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GENERAL INFORMATION

Students in the Upper School should select courses that will prepare them for the colleges they expect to attend. Each student consults with her parents, advisor, and the Director of Studies as she makes decisions concerning her courses for the next school year and projects courses for the years to follow. There are certain required courses that must be part of the program of studies each year, but elective courses exist at every grade level, increasing in numbers as students reach the eleventh and twelfth grades.

Graduation Requirements

The requirements for a St. Mary's Episcopal School diploma are as follows:

21 Credits

English .................................. 4.0 Credits
Mathematics .......................... 4.0 Credits
Science ................................. 3.0 Credits*
History .................................. 3.0 Credits
World Languages ...................... 3.0 Credits**
Fine Arts ............................... 1.0 Credit ***
Religious Studies ..................... 1.0 Credit
Physical Ed./Health ................... 1.0 Credit
Electives .............................. 1.0 Credits

*The 3 credits in science must include one credit each in biology, chemistry, and physics.
**Students must complete three years in one world language.
***Students may choose from the following courses to meet this requirement: Honors Art History, Honors Music History, Honors Humanities I, Honors Humanities II, AP Art History (H Art History prerequisite), H Harlem Renaissance, AP Music Theory. Students may use the first semester of H French IV or H Spanish IV toward a half credit of their fine art requirement, in conjunction with any of the other Fine Arts courses except for H Harlem Renaissance.
Honors and Advanced Placement (AP) Classes

The Honors and Advanced Placement (AP) courses offered by St. Mary’s are challenging and demanding enough to merit a weighted grade. Honors courses receive 0.5 additional point and Advanced Placement courses receive one additional point each semester when grade point averages are calculated. Students are expected to use and expand their higher order thinking skills in reading, writing, and content analysis at all levels, but the standard and honors-level courses are entry-level courses, and the Advanced Placement courses are college-level courses. In addition to containing college-level material, the Advanced Placement courses require considerable preparation time, equivalent to what might be expected of a similar college survey course. Furthermore, these classes are designed to prepare students for the Advanced Placement exams in the spring. All students enrolled in an AP class are expected to take the AP exam. Exceptions will be made on a case-by-case basis. The cost of each test is approximately $90. Students scoring well on the AP exams can earn college credit or advanced placement from many colleges participating in the program. Students must apply to enroll in Advanced Placement courses, meet specific criteria, and must have the recommendation of their current teacher in the department, the Director of Studies, and the Head of the Upper School. With the extensive preparation time for AP courses in mind, students should carefully consider their course loads and extracurricular activities before requesting multiple AP courses. The expectation is that students will not drop courses after the drop period has ended.

Program of Studies

All students must enroll in five academic* classes each semester. A student may take up to 7 courses per semester with special approval based upon academic standing, the number of co-curricular and extra-curricular activities in which the student is involved, and the nature of the courses requested by the student. The following program of studies lists the required courses for each grade. Students must take the requirements for each grade and may also choose elective courses when possible to complete the program of studies for the year.

* Non-academic courses are PE/Health, Performance Arts 1 & 2, Beginning Guitar, Wind Ensemble, Chamber Ensemble, and Concert Choir, and are not part of the grade point average (GPA) calculation.
Ninth Grade

Honors English 9 or Honors English 9 Accelerated
Algebra I, Geometry, Honors Geometry, or Honors Algebra II
World Regional Geography / World History I
Biology or Honors Biology
World Language (choices: French I, French II, Latin II, Spanish I, Spanish II)
PE/Health
Study Hall and/or Elective (limited to Wind Ensemble, Concert Choir, Chamber Ensemble, Studio Art, Introduction to Engineering, Performance Arts 1 & 2)

Tenth Grade

Honors English 10 or Honors English 10 Accelerated
Geometry, Algebra II, Honors Algebra II, H Pre AB/BC Precalculus
Chemistry or Honors Chemistry
Honors U.S. History or AP U.S. History
World Language (French II, Honors French III, Honors Latin III, Spanish II, Honors Spanish III)
Religious Studies requirement or electives

Eleventh Grade

H English 11 or AP English Language
Algebra II, Honors Precalculus, Honors PreAB Precalculus, Honors PreBC Precalculus, AP Calculus AB, AP Calculus BC, or AP Statistics
Honors World History II or AP World History
World Language (if required)
Religious Studies (if required), Fine Arts*, Physics**, or electives

Twelfth Grade

H English 12 or AP English Literature
H Intro to Calculus & Statistics, H Precalculus, AP Calculus AB, AP Calculus BC, or AP Statistics
Religious Studies (if required), Fine Arts*, Physics**, or electives

* Students may complete their Fine Arts requirements in the tenth, eleventh or twelfth grades.
** Student may complete their Physics requirement in either the eleventh or twelfth grades.
Electives

Students should carefully consider their selection of electives when registering for the coming year. The availability of an elective depends upon the number of requests for the course and the individual student’s program of studies. The following courses are available to request as electives:

- AP Art History
- AP Biology
- AP Chemistry
- AP Latin IV
- AP Mandarin Chinese V
- AP Music Theory
- AP Physics C
- AP Spanish V
- AP Statistics
- AP Studio Art
- Chamber Ensemble (aud. req.)
- Concert Choir
- H Anatomy & Physiology
- H Facing History & Ourselves
- H French IV
- H Government & Citizenship
- H Harlem Renaissance
- H Independent Research Study
- H Latin IV
- H Latin V
- H Mandarin Chinese IV
- H The Meaning of Life
- H Spanish IV
- H Studio Art
- Information Technology in Society
- Introduction to Computer Science
- Introduction to Engineering
- Introduction to Journalism
- Performance Arts (1&2)
- Studio Art
- Wind Ensemble

One Schoolhouse: Online School for Girls

St. Mary’s has joined a consortium of leading girls’ schools to create the first ever online school dedicated to secondary education for girls. Founded in 2009, The Online School for Girls (OSG) through One Schoolhouse, inspires girls worldwide to reach their potential by offering exceptional instruction in an online setting. Guided by current research on how girls learn best, the OSG has dedicated itself to the principles of Connection, Collaboration, Creativity, and Application.

Starting with the class of 2018, all students must complete one on-line class as a graduation requirement; therefore, the cost of the course is included in tuition. Additional classes beyond the requirement may be taken at a cost of approximately $1500 (see the OSG website for current tuition). Course availability varies by semester; to find out what is being offered next year, students should contact Melissa Cole (901-537-1492) or check at oneschoolhouse.org.

