



St. Mary's School

1865 A Heritage of Purposeful Learning

Course Catalog 2010-2011

St. Mary's School provides a community in which intellectual curiosity and academic excellence combine with Catholic and democratic values to inspire and prepare responsible local, national, and global citizens.

Our Mission

St. Mary's School provides a community in which intellectual curiosity and academic excellence combine with Catholic and democratic values to inspire and prepare responsible local, national, and global citizens.

Professional Excellence

St. Mary's teachers inspire students to achieve their potential in thought, word, and deed. Creative and compassionate, they provide a supportive community that values excellence, integrity, and diversity. Our teachers share a visible enthusiasm for professionalism, innovation, and scholarship.

Portrait of a Graduate

St. Mary's School graduates students who can use critical thinking and knowledge to navigate with confidence in diverse settings and show compassion to others along the way. Our students appreciate the cultures and landscapes they encounter and lead life guided by a true moral compass.

Statement of Non-discrimination

St. Mary's School admits students of any race, color, ethnic origin or nationality to all the rights, privileges, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, sexual preference, national, or ethnic origin in administration of its educational policies, admissions policies, scholarship and financial aid programs, or other school-administered programs.

This is a hate-free school. We recognize the inherent goodness of all people, regardless of race, creed, color, personal opinion, sexual preference, or any of the countless other features and foibles that characterize us. We honor the humanity that joins us, and we celebrate the differences that distinguish us. As you enter and while you stay, we ask only that you abide by a single rule — one that transcends both culture and faith:

Simply treat others as you wish to be treated yourself.

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Middle School Program

MIDDLE SCHOOL CURRICULUM

The St. Mary's Middle School program prepares students for a successful Upper School experience in a supportive and appropriately challenging environment. Students are encouraged on a daily basis to be good citizens, to collaborate with their peers, and to take leadership roles in the school community.

Students in the Middle School at St. Mary's experience a thematic approach to the Humanities, with cross-curricular opportunities at each level. Sixth graders explore ancient world history from the birth of civilizations through the fall of Rome. Seventh graders study the West and the world from the Middle Ages through the Age of Exploration. Eighth graders focus on American history and its political, economic, social and cultural development.

Community Service: Middle School students perform a minimum of 10 hours of community service each academic year. Eight of the ten hours are incorporated into the middle school curriculum through class activities such as restoring riparian areas, creating community art projects, and reading with students at Orchard Hill Elementary School. Additional service opportunities are available at school and in the community throughout the school year. Advisors and teachers will help students locate appropriate service opportunities.

Greek Night: Sixth grade students feast on a potluck dinner of Greek food before demonstrating the fine art of storytelling as they present Greek myths.

Lava Beds National Monument: After learning about plate tectonics and the earth's crust, sixth grade students explore the aftermath of volcanic eruptions and flows.

Age of Exploration Project: Seventh grade students combine science, math, history, art, and English to plan a historically accurate voyage from Portugal to the Spice Islands.

Four-day Field Trip to OMSI Hancock Field Station: After learning about biomes, seventh grade students experience the high desert in north-central Oregon.

Oral History Project: Eighth grade students conduct three hours of interviews with residents of the Rogue Valley Manor and write both a biography and a memoir of their resident.

History/Community Service Four-day Field Trip: Eighth grade students extend their study of Lewis and Clark with a visit to Fort Clatsop in Astoria. They also work on a long-term service project at a state park on the north Oregon coast.

ISA Testing: In February, eighth graders complete the International Schools Assessment (ISA) which offers schools a form of international benchmarking.

SIXTH GRADE CURRICULUM

History and English

The Sixth Grade curriculum is theme-based, and students focus their studies on a central concept. Literature, history, and writing are integrated in relation to the central theme. The overall theme in the Sixth Grade is *The Ancient World*. Studies begin with the migrations of ancient peoples and progress through the settlement of the ancient river valleys with a focus on cause and effect in settlement patterns and development. Students then examine the age of empire building. In the third quarter, we spend more time with the “classical” ancient cultures of China, Greece and Rome. We end the year with a closer look at ancient Africa and South America. In each quarter, we incorporate reading, composition, speech, and art into the Ancient World context to build and reinforce knowledge and skills.

