application of the derivative and the integral are studied throughout the year. The use of technology is an essential part of this course. Students are required to sit for the AP Calculus exam in May.

*Prerequisites:* B+ in Honors Pre-Calculus and/or teacher recommendation.

# World Languages Department

## French I

This course introduces students to vocabulary and the basic structures of the French language. The goal of the course is to help students develop the essential language skills of speaking, listening, reading and writing. This is achieved through the use and study of various and level appropriate texts, audio, visual, and authentic resources. Students are afforded the opportunity to practice their language skills through the use of a language lab program and varied in class activities. Class activities and projects allow the students to explore various aspects of the French and Francophone cultures.

## French II

This course continues to build upon the language skills developed in the French I. More complex structures and diverse vocabulary lessons are presented in thematic units. The focus continues to be placed upon the use of various authentic materials to improve the students' proficiency and fluency in the language. Students are afforded the opportunity to practice their language skills through the use of a language lab program and varied in class activities. Level appropriate readings, videos and class activities enhance the students' knowledge and appreciation of French and Francophone cultures.

## French III

This course continues to introduce students to complex language structures and real world thematic vocabulary through the study and use of various level appropriate texts, audio, visual and authentic resources. Multimedia resources will aid students as they acquire further cultural awareness and improve upon their aural and oral proficiency. Students will have added concentration on their reading and written comprehension through the study of selected readings of poems, fables, fairy tales and short stories.

## Honors French III

This course is intended for motivated learners who wish to continue an in depth and comprehensive study of the French language. Students are introduced to complex language structures such as the subjunctive and the perfect tenses. Relevant and thematic vocabulary is introduced through the study and use of various level appropriate texts, audio, visual and authentic resources. Multimedia resources will aid students as they acquire further cultural awareness and improve upon their aural and oral proficiency. Students will have added concentration on their reading and written comprehension through the study of selected readings of poems, fables, fairy tales and short stories.

*Prerequisite:* Students must achieve a B+ or better and the recommendation of the instructor.

## **Honors French IV**

This challenging course affords students the opportunity to use the language skills they've developed to discuss and analyze various topics dealing with the Francophone culture. An extensive review of advanced grammar and vocabulary is included. The focus of the course is placed upon readings of several French literary works and the viewing of classic and contemporary French films. The historical, societal and religious influences surrounding the literature and films will be explored and discussed in the target language.

*Prerequisite:* Students must achieve a B or better and the recommendation of the instructor.

## **Latin**

Due to low enrollment, we will begin to phase out the Latin program beginning in 2018-2019. All students currently enrolled in Latin will be able to continue their study through Latin III.

## **Latin II**

In Latin II students will concentrate on improving skills, writing, pronunciation and speaking. Students become more proficient in reading Latin stories. Roman family and society will be studied. Students will be expected to ask and answer questions in Latin. They will continue with the study of vocabulary and grammar.

## **Latin III**

Latin III will focus on the grammar needed for translation. All subjunctive uses will be studied. We will be eclectic in our study of authors. Selections will be made from Pliny, Ovid and Vergil. Each student will select a major Roman writer and research his life and works. A presentation will be made to the class with a distribution of that writer's primary sources.

## **Spanish I**

This course is for both the student who has never had Spanish and those who have had some previous exposure. The course integrates the following components: vocabulary, grammar structures, reading and comprehension exercises, writing skills, oral communication and culture. Class participation and nightly drilling of vocabulary and verbs are imperative in order to be successful. In the second semester, students are asked to prepare a 5-minute introductory speech and present it to classmates.

## **Spanish II**

Spanish II continues to build on the foundation of Spanish I. All material presented in the first year is reviewed and expanded upon. The course integrates the following components:

vocabulary, grammar structures, reading and comprehension exercises, writing skills, oral communication and culture. Class participation and nightly drills of both new and old vocabulary and verbs are imperative in order to be successful. Students have many opportunities to role-play and write and present dialogues.

## **Spanish III**

Spanish III continues to build on the material presented in the first two years. All material is reviewed and expanded upon. The course integrates the following components: vocabulary, grammar structures, reading and comprehension exercises, writing skills, oral communication and culture. Class participation and nightly drills of all vocabulary and verbs are imperative in order to be successful. The subjunctive mood is introduced and forms the basis of most of the new grammar covered in the third year. Other key concepts of the third year include: all the perfect tenses, "if" clauses (cause and effect and hypothetical), passive voice, and verbs that express "to become". Students have many opportunities to role-play and do oral presentations.