Technology

St. Mary’s Episcopal School embraces technology as a teaching and learning tool that will serve students’ academic needs and enable lifelong learning. Technology, at its best, supports the curric-
ulum and enhances the overall learning experience in the classroom. Students learn course content and technology skills by completing curriculum-based activities and projects. Therefore, we believe all St. Mary's students must develop competencies in using and applying a broad range of technologies.

The National Educational Technology Standards for Students serve as benchmarks for the St. Mary's technology curriculum. Before graduation students will exhibit proficiency in the following areas of technology: an understanding of basic operations and concepts; social, ethical, and human issues; productivity tools; communications tools; research tools; and problem-solving and decision-making tools. Additionally, beginning with the class of 2018, all students must complete an online course as a part of the graduation requirement.

**Drop/Add Procedures**

1. Required courses cannot be dropped.
2. Commitment to and enrollment in next year’s Advanced Placement courses must be made prior to the end of the current school year.
3. Students may not add an Advanced Placement course after the last day of exams of the previous semester.
4. Students will not be removed from an Honors or an Advanced Placement course without the recommendation of the teacher and the approval of the Administration.
5. Students who wish to add an elective course may do so during the first week of school.
6. Students who wish to drop an elective course may do so prior to the first quarter of the semester, providing they have five academic courses remaining, with permission from the Director of Studies or the Head of the Upper School.
7. Permission to drop/add an elective course is contingent upon course enrollment.
8. Seniors requesting to drop/add a course must also obtain approval from the College Advisor.
English Department
The English Department

The curriculum of the St. Mary’s English department is designed to meet the individual needs of each student; therefore, placement is subject to change on a yearly basis.

Placement in Honors Accelerated classes (9-10) and AP classes (11-12) are determined through an application process. Process includes:
- A formal application from the student
- Scores on standardized tests
- A writing sample
- Recommendation from the English department
- Strong grades in English and History from the previous year

Ninth Grade English

The overall purpose of ninth grade English is to lay the foundation for those skills emphasized in English for the upper school: close, analytical reading, critical thinking, and expository writing. It encourages an appreciation for classical literature and promotes an understanding of it as the foundation for all subsequent literature of western civilization. The course includes a study of such classics as Greek and Roman mythology and drama, Shakespeare, Dickens, Shaw, Tolkien, and great poetry.

The course includes a review of grammatical knowledge, and correct syntactical construction is introduced. In addition, increasing vocabulary is strongly emphasized in this course.

Writing proficiency is based on clear, concise expository writing using correct grammar, spelling, and punctuation. The study of composition emphasizes the ability to analyze material, to organize and construct a composition and to express oneself in clear and concise communication. Students are encouraged to submit their best poetry, fiction, and nonfiction for publication and/or competition.

Honors English 9

A student in H English 9 will:
- work at an advanced pace through the reading of difficult literature
- practice critical thinking skills in the study and analysis of literature
- receive comprehensive and individualized instruction throughout the writing process
- practice self-directed learning in the study of all required material
Honors English 9
Accelerated

A student in H English 9 Accelerated will:
• have completed the qualifying application process and been approved by the English department
• work at an accelerated pace through the reading of difficult literature
• practice a higher level of critical thinking skills in the study and analysis of literature
• write at an advanced level for freshmen and receive guided instruction throughout the writing process
• be self-directed in the study of all required material

Tenth Grade English

Tenth grade English continues the critical study of literature, primarily American literature from Fitzgerald to Faulkner, along with a strong emphasis on the writing process. Close analysis of texts, both prose and poetry, focuses on the definition of self and the process by which it is achieved. Working alongside the sophomore U.S. History class, students write a thesis-driven research paper. In addition, students prepare for upcoming standardized testing through an intensive review of grammar and syntax. This course also includes a study of vocabulary.

Honors English 10

A student in H English 10 will:
• work at an advanced pace through the reading of difficult literature
• practice critical thinking skills in the study and analysis of literature
• receive comprehensive and individualized instruction throughout the writing process
• practice self-directed learning in the study of the required material

Honors English 10
Accelerated

A student in H English 10 Accelerated will:
• have completed the qualifying application process and been approved by the English department
• work at an accelerated pace through the reading of difficult literature
• practice a higher level of critical thinking skills in the study and analysis of literature
write at an advanced level for sophomores while receiving instruction throughout the writing process
be self-directed in the study of all required material

Eleventh Grade English
The overall purpose of eleventh grade English is to prepare students for successful analytical reading, critical thinking, and expository writing in twelfth grade English and beyond. The essence of the class is a British literature survey, starting with Beowulf and moving chronologically through the early Romantic period. The course is guided by the essential question, “How does reading great literature make us better human beings?” in order to encourage deep thinking, lively discussion, and independent inquiry of the literature. The course requires completion of a research synthesis essay. Students prepare for upcoming standardized testing through intentional and directed practice.

Honors English 11
A student in Honors English 11 will:
• work at an advanced pace through the reading of difficult literature
• practice critical thinking skills in the study and analysis of literature
• receive comprehensive and individualized instruction throughout the writing process
• practice self-directed learning in the study of the required material

AP English Language
A student in AP English Language will:
• have completed the qualifying application process and been approved by the English department
• work at a college-level pace through the reading of difficult literature
• practice a higher level of critical thinking skills in the study and analysis of literature
• write at the college level while receiving instruction throughout the writing process
• be self-directed in the study of all required material
• be required to take the AP Language and Composition exam
Twelfth Grade English  The overall purpose of English 12 is to prepare students for successful reading, thinking, and writing at the college level. The emphasis fall semester is on British literature, from the Victorians to the Modern era (a continuation of the junior English course). Spring semester is more thematic in scope, with a selection of titles that encompass a wide world view. Authors include Shakespeare, Tennyson, Browning, Hardy, Stoppard, Camus, Dostoevsky, O’Connor, Steinbeck and others. These courses include intensive studies of novels, plays, essays, and a great deal of poetry. An in-depth literary criticism paper is also a part of the course requirement.

Honors English 12 A student in Honors English 12 will:
• work at an advanced pace through the reading of difficult literature
• have more concentrated time for specific writing instruction (both creative and analytical), including more time for the writing of the critical analysis paper
• practice self-directed learning and pacing

AP English Literature A student in AP English 12 will:
• have completed the qualifying application process and been approved by the English department
• have demonstrated higher level analytical writing and thinking skills
• be exposed to more literature and be ready and able to move through the literature at a more collegiate pace
• be self-directed in the study of all required material

Introduction to Journalism This four-week summer course is designed to provide students with a basic understanding of 21st Century journalism. Students will be introduced to the role of journalism in society and gain perspective on journalistic ethics. A primary goal of the course is for students to understand the different styles of journalistic writing (news, features, sports, reviews, editorials, etc.). Therefore, they will practice generating story ideas, finding and using sources, interviewing, writing, and editing. The course will be offered online and will meeting students’ online class requirement. Each student will be required to attend and report on up to five local events. The course is open to rising 9-12 and is strongly recommended for those on the Tatler staff.
Math Department
Algebra I

Algebra I integrates a knowledge of variables and their use with concepts and operations of arithmetic in a formal and logical development of elementary algebra. This course stresses accuracy and precision in work and develops strategies for problem solving.