- Year

Religion

There are four interwoven strands in the Sixth Grade religion program, *Stewards of Faith*. Students are introduced to and discuss the mission and values of the St. Mary's community. They reflect on their role as unique contributors to this community. They celebrate the seasons of the year, the seasons and feasts of Christian and Jewish calendars, and are introduced to some of the symbols and rituals of Catholic Christianity. Students will explore these concepts through discussion, projects, and readings in the theme-based curriculum.

- Year

German (Trimester)

The introductory, trimester-long course is designed specifically for the Sixth Grade and is a vocabulary-based program that emphasizes speaking and listening skills. With that in mind, explanation of grammatical concepts is limited to the specific skills needed for basic communication. The thematic units typically last a week, with consistent daily written practice at home to reinforce the vocabulary. Specific topics include some of the following: food, numbers, the classroom, family, weather, clothing, time, and free-time activities. Students memorize three poems and songs over the course of the trimester and complete two major projects, a photo album and a fairy tale puppet show.

- Trimester

Mandarin (Trimester)

The introductory, trimester-long course is designed specifically for the Sixth Grade. Students will experience Mandarin Chinese language and culture through many activities such as singing and arts and crafts. Language acquisition will come naturally as a result of their participation in these fun, immersion-based, activities. Students will learn simple Mandarin phrases as well as simple Chinese characters and gain a foundation for studying Chinese in the future.

- Trimester

Spanish (Trimester)

The introductory, trimester-long course is designed specifically for the Sixth Grade and is a vocabulary-based program that emphasizes speaking and listening skills. With that in mind, explanation of grammatical concepts is limited to the specific skills needed for basic communication. The thematic units typically last a week, with consistent daily written practice at home to reinforce the vocabulary. Specific topics include some of the following: food, numbers, the classroom, family, weather, clothing, time, animals, body and health. Students participate in a culminating activity at the end of the trimester as they create a project to present to the class.

- Trimester

Science

Science is integrated into the theme studies as students are introduced to the earth sciences. They will study astronomy, geology, meteorology, oceanography, and environmental studies, with an emphasis on how these processes affect our lives in Oregon. Studies include field trips and labs.

- Year

Art

Art employs elements of design including shape, texture, line, and color, using a variety of media. The art experiences are an integral part of theme and religion studies with creating strong compositions as the goal.

- Semester

Math

Sixth Grade Math uses the discovery-based units of the *Connected Mathematics 2* series. This material stresses conceptual understanding over repetition. We include more intensive curriculum during each unit for those interested in additional instruction. Students are given the option of completing checked, but not graded, introductory pre-algebra material.

- Year

Music

Sixth grade students choose one of three separate tracks: General Music, Orchestra, or Band.

In General Music, students are introduced to a variety of concepts, methods, and skills, including forms of music, orchestral instruments, and notation. The class surveys and participates in music of Western culture and explores music of other groups from around the world.

Orchestra is a beginning class for violin, viola, cello, and double bass. Band is a beginning class for wind, brass, and percussion instruments including flute, oboe, clarinet, bassoon, alto sax, tenor sax, French horn, trumpet, trombone, tuba, and bells/percussion. Experience with an instrument is not required for either Orchestra or Band. In addition to learning performance skills on their instruments, Orchestra and Band students will learn to read, write, compose and improvise music as well as learning about composers, listen and play in a variety of musical styles including popular, traditional, classical, folk and rock.

- Year

Physical Education

Physical Education allows students an opportunity to develop positive enjoyment of a variety of physical skills and activities. Students are introduced to physical fitness activities as a lifetime goal. An emphasis is placed on skill development and movement education.