## **Honors Spanish III**

This course is for the motivated student who has proven she can work both independently and at a faster pace. Honors Spanish III continues to build on the material presented in the first two years. All material is reviewed and expanded upon. The course integrates the following components: vocabulary, grammar structures, reading and comprehension exercises, writing skills, oral communication and culture. Class participation and nightly drills of all vocabulary and verbs are imperative in order to be successful. The subjunctive mood is introduced and forms the basis of most of the new grammar covered in the third year. Other key concepts of the third year include: all the perfect tenses, "if" clauses (cause and effect and hypothetical), passive voice, and verbs that express "to become". Students have many opportunities to role-play and do oral presentations. It is expected that the student will speak exclusively in the target language. Students have many opportunities to role-play and write and present dialogues.

*Prerequisite:* a B+ and the teacher's recommendation.

## **Honors Spanish IV**

The fourth year focuses on mastering all the grammar learned in the first three years. All the material presented in the first three years is reviewed and expanded upon. Class participation and nightly drills of vocabulary and verbs are imperative in order to be successful. There is a strong emphasis placed on writing essays and papers. Students are required to do multimedia oral presentations. The student is required to read short stories, poems, and excerpts from novels and interpret on her own.

*Prerequisite:* A B average and recommendation of the teacher.

# Theology Department

## Sacred Scripture

The fall semester of this course will introduce students to the content of the Hebrew Bible or Old Testament - the Torah, the Prophetic Books, the Historical Books, and Wisdom Literature. By exploring the historical, literary, cultural and theological heritage in ancient Israel, students will develop a stronger understanding of and appreciation for the Old Testament, both textually and spiritually. By the end of the course, students will have learned about: creation and fall, faith and story, Exodus and freedom, power and violence, love and covenant, prophecy and kingship, etc. The Hebrew Scriptures have influenced people for centuries. An awareness of their content and lessons can assist in a fuller understanding not only of Judaism but also of Christianity.

In the spring semester of this course, students will be introduced to the texts of the New Testament. We will review the books and writings of the New Testament, focusing especially on the four Gospels: Mark, Matthew, Luke and John. Time will be devoted to learning how to read and analyze the gospels and their portrayal of Jesus. Through this course, students will expand their understanding of both the Historical Jesus and the Christ of Faith. In doing so, each student should also expand her understanding of how she relates to the stories of Jesus and, most importantly, how she can best imitate Jesus in the events and decisions of everyday life.

## Church History

This course focuses on the pivotal moments and people in the history of the Catholic Church. The students will delve into Pentecost, the early church councils, the great schism of 1054, the Protestant Reformation, the Council of Trent, Vatican I and Vatican II. In addition, they will explore the people who have shaped the Church, including St. Peter & St. Paul, St. Augustine, St. Teresa of Avila, St. Thomas Aquinas, St. Ignatius of Loyola, St. Madeleine Sophie & St. Philippine Duchesne. During this course, the students will read at least one papal encyclical and study primary sources.

## Morality (semester)

This course deals with human morality, the web of our human relationships and how we handle them in an attempt to help students understand that morality is neither a Christian invention nor a Catholic one, but rather a necessity of our humanity. The course proposes that once we decide to live a moral life in the even flow of our relationships with others, we can then begin to see what our Christianity and, specifically, what both our Catholic faith and our Creator want us to do with our lives and with all of the riches with which we've been blessed. The course will also incorporate a study of John Paul II's Theology of the Body in a manner that can be understood by teenagers and that focuses mainly on chastity and vocation. In this way, an attempt is made to experience the love we long for in the depth of our hearts.

## **World Religions (semester)**

In an ever-shrinking world, we encounter people with a greater diversity of opinions and beliefs. One of the best ways to build a culture of respect and peace is to engage and learn from those who differ from ourselves. Since Vatican II, the Catholic Church has called for a greater sense of empathy and awareness for all religions. In this course, the students will learn about the other major world religions, namely Hinduism, Judaism, Buddhism and Islam. By the end of this course, the students will have a better understanding of our global community and a deeper respect for those of other faith traditions.

## **Social Justice (semester)**

In this semester-long religion course, students have the opportunity to study Catholic Social Teaching. By using Church documents including papal encyclicals and bishop's statements, students learn about the Catholic Church's role in the modern world. The themes of Catholic Social Teaching frame discussions on contemporary topics such as domestic poverty, global poverty, migration, the environment, war and peace and the right to life. Students engage with these topics and learn about ways that progress is being achieved throughout the world and where work remains. The course is designed to reflect current events and topics, but always remains centered on the Church's commitment to justice.