Geometry

Standard Geometry provides an introduction to deductive reasoning, using the theorems of plane geometry. It presents theory and application, formal and informal proofs, and symbolic and visual approaches to problems. In addition to traditional methods of instruction, students will use TI-Nspire CAS technology for extra practice, investigations and in-class demonstrations as well as hands-on learning activities. The course is designed to establish a firm foundation in understanding the relationships between and within geometric figures as well as to develop the skills to reason effectively. A TI-Nspire CAS calculator is required for this course.

Honors Geometry

Honors Geometry encompasses traditional plane and solid Euclidean geometry as well as coordinate geometry, constructions and transformational geometry. Both independent problem-solving and cooperative group work are encouraged in the investigation of geometric truths. Inductive discovery of principles is facilitated by the use of the computer, models, and experimentation. Proofs using deductive or indirect reasoning, in paragraph or two column form, are important to enhance logical thinking and creative problem solving. Projects are assigned to heighten appreciation for the application of geometry to the real world, and the historical significance of the subject. A TI-Nspire CAS calculator is required for this course.

Algebra II

Algebra II continues to build on the concepts and skills mastered in the first year of algebra, and it expands on these ideas with further applications and more challenging problem solving. It also uses technology, primarily in the form of graphing calculators, as a tool for opening doors to new approaches. This course provides a firm foundation in the language and application of algebra and in the skills and knowledge necessary to succeed in higher levels of mathematics. A TI-Nspire CAS calculator is required for this course.

Honors Algebra II

Honors Algebra II is a rigorous course that prepares students for successful transition into Honors Precalculus by enabling them to master advanced algebra concepts and skills, to think independently, and to utilize appropriate methods of problem solving. It also uses
technology, primarily in the form of graphing calculators, as a tool for opening doors to new approaches. A TI-Nspire CAS calculator is required for this course.

**Honors Precalculus**

Pre-Requisite: Algebra II

Honors Precalculus develops the trigonometry and precalculus skills necessary for future math courses. The student will use technology and manipulatives as well as work on critical thinking activities and communicating math in a variety of ways. The class uses cooperative learning methods at every opportunity. Juniors who take this course will generally take HICS as seniors, or they may take AP Calculus AB with some summer work. A TI-Nspire CAS calculator is required for this course.

**Honors PreAB Precalculus**

Pre-Requisite: H Algebra II

This course is for juniors looking to take AP Calculus (AB) as seniors. It covers all the topics of Honors with more depth and will introduce limits and the definition of derivative. A TI-Nspire CAS calculator is required for this course.

**Honors PreBC Precalculus**

Pre-Requisite: H Algebra II

Acceptance Criteria:
Teacher Recommendation

For the most advanced math students looking to take AP Calculus BC as seniors. All basic precalculus topics will be reviewed, but this course will stress the depth of each topic. Limits, the definition of derivative, rules of differentiation, and applications of derivatives will also be covered. A TI-Nspire CAS calculator is required for this course.

**Honors Introduction to Calculus & Statistics**

Pre-Requisite: H Precalculus

Honors Introduction to Calculus & Statistics is designed to give students an introduction to the study of calculus and statistics in preparation for further study in college. The approach to both calculus and statistics is application-oriented. The calculus topics are those studied in a standard course in the calculus of one variable taught on an honors level. The statistics segment of the course addresses both descriptive and inferential applications. A TI-Nspire CAS calculator is required for this course.

**Advanced Placement**
Statistics

Pre-Requisites: Algebra II

Acceptance Criteria:
- Math semester average of 85
- Math teacher recommendation

AP Statistics is a challenging course that will require 45 minutes of homework a night. This course is unique in that there is an emphasis on critical reading, analysis, and interpretation of statistical results, with a heavy use of calculators.

The major component of this course is what is generally covered in a one-semester introductory college course in statistics. Topics included in this course: Basic Statistics, Probability and Distributions, Correlations and Regression, Statistical Inference (Chi-square, t-distribution, hypothesis testing, etc.), and Experimental Design. A TI-Nspire CAS calculator is required for this course.

Advanced Placement Calculus AB/BC

Pre-Requisites: H Precalculus or H PreAB
Precalculus or PreBC Precalculus

Acceptance Criteria for AP Calculus AB:
- PSAT Math score
- Jr. math semester average of 85
- Math department approval

Acceptance Criteria for AP Calculus BC:
- PSAT Math score
- Jr. math semester average of 90
- Math department approval

AP Calculus AB and BC are standard courses in the calculus of one variable. All of the topics in the Advanced Placement AB/BC syllabi are covered, as well as additional topics when time permits. The goal of the course is to teach conceptual reasoning which enables students to present a solution algebraically, geometrically, numerically or verbally. Emphasis is placed not only on a clear understanding of the concepts, but also on their applicability in real world situations. Major topics include limits, continuity, derivatives and applications, integrals and applications, first order linear differential equations, inverse trigonometric functions, and transcendental functions. Infinite series, Taylor polynomials, parametrically defined functions, and polar coordinates are covered in the BC course. All students enrolled in this course are expected to take the Advanced Placement exam in the spring. A TI-Nspire CAS calculator is required for this course.
Science Department
Biology

General Biology combines an introduction of the fundamental concepts of biological science with laboratory investigations and first-hand observations. The basic principles of cell theory, cell biology, biochemistry and genetics among many others will be studied in this introductory high school course. Students will learn through lab investigations, technology integrations and student collaboration. Students will begin learning strategies for critical thinking and problem solving.

Honors Biology

Honors Biology covers the relationship of structure and function at all levels of complexity. Students learn cell theory, cell biology, biochemistry and genetics among many other topics to discover connections across content to become stronger self-directed learners. Application style learning, inquiry based lab investigations, technology integration and student collaboration provide a firm foundation for AP Biology. Students will demonstrate critical thinking and problem solving in class, on tests, and in numerous projects during the year.

Chemistry

Pre-Requisites: Algebra I and Biology

Chemistry is designed to familiarize students with the basic principles of chemistry including atomic structure, chemical nomenclature, and chemical reactions. The year is structured with stoichiometry as an enduring theme. Students are encouraged to discover and understand the relationships between basic science and today's world. Emphasis is placed on the development of critical thinking skills and problem solving techniques through small group work, projects, and inquiry based experiments. Chemistry is a quantitative science, but emphasis will be placed on learning how to interpret and solve problems.