- Semester

SEVENTH GRADE CURRICULUM

Students take four full-year classes: History, Life Science, Pre-Algebra or Algebra, and English. In addition, students take semester-long classes in Physical Education, Art, Latin, Hebrew Scriptures, and two semesters of Music.

SEVENTH GRADE	
English.....	Year
History.....	Year
Math.....	Year
Science.....	Year
Music	Two semesters
Latin	Semester
Art	Semester
Religion	Semester
Physical Education	Semester

Options for Music include Choir, General Music, Band, and Orchestra.

English 7

English 7 is a comprehensive English program and covers the fundamentals of reading, writing, grammar, and vocabulary. Students study poetry, short stories, and historical fiction and develop their writing and oral presentation skills. The reading and writing assignments in this course are thematically linked to the History curriculum, covering the Islamic world, Asia, Africa, and medieval and early modern Europe.

- Year

History 7

History 7 focuses on Europe in the Middle Ages and the various cultures that Europeans encountered during the Age of Exploration. Topics explored include the Renaissance in Italy and northern Europe, the Islamic world, the Crusades, China, Africa, and early life in the Americas. World geography is a key component of the course.

- Year

Pre-Algebra

This course uses the *Connected Mathematics 2* series and emphasizes solving problems in context, identifying and generalizing linear relationships, ratio and proportion, arithmetic skill development, and geometry.

- Year

Algebra I

This class encompasses basic algebraic operations with single and multiple variables, factoring, inequalities, and the graphing of functions and relations. This course has a special emphasis on the development of problem-solving skills and introduction of higher algebraic concepts.

- Prerequisite: Pre-Algebra, instructor approval.
- Year

Science 7

This laboratory-rich life science course focuses on introducing students to the study of ecology and environmental science while combining basic science and skills from the other science disciplines. Major units covered include biomes, resources and recycling, populations and communities, succession, and the diversity of living things (five kingdom system) with emphasis on plants and animals.

- Year

Choir

This class combines components of choral singing and listening. Students rehearse and perform a variety of styles of choral music. Through preparation for performance, they gain knowledge of both traditional and contemporary forms of vocal music. Each semester includes one or two concerts, which are a required part of the course. Techniques covered include tone quality, breath support, ear training, part-singing, and sight-reading.

- Semester

General Music

Students are introduced to a variety of concepts, methods, and skills, including forms of music, orchestral instruments, and notation. The class surveys and participates in music of Western culture and explores music of other cultures from around the world.

- Semester

Concert Orchestra and Concert Band

Concert Orchestra is a beginning/intermediate class for violin, viola, cello, and double bass. Concert Band is a beginning/intermediate class for wind, brass, and percussion instruments including flute, oboe, clarinet, bassoon, alto sax, tenor sax, French horn, trumpet, trombone, tuba, and percussion. In addition to learning performance skills on their instruments, Orchestra and Band students will learn to read, write, compose and improvise music. Orchestra and Band students will also learn about composers, listen and play in a variety of musical styles including popular, traditional, classical, folk and rock.

Advanced middle school orchestra and band students have the option of participating with the Upper School students in the Symphonic Orchestra and the Liturgical Ensemble. Please see descriptions in the Upper School Fine Arts section.

- Year

Introductory Latin

This is a general introduction not only to the study of the Latin language, but also to the basics of learning how a foreign language works. Students learn how to conjugate verbs and decline nouns and will familiarize themselves with the grammatical structures of both Latin and English. Roman culture and everyday life in the early Empire are introduced through *Ecce Romani*, a text developed by the Scottish Classics Group that chronicles a year in the life of an influential Roman family and its dependents.

- Semester

Middle School Art

Students will use many theme-based activities to develop artistic skill and vocabulary. Emphasis will be on discovery and development of artistic skills in each student.

- Semester

Religion 7 - Hebrew Scriptures

This course is a study of God's original chosen people. Their story as seen in the Old Testament, including their trials and triumphs, their myths and histories, and all the instrumental men and women who made them a great nation is examined.