## **Christian Lifestyles (semester)**

This course focuses on helping students to face the challenges and tasks of young adulthood, so as to shape a future that is "healthy, hopeful and full." It operates on the premise that choosing and living a Christian Lifestyle is the optimum way to grow and to be fully alive. The course attempts to give students a clearer "view of the path they want to follow, one that will help them to value their own personhood more deeply, to realize God's love for them and to help them to love others more deeply." The course will also incorporate a study of John Paul II's Theology of the Body in a manner that can be understood by teenagers and that focuses mainly on chastity and vocation. In this way, an attempt is made, through a variety of activities, to help students begin to answer questions dealing with the true meaning of life, the attaining of true happiness and ways to experience the love we long for in the depth of our hearts.

# **Instructional Technology Department**

## **9th grade: Intro to Computer Science and Coding (2nd Quarter)**

Students will be introduced to the field of computer science and the fundamentals of computer programming with an emphasis on problem solving and logical thinking. Topics that will be covered include: animation, graphics, games and data structures. It is a beginner programming course and students will move at their own pace. No background in computer science is needed to succeed in this course.

## **US Elective: Intro to Computer Science and Coding (Quarter)**

Students will be introduced to the field of computer science and the fundamentals of computer programming with an emphasis on problem solving and logical thinking. Topics that will be covered include: animation, graphics, games and data structures. It is a beginner programming course and students will move at their own pace. No background in computer science is needed to succeed in this course.

## **The Business of Speaking (Semester)**

Students will learn about the four main types of public speaking (informative, instructional, entertaining and persuasive) emphasizing the importance of authenticity, body language, eye contact, humor, organization and passion as well as the importance of audience engagement, handouts, references and resources, visual aids, storytelling and silence. Students will learn about different ways to do remote presentations and critique their classmates' speeches.

## **Digital Photography I: Through the Lens (Semester)**

Students will learn about digital photography by understanding the functions of the parts of the camera and how to manage aperture, composition, depth of field, lighting, shutter speeds, and different lenses. Students will learn about several different photo editing software options on different devices and green screen photography. Students will be required to complete a portfolio of 10 photographs from Abstract, Aerial, Architecture, Baby, Candid, Documentary, Event, Family, Fashion, Food, Landscape, Macro, Mobile, Night, Photojournalism, Portrait, Sports, and Wildlife that exhibit a clear understanding of the elements learned and express their creativity.

## **Digital Moviemaking: Ready, Set, Action (Semester)**

Students will learn about digital moviemaking by exploring the different genres of movies including action, comedy, drama, history, horror, instructional, musicals/dance and science fiction. Students will learn how to record, import, edit, and narrate in iMovie and use

Garageband to import, edit, and lay tracks for adding sound to their movies on an iMac. Students will express their creativity and personal interests through their movies and learn to collaborate with their classmates on several small group projects as well as completing 4 individual movies of varying focus and length and a commercial for the school.

## **Advanced Digital Media (Semester)**

Students will learn the many tools available for photo editing in Photoshop Creative Cloud 2018. They will learn how to create and manage layers, how to recolor objects, how to add and remove objects and people, how to use the eyedropper, clone stamp, different brushes, add texts and others. Students will have a weekly assignment to take a certain type of photo and use it in that week's tool lesson. The course will culminate in the students creating a twelve-month calendar to take with them to college that will be made up of the photos they have created.

*Prerequisite:* Digital Photography I

## **Microsoft 2016 Certification Courses**

Students will learn the basic and intermediate level skills required within each application (Word, Excel and PowerPoint) and study to take the Microsoft Certification Test. Each application can be taken individually during a **semester** by underclassmen or all three can be taken together as a semester elective during the Junior or Senior Years. Students in the Class of 2019 may take these courses separately as a quarter course or all together as a semester course.

**Microsoft Word 2016:** Topics include: Creating, managing & formatting documents, creating and modifying tables and lists, inserting breaks, applying styles to documents, apply references with endnotes, footnotes, citations and a bibliography, insert and format building blocks, objects, images and SmartArt Graphics.

**Microsoft Excel 2016:** Topics include: Topics include: creating and managing workbooks and worksheets, managing cells, ranges, tables and other data, applying formulas and functions, utilizing conditional logic in functions, creating and formatting charts and inserting and formatting objects and pictures.

**Microsoft PowerPoint 2016:** Topics include: creating, managing and configuring presentations, insert and format slides and shapes, create slide content and a master slide, apply transitions and animations to slides, manage multiple presentations and protecting and sharing presentations.