Honors Chemistry

Pre-Requisites: Honors Geometry

Co-Requisite: Honors Algebra II or higher

Honors Chemistry is designed as an introductory course in chemistry. It provides a sound foundation from which AP Chemistry will build. The course is largely quantitative, with stoichiometry as a constant theme. Other topics include atomic and molecular structure, chemical nomenclature, and chemical reactions. Inquiry based laboratory exercises are an integral part of the course, and help students to develop analytical thinking skills. Students will leave this class with an appreciation for how chemistry applies to everyday life.
Physics

Pre-Requisites: Geometry and Chemistry

Physics is a first year algebra-based introductory course. The topics of motion, forces, energy and momentum will be covered the first semester. The second semester will address waves, light, electricity and magnetism. The goal of this course is to introduce these concepts and reinforce problem solving skills. This course emphasizes conceptual understanding through labs, hands-on activities, projects, and problem-solving exercises.

Honors Physics

Pre-Requisites: Algebra II and Chemistry
Co-Requisite: H Precalculus or higher

The goal of this course is to prepare students with above-average interest and ability in science for first year college physics. Through minds-on activities, hands-on experiments, and demonstrations in an interactive classroom, students will learn how to classify the wide variety of phenomena around us within the framework of the basic physical laws. All course assignments, including lab write-ups, are designed to develop expert problem-solving skills and reinforce the application of mathematics skills. The first semester will cover mechanics. The second semester will cover simple harmonic motion, optics, circuits and field theory.

Honors Anatomy and Physiology

Pre-Requisites: Honors Biology

Honors Anatomy and Physiology presents biological and chemical principles as they apply to the human body. Lectures and laboratory work will cover cellular anatomy and physiology, tissues, and the following systems: integumentary, skeletal, muscular, nervous, endocrine, respiratory, cardiovascular, lymphatic, digestive, excretory, and reproductive. Second semester will focus on the dissection of a cat as a human model.

Advanced Placement Biology

Pre-Requisites: Honors Biology and Chemistry or Honors Chemistry

Pre-Requisites: Honors Biology and Honors Chemistry

Acceptance Criteria:
- PSAT Critical Reading and Math scores
- 3.67 (B+) unweighted science average
- science department approval

AP Biology is a rigorous and demanding course, which is the equivalent of a two-Semester introductory college biology course. Through inquiry-based learning and scientific skills, the focus will be on enduring, conceptual understandings and the content that supports them. Content will be covered in depth and great expectations will be placed on interpretation and analysis of information. In addition, statistical analysis of data and modeling of concepts will be expected. A significant amount of studying must be completed at home to allow time for discussion, labs, and inquiry during class time. There is an increased expectation for scientific thinking, reading comprehension, and analytical thinking. Computer generated laboratory reports and analysis are required. All
students enrolled in this course are expected to take the Advanced Placement exam in the spring.

Advanced Placement Chemistry

Pre-Requisites: Honors Algebra II and Honors Chemistry

Acceptance Criteria:
- H Chemistry semester average of 93
- H Chemistry semester exam grade of 93
- H Algebra II semester average of 93
- AP Chemistry pretest score of 64%

Interested students must attend the AP Chemistry information meeting in Dec/Jan.

AP Chemistry is designed to be the equivalent of a college level general chemistry course. It builds upon the basics learned in the first year of chemistry, exploring new topics of chemistry as well as expanding familiar topics. The course is highly analytical and stresses independent, logical thought and inquiry. Laboratory experiments supplement understanding of key concepts. All students enrolled in this course are expected to take the Advanced Placement exam in the spring.

Advanced Placement Physics C

Pre-Requisites: Honors Precalculus and Honors Chemistry
Co-Requisite: AP Calculus AB or BC

Acceptance Criteria:
- PSAT Math score
- no grade lower than A- in both H Physics and H PreAB or PreBC Precalculus
- science department approval

The AP C Physics course is intended to be representative of courses commonly offered in colleges and universities. There are four main goals of the AP C Physics class. First is to develop the students’ abilities to read, understand, and interpret physical information. Second is for the students to be able to describe and explain the steps in the analysis of a particular physical phenomenon or problem; both verbally and mathematically. Third is for the student to perform experiments and interpret the results of observations, including making an assessment of experimental uncertainties. Lastly, this course is designed to serve as a foundation in physics for students majoring in the physical sciences or in engineering. Methods of calculus are used in formulating physical principles and in applying them to physical problems.

Honors Independent Research Study

Pre-Requisites: Honors Precalculus and Honors Chemistry

Co-Requisite: AP Calculus AB or BC

Acceptance Criteria:
- PSAT Math score
- no grade lower than A- in both H Physics and H PreAB or PreBC Precalculus
- science department approval

The Honors Independent Research Study program is a one semester course that offers select students an opportunity to conduct high-level research as part of her academic experience. The student will consider a particular problem and formulate a hypothesis. Once she has finalized her hypothesis, she will engage in original research supervised by a mentor and assisted by St. Mary’s faculty and librarians. The student will gather data and construct a conclusion. The evaluation process of the student’s work includes a research paper and an oral defense of her conclusion. The student must select a mentor and develop an appropriate plan.
before acceptance into the course. Upper school faculty can assist the student with this process, but the student is ultimately responsible for selecting a mentor.

**Information Technology in Society**

Information Technology in Society is a critical analysis of how information technologies impact people and society. In this one-semester course students will explore the technologies that have revolutionized the way society communicates, works, and lives -- the technologies that have made the world smaller and more connected. Students will explore societal hopes and fears that accompany technological revolutions and apply that thinking to current issues. Students will watch films and read short pieces of fiction that demonstrate society’s attitudes toward evolving technologies. In addition to historical and social study, students will also gain experience using various applications and tools to better inform our thinking about the issues and to become more proficient at using technology to solve problems. This course will be offered in a blended format, meeting most often face to face, but some sessions will be held online.