- Semester

Physical Education

This course will introduce basic physical fitness concepts (target heart rate, flexibility, aerobic, and anaerobic endurance). Further instruction in skills and individual games and sports will be included.

- Semester
-

EIGHTH GRADE CURRICULUM

The Eighth Grade curriculum is centered on American history. Students are required to take five full-year classes: U.S. History, Science, English, foreign language, and the appropriate level math class. In addition, students take semester-long classes in religion, health, art, and Physical Education. Elective choices include Choir, Band, or Orchestra. Students participate in a semester-long oral history project in cooperation with residents of the Rogue Valley Manor.

Eighth graders complete the International Schools Assessment (ISA), which offers schools a form of international benchmarking.

EIGHTH GRADE	
English	Year
History.....	Year
Math.....	Year
Science.....	Year
Foreign Language	Year
Health	Semester
Religion	Semester
Art/Music*	Semester
Physical Education	Semester

*One semester of Band, Orchestra, or Choir can be taken in lieu of Art. An additional semester can be taken in lieu of P.E.

English 8

English 8 is a comprehensive English program based on American literature. It covers the fundamentals of reading, writing, grammar, and literary analysis. Students will study poetry, memoir, short stories, biography, and novels portraying the American experience, as well as writing formal essays and creative works. Students participate in the Oral History Project in the spring, during which they interview and write the biography of a resident at the Rogue Valley Manor.

- Year

History 8

This course presents the history of the United States thematically, with an emphasis on the American Revolution, slavery and the Civil War, Native Americans and westward migration, America's growing involvement with the rest of the world in the 20th century, and the Vietnam era. In cooperation with the English department, students will complete an Oral History Project, which includes interviewing residents at a local retirement community, compiling their biographies, and presenting the completed written work.

- Year

Pre-Algebra

This course uses the *Connected Mathematics 2* series and emphasizes solving problems in context, identifying and generalizing linear relationships, ratio and proportion, arithmetic skill development, and geometry.

- Year

Algebra I

This class encompasses basic algebraic operations with single and multiple variables, factoring, inequalities, and the graphing of functions and relations. This course has a special emphasis on the development of problem-solving skills and introduction of higher algebraic concepts.

- Prerequisite: Pre-Algebra
- Year

Geometry

This standard course in Euclidean geometry uses the *Discovering Geometry* text. Topics covered include right triangle trigonometry; inductive and deductive reasoning; circles; geometric construction; area and volume; and coordinate geometry.

- Prerequisite: Algebra I
- Year

Integrated Science

This class, intended to prepare students for Upper School science courses, is divided by semester into chemistry and developmental biology. The chemistry semester covers elements, the periodic table, chemical reactions, and lab technique. The developmental biology semester explores anatomy, physiology, embryology and the study of human systems.

- Year

Mandarin I

The goal of first year Mandarin Chinese is to teach students essential daily conversation skills, expand vocabulary skills, practice rhythms to improve tonality and accent, introduce writing strokes and stroke order, and to learn beginning characters. Students will also learn to read basic characters. In the process, Chinese culture and history will be discussed.

- Year
- Foreign language option

Latin I

Latin I is a reading course in Latin that emphasizes translating connected passages in Latin from the first day of class on. No previous knowledge of Latin is required. The course progresses through mastery of the system of verb conjugation and noun declension in Latin with additional highlights of Roman culture and the etymology of English words.

- Year
- Foreign language option

Spanish I

Beginning Spanish provides students with the tools they need to communicate effectively. The students develop skills in the areas of listening speaking, reading, writing (including the grammatical and structural aspects of the language), and critical thinking. These skills are coordinated with an introduction to cultural awareness.

- Year
- Foreign language option

German I

Mastering simple speaking, listening, reading, and writing skills forms the basis of first-year German, with a particular emphasis being placed on oral communication. Grammatical concepts are introduced and practiced in the context of real life language situations, with daily written practice at home to reinforce the structures and vocabulary. While German I is taught almost exclusively in German, no prior experience with the language is required, as the presentation of all new vocabulary and grammatical terms is carefully limited in the early months.