## **Technology Internship: Sophie's Pride (pass/fail)**

Juniors and Seniors who are advanced in technology skills and interested in helping others or becoming teachers are prime candidates for this semester long course. Students will learn how to troubleshoot different problems on laptops, desktops and iPads as well as how to do simple repairs. They will act as an assistant to faculty who wish to integrate a new piece of technology

into their classroom. These students will operate a help desk during lunch and study times for other students to ask questions or receive help completing assignments. (Offered both semesters)

## **Arts Department**

### **Visual Arts 1: Fundamentals of the Creative Process (semester)**

The goals of VA1 are to add observational aptitude to the students' learning skills, address the influential nature of art, present the interdisciplinary creative impulse and thinking process as instinctive and historically universal, and introduce the basic art language used to initiate and critique visual art. The elements of art (line, shape, texture, color, form, value, and space) are the foundation of the curriculum at this level. The individual and integrated use of the elements of art will be investigated using both two and three-dimensional applications. Fundamentals of drawing, color theory, bas-relief, functional art, and printmaking will allow the students to develop personal themes and compositions during their exploration of technique.

### **Visual Arts 2: Process Thinking and Application (semester)**

The goals of VA2 are to have the students be more personally engaged in the "step by step" nature of the creative process by learning to use observation and research skills to inspire ideas, to develop a singular concept into a related series, to solve technical problems by experimentation, and to fully implement the basic art principles used to organize and compose visual art. The Principles of Art (emphasis, balance, movement, contrast, unity, rhythm, and pattern) are the foundation of the curriculum at this level. The integrated use of the Principles of Art is investigated using both two and three-dimensional applications. With an emphasis on composition and original concept development, both Fine Arts and Commercial Art themes are addressed. Breadth in drawing, collage, sculpting, and printmaking skills are developed to inspire original solutions to projects. Fashion and graphic design are introduced at this level.

### **Visual Arts 3: Composition and Reproduction (semester)**

With an emphasis on the development of 2D and 3D composition, this course of study focuses on the students learning to be more inventive in their solutions to project challenges, to selectively use and address the elements and principles of art when composing their work and, to study technique by investigating master works through observation and experimentation. Each student is challenged to learn to utilize history as a personal tool of discovery and inspiration; particular attention is paid to the variety of technical processes of modern artists from circa 1850 to present. The media to be explored will be determined in light of the individual student's goals. *Open to all students.*

### **Advanced Visual Arts 3: Portfolio Development (semester)**

This course of study allows the serious art students more independence in their choice of themes, media, and techniques. The art college bound student's creative goals are prioritized in light of their college aspirations in conjunction with an intensive investigation of the elements and principles of art with an emphasis on drawing skills. The portfolio requirements of a variety of student selected and local colleges are investigated; portfolio projects are developed with the individual student and colleges of choice in mind. At this level, the serious non-portfolio students focus on developing their own artistic voice as well as learning to consider how their visual expressions are perceived by the viewer. Given a series of technique and/or conceptual lessons that include a variety of 2D and 3D media, the students learn to respect the value of the possibilities inherent in specific techniques and to develop original applications.

*Art teacher recommendation required.*

### **AP Studio Art (full-year)**

The AP Studio Art experience challenges the students to develop a portfolio of 24 artworks that demonstrates their artistic abilities within a specific area of art: Drawing, 2D Design, or 3D Design. Within the boundaries of the portfolio type selected, the students are required to show proficiency in each of the three AP Art Exam categories of evaluation: Quality- the evaluation of five artworks that physically represent technical skill, Breath- the evaluation of twelve digitally submitted artworks that demonstrate a variety of compositional and technical solutions to required assignments; the mastery of a variety of skills must be demonstrated, and Concentration- the evaluation of a series of twelve digitally submitted artworks that express a significant investigation of a personal and specific theme; technical and visual growth must be clearly demonstrated. With all of the requirements associated with the AP Studio Art exam in mind, the primary goal of the SHA AP Studio Art curriculum is to ensure each student will thoroughly experience lessons and opportunities that challenge her natural artistic aptitude; personalized lessons will necessitate the use critical thinking skills, require research, and advance the technical abilities of each student in light of their individual portfolio objectives.

*Art teacher recommendation required*

## **SophieConnect**

Full and semester year courses offered online by Sacred Heart Network instructors. This program is administered by Sacred Heart Greenwich. The tuition for a full-year course is \$600; semester courses cost \$400. Students are limited to enrollment in one full-year course or two semester courses per year. Student enrollment in a SophieConnect course must be approved by the Director of Studies. For more information, see the [Sophie Connect website](#).

### **AP Courses**

AP Art History

AP Computer Science Principles (Mobile)

AP Computer Science A

AP Human Geography

AP Macroeconomics

AP Microeconomics

AP Music Theory

AP Psychology

### **Full-year non-AP courses**

Latin III/IV

Biblical Hebrew

Introduction to Astronomy

### **Fall-semester courses**

Creative Writing

Financial Literacy

### **Spring semester courses**

Survey of Dystopian Novels

Financial Literacy

General Psychology

Nutrition and Wellness