**Introduction to Computer Science**

Over the past few years, our society has become increasingly defined by its intertwined relationship with machines and with itself through networked computers. This course will provide an introduction to how those networked computers work by teaching students the fundamentals of computer programming in the context of a networked society. Students will be taught both to appreciate the wonder of how computers work and to critique the technical and social decisions that are baked into computer programs. Classroom work and readings will focus both on big picture concepts -- including generativity, binary representation, the internet, and social algorithms -- and programming fundamentals -- including variables, control structures, objects, and recursion. Lab work and assignments will consist of solving problems that elucidate the big picture concepts, such as building a simple version of the page rank algorithm that Google uses to generate search results. Guest speakers who use computer science in their lives will be invited to speak to the class about their work, with a special emphasis on the role women play in building our networked society. Open to students in grades 11-12, one semester; 9th & 10th graders may apply under special circumstances.
Introduction to Engineering

This introductory course will allow students to develop specific skills including: applying the engineering design process to a specific problem; working effectively and collaboratively with other members of the class; demonstrating originality and inventiveness in your work; reflecting critically in order to improve creative efforts in problem solving; and viewing success as a cyclical process. Topics may include biomedical, civil, chemical, computer, electrical and mechanical engineering. Units will consist of an introduction by a professional in the field, followed by a group project that addresses a problem in the specific field. Attending workshops, competitions, and lectures given by guest speakers to address current topics will be an additional component of this course. Open to students in grades 9-12, one semester.
History Department
World Regional Geography & World History I

The purpose of World Regional Geography is to provide the student with a foundation in the environmental, cultural, economic, and geopolitical contexts of the world’s regions. The course covers all major regions of the world: Europe, Asia, Africa, the Americas. Students will learn the basic concepts, tools, and vocabulary for regional geography. In addition, basic history, ethnicity, language, and indigenous peoples are emphasized.

The second semester consists of World History I, and covers the Middle Ages, the Renaissance, the Protestant Reformation, the Enlightenment, the Age of Absolute Monarchy, the French Revolution, and Napoleon.

Honors United States History

Honors U.S. History covers American history from the Age of Exploration to the present. It includes an analysis of political and economic thought and of the evolution of social institutions. A number of supplementary readings will be assigned. A formal research paper is required.

Advanced Placement United States History

Acceptance Criteria:
- World Geography semester average of 95
- Both Freshman English and Freshman History teacher recommendation

Advanced Placement United States History addresses the major events and issues of American History from the Age of Exploration to the present, with emphasis on the development of political ideology and institutions, as well as a range of social and economic issues. Students are expected to analyze information and draw inferences from facts in order to form and defend a thesis in essay format. One hour of preparation for each class meeting should be expected. A formal research paper is required, and all students enrolled in this course are expected to take the Advanced Placement exam in the spring.

Honors World History II

Honors World History II is a course available to fulfill the junior year history requirement; it covers the development of political and cultural institutions and thought from the French Revolution to the present. Students are expected to develop a grasp of both continuity and change over time and of both the common features and distinct characteristics of a wide range of cultures including those in Europe, Asia and Africa. Students are also expected to achieve an advanced level of writing skills through
essays and other assignments, as specified in the History Department writing curriculum. A formal research paper is required.

**Advanced Placement World History**

**Acceptance Criteria:**
- AP US History semester average of 90 or H US History semester average of 93
- Both Sophomore English and Sophomore History teacher recommendations

AP World History is available to fulfill the junior year history requirement. It is a college prep course that provides students with an academic experience equivalent to a freshman/sophomore college survey of western history. The course is specifically designed to provide students with an in-depth study of World history from early man through the modern day. In addition to content, the course is specifically designed to enhance student analytical reading and essay writing skills. All students enrolled in this course are expected to take the Advanced Placement exam. A formal research paper is required.

**Honors Government & Citizenship**

This is a hands-on civics course that will acquaint students with basic knowledge of representative government at the national, state, and local levels. Students will examine issues that government can solve and explore how to take action within the political system. Course work will entail primary and secondary readings as well as observation and analysis of public meetings and hearings and interaction with outside speakers. Open to juniors and seniors, fall semester only.

**Honors Facing History and Ourselves**

Facing History looks at human behavior utilizing sociology, psychology, and ethics to examine the moral choices and decisions that have made history and impact our present and future. Students will undertake a rigorous study of the Holocaust as a vehicle to better understand why people act the way they do, both as perpetrators of evil, but also as “upstanders” who courageously take risks to resist injustice and rescue others. Ultimately, students will come to see that although the legacies of the past are still with us today, they can become empowered to make positive change in their world.

*This class does not fulfill the Religious Studies graduation requirement.*
World Language Department
French I

French I is a course in which students acquire the broad-based vocabulary and grammar structures essential in communicating everyday needs. Reading, writing, speaking, and listening skills are reinforced both in class and through the online program. The online Supersite, with its interactive grammar, listening, speaking, and video activities, support learning as well. Student awareness and appreciation of the French-speaking world is enhanced through geography lessons and culture study both in the text, on the Supersite, and through additional research opportunities (i.e., through Memphis in May Francophone Country events and activities, National French Week Events and Activities, etc.)

French II

French II begins where French I ends; much of the first semester is spent reviewing and enhancing knowledge of French I. The primary focus of French II is the mastery of verbs and verb tenses, in addition to acquiring further specific points of grammar. Class time is used for review of homework, oral and written exercise, and introduction of new grammar. A daily vocabulary quiz is given, as vocabulary is the building block to learning a second language. The accompanying Supersite, which contains interactive activities in grammar, vocabulary, and culture also have audio and video formats which support all that we do in class. Special projects include creating and listening to French podcasts, research and presentations on the culture of the Francophone world as well as the creation of an i-movie based on our study of French Fairy Tales. By the end of French II, the student should be able to communicate clearly her everyday needs, using a solid and broad-based vocabulary to express herself efficiently. Success is insured by preparation, participation, and a good attitude.

Honors French III

Honors French III is an intense review of all grammar previously studied and an introduction to more advanced grammar concepts. The text, with the accompanying Supersite online interactive program, focuses on oral and written proficiency. It gives additional practice opportunities for grammar, vocabulary, pronunciation, and cultural studies and has audio and video components as well as the capacity for voice recording. Extracts of magazines and literary works are woven into the lessons. The students study more thoroughly the French-speaking worlds of Western Africa, Canada, and the Caribbean. The year culminates with the reading, discussion, and analysis of the authentic text, Le Petit Prince.
Honors French IV: Francophone Humanities and Cultural Topics

Using the themes of Beauty and Aesthetics and Personal and Public Identities, this course offers students authentic and motivating content to learn and use French for purposeful communication. Students will obtain a deeper understanding of the interconnection of the cultural products, practices, and perspectives that form the worldview of Francophone cultures. There will be opportunities for communication in all modes (interpretive, interpersonal, and presentational) with individual, pair, and group work interwoven throughout each activity. In the Beauty and Aesthetics theme, students will describe how beauty is defined in other cultures; they will read, analyze, and discuss art forms and artists from Francophone cultures and they will interpret and evaluate visual, musical, theatrical, and literary arts from these cultures. In the personal and Public Identities section of the course, they will engage in discussions and evaluate the contributions of Francophone individuals’ contributions to society and how these contribution are reflected in the cultural perspectives of the French-speaking world. They will read *Kiffe kiffe demain* by Faïza Guène at the culmination of this theme.