- Year
- Foreign language option

Health Education

Middle School Health focuses on total health and wellness, including the following major components:

Physical Health: Care of the body and meeting the physical demands of life, including fitness, good grooming, diet;

Mental Health: Liking and accepting oneself. Developing the ability to express emotions and to face problems and stresses;

Social Health: Getting along with others, working well in a group, and making friends;

Spiritual Health: Implementing personal values and morals to actively make healthy, informed decisions.

- Semester

Religion 8 - Understanding Catholicism

This course is primarily designed to study the concept of self and one's relationships with family, friends, community, and God. Moral decision-making will be interwoven throughout each of these units in topics such as health and well-being, altruism, justice, and compassion.

- Semester

Middle School Art

Students will use many theme-based activities to develop artistic skill and vocabulary. Emphasis will be on discovery and development of artistic skills in each student.

- Semester

Middle School Choir

This class combines components of choral singing and listening. Students rehearse and perform a variety of styles of choral music. Through preparation for performance, they gain knowledge of both traditional and contemporary forms of vocal music. Each semester includes two or three concerts, which are a required part of the course. Techniques covered include tone quality, breath support, ear training, part-singing, and sight-reading. No previous choral experience is required.

- Semester

Concert Orchestra and Concert Band

Concert Orchestra is a beginning/intermediate class for violin, viola, cello, and double bass. Concert Band is a beginning/intermediate class for wind, brass, and percussion instruments including flute, oboe, clarinet, bassoon, alto sax, tenor sax, French horn, trumpet, trombone, tuba, and percussion. In addition to learning performance skills on their instruments, Orchestra and Band students will learn to read, write, compose and improvise music. Orchestra and Band students will also learn about composers, listen and play in a variety of musical styles including popular, traditional, classical, folk and rock. Advanced middle school orchestra and band students have the option of participating with the Upper School students in the Symphonic Orchestra and the Liturgical Ensemble. Please see descriptions in the Upper School Fine Arts section.

- Semester

Physical Education

This course will introduce basic physical fitness concepts (target heart rate, flexibility, aerobic, and anaerobic endurance). Further instruction in skills and individual games and sports will be included. Participation and sportsmanship will be emphasized.

- Semester

Upper School Program

UPPER SCHOOL CURRICULUM

Students entering the Upper School at St. Mary's plan their program for the period of four years in order to ensure that all requirements for graduation and college entrance are met. All students at St. Mary's are required to take 28 credits of coursework prior to graduation. For a breakdown of specific subject area requirements, please consult the chart on graduation requirements on the following page. During their upper school years at St. Mary's, students are assisted by their advisors, teachers, and school administrators with career exploration and college planning. Special attention is given to planning and preparing for the various aptitude and achievement tests required by most institutions of higher education (PSAT, SAT I & II, and Advanced Placement exams). St. Mary's offers seventeen Advanced Placement (AP) courses. AP exams are given in May.

Just as the Middle School curriculum prepares students for the rigors of high school, the Upper School graduation requirements provide a sound academic base for competitive colleges and include those courses which incorporate the values espoused in the philosophy of the school. Students should be aware that most colleges, including all Oregon state colleges, require 4 years of English, 3 years of mathematics after pre-algebra, 2 years of science (not in the same area—i.e. not biology and AP biology), 3 years of social studies, and 2 years of other college-preparatory courses. In addition, most colleges require 2 years of a language and recommend 3 years of lab science courses.

All of the courses within the St. Mary's School curriculum are planned with scope and sequence in mind so that each course builds on the materials covered in previous courses. Additionally, individualized help and programs are available for students who have missed some portion of the program or who are working toward mastery at their own pace.

Community Service: As part of our mission to inspire responsible citizenship, St. Mary's students perform a minimum of 100 hours of meaningful community service as part of the graduation requirement. The Community Service Committee will help students locate service opportunities that are both interesting and relevant to future career choices.