Note: This course may fulfill .5 of the full credit fine arts graduation requirement with any other Fine Arts course except for H Harlem Renaissance.

Honors French IV: Francophone Film, Literature, and the Arts

This course offers students authentic motivating content to learn and use French for purposeful communication. Students will obtain a deeper understanding of the interconnection of the cultural products, practices, and perspectives that form the worldview of Francophone cultures. There will be opportunities for communication in all modes (interpretive, interpersonal, and presentational) with individual, pair, and group work interwoven throughout each activity. Students will interpret, evaluate, and discuss Francophone movies, documentaries, literature, art, and music, and will authentically improve their proficiency in listening, reading, speaking, and writing. The semester culminates in a collaborative film-making project.
Latin II

Latin II stresses the fundamentals of reading Latin linearly through the study of a series of readings set in the city of Rome during the reign of Domitian. In addition to a thorough review of grammar, students receive instruction in advanced syntax and in strategies for processing Latin linearly. The course also stresses vocabulary, pronunciation, derivatives, history, and myth. The course concludes with the reading of the Res Gestae of the Emperor Augustus.

Honors Latin III

Honors Latin III is a reading course in unadapted Latin prose and poetry. Students will study selections from historians Tacitus and Caesar and the Augustan poets Horace and Vergil. Along with the varied strategies for processing prose and poetry linearly, students will learn the functions of various features of prose style and discourse structure. The second semester will move students into preparation for the Advanced Placement course, where Caesar and Vergil are featured authors.

H Latin IV: Readings in Roman Literature and Culture

Prerequisite:
- Honors Latin III

Students will interpret a number of Latin texts of literary and non-literary nature in order to increase their proficiency in the interpretive reading mode. Readings will vary year to year depending on individual student interest, and multiple choices for reading will be available to students in the same class. Culturally relevant texts will explore both the lives of a wide swath of inhabitants of the empire in the classical period, and the cultures of diverse cultures that expressed themselves in Latin over the centuries. The course will run concurrently with AP Latin IV.

Advanced Placement Latin IV

Prerequisite:
- Honors Latin III

AP Latin IV offers an extensive reading and analysis of Caesar's de Bello Gallico and of Vergil's Aeneid in preparation for the AP exam. Students will review and deepen their appreciation of Caesar's commentaries and then study the distinct structure underlying Latin poetry so as to develop strategies for reading it linearly. The course also introduces students to aspects of literary analysis of the Aeneid as they investigate plot and character, literary devices, meter, stylistic analysis, and Vergil's debt to...
Homer. Students also examine the cultural, social, and political context of the Aeneid and Vergil’s literary influence on later works. All students enrolled in this course are expected to take the Advanced Placement exam in the spring.

Honors Latin V: History of Latin Language Pt. I

Honors History of Latin Language Part I is an honors-level course that will trace the course of the Latin language from its beginnings in Proto-Indo-European through the early medieval period. Students will investigate a number of inscriptional and literary texts of early Latin and trace the development of the language into its familiar classical form, through non-standard graffiti and inscriptions, and into Medieval Latin. The difference between literary written Latin and sparsely attested spoken Latin will be a constant theme to show how the two forms of Latin diverged ever further.

Prerequisite:
• AP Latin IV

Honors Latin V: History of Latin Language Pt. II

History of the Latin Language, Part II is an honors-level course that will follow the final stages of the evolution of the Latin language from its non-literary, spoken form of the late medieval and early Renaissance periods into one of its modern incarnations, viz., Italian. The course is taught from the perspective of the evolution of Latin, although students will learn a substantial amount of elementary Italian grammar and produce short biographical pieces in standard Italian. Final reflections on the differences, but also the striking continuities between today’s Italian and spoken Latin of earlier periods will bring the study to a conclusion.

Prerequisite:
• Honors Latin V: History of the Latin Language Part I

Spanish I

Spanish I is an introduction to the language and culture of the Spanish speaking world. Students learn the basic grammar structures and vocabulary necessary for beginning communication. A high level of oral/aural participation is stressed in class as well as in homework and lab activities that are prepared at home. Students become aware of the variety of Hispanic communities in Spain, Latin America, and the United States through cultural studies in the text, an interactive reader, and special videos.
Spanish II

Spanish II presents a more complex structure of the language and expands the cultural themes begun in Spanish I. By the time the students complete Spanish II, they will have acquired a command of key vocabulary and structures necessary for personal communication as well as an understanding of the Hispanic world.

Honors Spanish III

Honors Spanish III continues the study of advanced vocabulary and grammatical structures. In this course students polish their speaking, writing, and comprehension skills. The program contains many communicative activities that stress oral proficiency as well as cultural understanding. Through the study of history, politics, art, and literature, students enhance their knowledge of the Spanish language and Hispanic culture from Spain, Latin America, and the United States. Students read Don Quijote de la Mancha in the second semester.

Honors Spanish IV: Hispanic Humanities and Cultural Topics

Using the themes of Beauty and Aesthetics and Personal and Public Identities, this course offers students authentic and motivating content to learn and use Spanish for purposeful communication. Students will obtain a deeper understanding of the interconnection of the cultural products, practices, and perspectives that form the worldview of Hispanic cultures. There will be opportunities for communication in all modes (interpretive, interpersonal, and presentational) with individual, pair, and group work interwoven throughout each activity. In the Beauty and Aesthetics theme, students will describe how beauty is defined in other cultures; they will read, analyze, and discuss art forms and artists from Hispanic cultures, and they will interpret and evaluate visual, musical, theatrical, and literary arts from these cultures. They will read Don Quijote de la Mancha at the culmination of this theme. In the personal and Public Identities section of the course, they will engage in discussions and evaluate the contributions of Hispanic individuals’ to society and how these contribution are reflected in the cultural perspectives of the Spanish-speaking world.

Note: This course may fulfill .5 of the full credit fine arts graduation requirement with any other Fine Arts course except for H Harlem Renaissance.
Advanced Placement Spanish V

Acceptance Criteria:
• H Spanish IV semester grade of 85
• Oral interview conducted during 4th quarter of H Spanish IV
• Teacher approval

AP Spanish is an elective course that follows the guidelines for the Advanced Placement Program in Spanish. This course is based on advanced study of Spanish through intensive use of authentic materials to support advanced development of the four language skills and an understanding of diverse Hispanic cultures. Students polish their speaking, listening, reading, and writing skills through interactive and communicative exercises, which include authentic materials in class and in the language lab. This course also includes extensive grammar and vocabulary review from the AP Guide practice workbook. The course is conducted in Spanish and the students are required to express themselves and to interact with their classmates and with the teacher in Spanish. All students enrolled in the course are expected to take the Advanced Placement exam.
Fine Arts Department
Wind Ensemble
Wind Ensemble is a performance class for Upper School instrumentalists in which each student is helped to achieve a reasonable proficiency on a woodwind, brasswind, string, or percussion instrument. In a large ensemble context, the students are exposed to a wide-ranging musical repertoire through performance, thereby increasing their awareness and appreciation of many different styles and genres.

Concert Choir
Concert Choir seeks to expose the students to a wide-ranging musical repertoire through performance, thereby increasing their awareness and appreciation of many different styles and genres of music. They will also develop an understanding of the technique of good vocal production, multiple part singing, and ensemble performance.

Chamber Ensemble
Chamber Ensemble is an audition-based course which will strive to develop the talents of a select group of vocalists. Auditions will be held early in the second semester for the following year.

Beginning Guitar
Beginning Guitar is a survey/skills course in basic guitar techniques. Students learn various styles and techniques ranging from basic chordal accompaniment to melodic playing and "finger-picking." Students sample a wide range of styles, including (but not limited to) folk, rock, classical, and even Flamenco. This course is offered in the morning before school.

Honors Music History
Honors Music History is a survey of the history of the Western European musical tradition from the Middle Ages to the 20th Century. The aims of the class are to acquaint the students with a diverse repertoire, thereby increasing their awareness and appreciation of many different musical styles; to develop a heightened aural sensitivity to stylistic and interpretive nuance; to recognize music as an integral part of the human experience; and to place significant musical events into an historical context. An additional goal is to develop in the students the ability to express abstract concepts clearly and convincingly, using a thorough knowledge of history and literature as a foundation for the discussions. This course can be considered toward fulfillment of the Fine Arts graduation requirement.
Advanced Placement Music Theory

Acceptance Criteria:
• Interview with teacher
• Qualifying test may be deemed necessary

Advanced Placement Music Theory is a study of various harmonic, melodic, and formal techniques from the 17th through 20th Centuries from a written, visual and aural standpoint. Students learn traditional analytical techniques, sightsinging, writing, and dictation. All students enrolled in this course are expected to take the Advanced Placement exam in the spring. This course can be considered toward fulfillment of the Fine Arts graduation requirement.

Performance Arts 1 & 2

In Performance Art, students study a “hands-on” approach to the plays being produced by the Upper School in the Rose Theater. Credit is earned for being in the play or working behind the scenes on a production. Students learn basic acting principles and basic design skills. Students experience a production from start to finish with this course offering. This course meets twice a week during the lunch period.

Studio Art I - Fall

Students learn basic drawing techniques including perspective, gesture and contour. Pencil, pen and other drawing media will be used in observation drawings. Drawing and painting assignments will introduce students to color theory and the principles and elements of composition and design. Building on this knowledge, students will use Photoshop, iPads, original art, and photographs to create a narrative work based on a favorite place, poem, verse, song, or event. Students are also introduced to basic block printing techniques to create illuminated letters.

Studio Art I - Spring

Students use gesture drawing in figure studies building to a figurative composition. These skills are used in figurative relief and 3-dimensional clay projects. Work in clay includes an introduction to both hand-built and wheel-thrown pottery. Students will use Photoshop and iPads to manipulate their own art. Color, composition and drawing from observation are incorporated in painting assignments. Abstraction, design and pattern development are incorporated in screen-printing assignments.

Studio Art II - Fall

In Art II students continue to work with basic drawing skills focusing on observation drawings incorporating perspective, gesture, and contour techniques. Drawing and painting assign-
ments will be designed to strengthen and develop each student’s particular style and interest. Students with a more graphic orientation may use Photoshop and iPads to complete various assignments. Students will be expected to develop individual approaches and follow through with more than one media including drawing, painting, cloisonne enamel, and/or printing.

**Studio Art II - Spring**

In Art II students continue work with figure studies. Clay assignments include modeling a head and a 3-D project of the student’s choice. Drawing, painting, and printing assignments will incorporate color, abstraction, design elements, and pattern development. Students may elect to use Photoshop and iPads to complete some projects. The final assignment will be a multi-color textile design for silkscreen printing.

**Honors Studio Art I: Fall and/or Spring**

*Prerequisite: Studio Art I*

Students must have completed either a full year of Studio Art I and Studio Art II before they can be enrolled in Honors. Students in Honors are expected to generate their own ideas and problem solve. Each student will work with the teacher to initiate her own direction and projects. She is expected to work more independently both in and out of class. The goal of Honors is for students to develop their own sense of expression through personal exploration. This may include exploration of a specific idea, concept, technique or developing a portfolio for college and scholarship applications. Honors Studio may be taken for one or two semesters. Students are expected to push their ability and previous experience levels. Work done outside of class will be required and graded on the same criteria of work completed in class. Grades will be based on both the work reflected in the assignments and the degree to which the student has pushed her skill levels.

**Honors Studio Art II: Fall and/or Spring**

*Prerequisite: H Studio Art I*

Students taking this course must have completed the corresponding semester(s) of Honors I. The course will be focused on each student’s individual needs. Fall semester assignments will be designed to meet portfolio requirements for college applications. Spring semester assignments will be designed to allow students to explore ideas and media and continue to develop their own expression and style through creative problem solving. Students will be expected to initiate and shape the direction of assignments
under the guidance of the teacher. Grades will be based on both the work reflected in the assignments and the degree to which the student has pushed her skill levels.

**Advanced Placement Studio Art: Drawing Portfolio**

*Acceptance Criteria:*
- Four semesters of studio art
- Teacher approval

Student will be involved in assignments over the summer, and so must be accepted in the spring; fall enrollments will not be allowed.

Admission to the AP Drawing class requires approval of the art teacher. The AP class is limited to students who have completed a minimum of four semesters of art at the beginning of their Senior year and are enrolled in the Spring semester of their Junior year. As Juniors students begin working with the art teacher in the spring of her junior year and are required to complete assignments during the summer. Work completed during the junior year will be considered and used in her final portfolio. AP Drawing is an intense course that requires a serious commitment of time and effort. Students who have a heavy course load and/or extracurricular activities will not be encouraged to take AP Studio. The curriculum is set by the requirements of the College Board. The AP drawing portfolio includes three separate sections — quality, concentration, and breadth. AP students meet individually with the teacher to critique their work. All grades and expectations are based on the AP drawing rubric.