Advanced Southern Credit Program: ASC consists of university level courses, usually Advanced Placement (AP) classes, approved by SOU and taught in the high schools by high school faculty. Students register for credit with their high school teacher/counselor at the low cost of \$25 per credit.

These courses directly transfer to Oregon's public universities. They may also transfer to some private universities or other state's universities. Courses qualifying for the ASC program are noted in the catalog, including the total number of college credits that may be obtained.

ISA Testing: In February, sophomores will complete the International Schools Assessment (ISA) which offers schools a form of international benchmarking.

Sophomore World Religions Field Trip: Sophomores have the opportunity to visit San Francisco and experience several different houses of worship.

Junior Project: A 12 to 20 page, thesis-driven, multi-disciplinary research paper and oral presentation are required as a capstone to the junior year. Teachers serve as mentors and guides in this process throughout the year.

Senior Project: In the second semester, all members of the senior class must write a 7 to 10 page paper reflecting on their community service experience as well as researching and analyzing a related issue. There are both written and oral components to this project.

MINIMUM REQUIREMENTS FOR GRADUATION

<i>Course</i>	<i>Credit</i>
English	4
Social Studies	3.5
Mathematics	4
Science	3
Religion	4
Foreign Language.....	2
Fine Arts.....	1
Physical Education.....	1
Electives.....	5.5
<i>TOTAL</i>	<i>28</i>

ACADEMIC COURSE LOAD REQUIREMENTS

Students who fail two or more courses at the end of the semester may be dismissed from the school. At all times, students must be enrolled in a minimum of seven full-credit classes, exclusive of academic labs. The chart below illustrates the standard Upper School sequence.

FRESHMAN		SOPHOMORE		JUNIOR		SENIOR	
COURSE	CREDIT	COURSE	CREDIT	COURSE	CREDIT	COURSE	CREDIT
English 9	1	English 10	1	English 11	1	AP English 12	1
Ancient History	1	Human Geography	1	U.S. or AP U.S. History	1	Math	1
Physics	1	World Religions	1	Math	1	Religion	1
Early Church	1	Math	1	Religion	1		
Math	1	Science	1	Elective	1	Elective	1
Language	1	Language	1	Elective	1	Elective	1
Elective	1	Elective	1	Elective	1	Elective	1
Elective	1	Elective	1	Elective	1	Elective	1
						Elective	1
9th Grade Total Credits	___	10th Grade Total Credits	___	11th Grade Total Credits	___	12th Grade Total Credits	___
US TOTAL CREDITS	___	US TOTAL CREDITS	___	US TOTAL CREDITS	___	US TOTAL CREDITS	___

ENGLISH

English 9

Students will study the roots of Western literature with particular emphasis on the epic, Greek tragedy, lyric poetry, and the Elizabethan theatre. Included in the readings are *Gilgamesh*, *The Odyssey*, *Beowulf*, *The Inferno*, *The Canterbury Tales*, and works by Shakespeare. Freshmen will attend at least one play at the Oregon Shakespeare Festival to complement their studies. Emphasis is placed on the development of the skills necessary to write an analytical essay and on critical reading skills in preparation for PSAT and SAT exams.

- Required for freshmen
- (Year) Credit 1

English 10

Sophomore English involves a comprehensive survey of contemporary world literature; it is designed to complement both the World Religions and the Human Geography classes. Close reading, essay writing, discussion, and application of literary terminology are stressed. Vocabulary and grammar study continues on a regular basis with a view towards preparation for the PSAT and SAT exams.

- Required for sophomores
- (Year) Credit 1

English 11

Junior English is a survey course in American Literature. The classics of American prose, drama, and poetry are read, discussed, and examined via expository writing. Special emphasis is given to the mastery and application of literary terms as preparation for further studies in literature. Additionally, students continue grammar study as a means of improving their writing. Vocabulary acquisition is also emphasized in preparation for the PSAT and SAT tests. Readings are selected to parallel American History and include works by Thoreau, Melville, Hawthorne, Poe, Twain, O'Neill, Fitzgerald, McCullers, and others. Students have the opportunity to take the AP Language and Composition exam in May of their junior year.