**Honors Art History**

Honors Art History is a survey course of Western art from the Prehistoric through Modern eras. The students identify styles, periods, and traditions and learn to evaluate the impact they had on later styles and periods. The course work provides the basis for advanced studies in art history, including the spring semester AP Art History course. This course can be considered toward fulfillment of the Fine Arts graduation requirement.

**Advanced Placement Art History**

*Pre-Requisites: Honors Art History*

*Acceptance Criteria:*
- B- in Honors Art History
- Strong writing and discussion skills
- Teacher approval

The AP Art History course is a survey course that follows the AP course requirements. The requirements include both the study of ancient through modern painting, sculpture, and architecture and a new focus on art globally. The examples of global art outside the European tradition will include regions, periods and cultures not covered in world history classes. Students use the knowledge from Honors Art History and material covered in the college level text as they take turns presenting material to each other in this seminar-style class. The teacher presents additional material.
and focuses on material not covered in Honors Art History. In class discussion is stressed to prepare students for discussion based writing on tests and quizzes. All students enrolled in this course are expected to take the Advanced Placement exam in the spring. This course can be considered toward fulfillment of the Fine Arts graduation requirement.

Honors Humanities I and Humanities II

The Honors Humanities courses are interdisciplinary studies of the ideas, beliefs, and cultural developments that have formed Western civilization. Historical, literary, and philosophical documents are examined as well as artifacts which reflect the artistic expression of our heritage and culture. Honors Humanities I focuses on Classicism through the Renaissance. Honors Humanities II begins with the Enlightenment and goes through the Modern and Postmodern eras. These courses can be considered toward fulfillment of the Fine Arts graduation requirement.

Honors Harlem Renaissance: The Voice of the Invisible

This on-line, summer-only course is designed to provide a unique approach for the SMS student to understand American cultural development through an in-depth study of African American culture during the Harlem Renaissance. A primary goal of the course would be for the student to gain an understanding of the breadth and depth of this intellectual and creative movement in the 1920s; through study and analysis of primary documents in poetry, fiction, essays, music, dance, theatre, and painting, students would move toward an awareness of the African American’s struggle for voice in the American culture. Emphasis would then be given to identifying ways that the Harlem Renaissance has influenced today’s minority voices. This course can be considered toward fulfillment of the Fine Arts graduation requirement.
Religious Studies Department
The Bible and Its Influence

The Bible is sacred text to Jews and Christians. The first part of the Bible – the Hebrew Scriptures or Old Testament – both shaped and was shaped by the identity of the Jewish people. The gospels and other writings of the New Testament have at their center Jesus of Nazareth and the development of the Christian churches. Additionally, the Bible has literary and historical merit all its own. It is filled with adventure, with poetry and song, with narrative and letters, with visions and comfort, with warning and advice.

Through daily assignments of Biblical reading and using the text *The Bible and Its Influence*, students will have first-hand experience with the sacred text and learn to identify the expansive influence of the Bible in the larger culture, giving special consideration to literature, art, music and the social sciences. *This class is a graduation requirement.*

Faith Foundations

Faith Foundations is designed to give students a basis for understanding five of the major world religions: Hinduism, Buddhism, Judaism, Christianity, and Islam. The course presents the historical development of these faiths, explores their theological and philosophical beliefs, and helps students have an appreciation for the uniqueness of each religion. Scholars, clergy members, and practitioners of each faith are invited to have classroom conversations with students in light of their religious traditions. There will also be a yearly field trip organized to select houses of worship. *This class is a graduation requirement.*

Honors Facing History and Ourselves

Facing History looks at human behavior utilizing sociology, psychology, and ethics to examine the moral choices and decisions that have made history and impact our present and future. Students will undertake a rigorous study of the Holocaust as a vehicle to better understand why people act the way they do, both as perpetrators of evil, but also as “upstanders” who courageously take risks to resist injustice and rescue others. Ultimately, students will come to see that although the legacies of the past are still with us today, they can become empowered to make positive change in their world. *This class does not fulfill the Religious Studies graduation requirement.*
Honors Religion & Literature: The Meaning of Life

Mark Twain said, “The two most important days in your life are the day you were born and the day you find out why.” Join Mrs. Ray and Rev. Bush as we tackle this eternal question, “Why am I here?” Students will read classic and contemporary spiritual works addressing the meaning of life. We will seek inspiration and guidance from a variety of thinkers and writers; readings will include selections from fiction, non-fiction and poetry.

Working through thematic units, such as journey, suffering, joy, and relationships, we will discover how others have sought meaning through varied experiences. Authors may include (but are not limited to) C.S. Lewis, Annie Dillard, Henri Nouwen, Martin Buber, and Mahatma Ghandi.

Students will have space and time to explore their own spirituality. Through discussion, journaling, and writing of memoir, students will move toward the creation of their own spiritual autobiography.

This class is offered in the Spring semester and is open to Seniors. This class does not fulfill the Religious Studies graduation requirement.
Physical Education Department
Wellness

Under the umbrella of Wellness, both fitness and health education are offered at the freshmen level. Fitness and Health are essential parts of the total educational program, which contributes to the physical growth, emotional health, and social development of the individual. The fitness component will encourage lifelong physical fitness on a personal level. The health component will promote self-management skills necessary to adopt a healthy lifestyle.

In order to promote outside interests, any student wishing to participate in a physical activity outside the fourth quarter of Fitness class must meet the following requirements:

- Participate in at least one St. Mary’s-sponsored Junior Varsity or Varsity sport during her freshman year. A conditioning component will be added to non-endurance sports. Must meet all of the coach’s expectations.

- Upon approval by the Wellness chair, a student may participate in an outside activity that meets requirements of both time and endurance.

All Upper School students must receive .5 credit in Fitness and .5 credit in Health for graduation.
Online School for Girls

Courses offered by the Online School for Girls for the 2016-2017 year are listed below. Full course descriptions are available at the Online School for Girls website:

onlineschoolforgirls.org

AP Computer Science A
AP Computer Science Principles
AP Environmental Science
AP Human Geography
AP Macroeconomics
AP Microeconomics
AP Psychology
AP Spanish Literature & Culture (Co-Ed)
AP US & Comparative Government & Politics
Advanced Spanish for Heritage Speakers (Co-Ed)
Creating Tomorrow — Designing for a Digital World
Forensic Science
Linear Algebra
Marine Science (Co-Ed)
Multivariable Calculus & Differential Equations
Neuroscience
This I Believe: Activism in the Age of Disenfranchisement & Extremism (Co-Ed)