- Required for juniors
- (Year) Credit 1

AP English 12

Students must choose one elective per semester from the list below. Completion of any two courses will prepare students for the AP Literature and Composition exam. Students will read and analyze the texts, and study their historical, social, and philosophical contexts.

- Required for seniors
- (Year) Credit 1
- ASC Course (8 SOU credits)

Literature of the English Renaissance (Required)

This course commences with a look at three great works representative of the broad range of Shakespeare's output: *Richard II*, *A Midsummer Night's Dream*, and *King Lear*. The focus will be on charting Shakespeare's development as a playwright. Additionally, we will look at plays by several of Shakespeare's fellow dramatists—Marlowe, Jonson, and Webster—and some of the marvelous poetry produced in early seventeenth century England. We will attend at least one performance at the OSF.

*** Please choose one of the following *in addition to the required Literature of the English Renaissance.***

English Victorian Literature

Students will study a selection of the works of the great novelists and poets of the Victorian era including Dickens, Thackeray, Browning, Tennyson, and Wilde. The course will begin with a reading of John Fowles' late twentieth century Victorian novel, *The French Lieutenant's Woman*.

Twentieth Century Irish Literature

This course will concentrate on the works of two of Ireland's greatest poets and two of its greatest fiction writers: from the early twentieth century, W. B. Yeats and James Joyce, from the contemporary period, Seamus Heaney and Jennifer Johnson. In addition, we will study a number of plays written for Dublin's Abbey Theatre, including *The Playboy of the Western World* and *Juno and the Paycock*.

Literature of the First World War

The First World War produced a greater body of fine literature than any other conflict to date. In order to understand why, we will study novels by John dos Passos, E. E. Cummings, Erich Maria Remarque, and Jennifer Johnson as well as a selection of poetry drawn from all sides.

The Literature of the Grotesque

This course examines through the study of drama, poetry, and fiction short and long how great writers have used the grotesque, the bizarre, and the horrific, just as much as satiric comedy or high tragedy, for serious moral purposes. The works studied will be from the European and American traditions, commencing in the middle-ages and running through to the present century.

HISTORY AND SOCIAL STUDIES

In the Upper School, students are required to complete a minimum of three-and-a half full years of history and social sciences courses. Freshmen are required to take Ancient History, sophomores to take Human Geography, and juniors to take either U.S. History or AP U.S. History. During the senior year, students are expected to take a full year's worth of History, Social Studies, Humanities, or some combination thereof, unless they are taking multiple AP languages or multiple sciences.

Ancient History

Ancient World History is a year-long course that explores the civilizations of the ancient world using a collection of some of the world's greatest classical texts. The course surveys the rise of the civilizations of the ancient Middle East, then proceeds to examine ancient India, China, Greece, and Rome. Students read works by Homer, Confucius, Plutarch, Herodotus, Thucydides, Plato, and Aristotle among others.

- Required for freshmen
- (Year) Credit 1

Human Geography

Human Geography provides students with an overview of human interactions with the environment and with each other. As they examine individual cultural regions, students will also study the fields of agriculture, economics, population, globalization, folk vs. popular culture, linguistics, and urbanization. Students will have the option of taking the Advanced Placement exam in Human Geography.

- Required for sophomores
- (Year) Credit 1
- ASC Course (4 SOU credits)

AP U.S. History

This is a year-long college-level survey course in American history from colonization to the present. While the course proceeds chronologically, it also highlights several themes suggested by the College Board: American diversity, culture, religion, citizenship, politics and identity; economic development, and social and environmental change; slavery and its legacy; reform movements; and war, diplomacy, and globalization. Students use an Advanced Placement textbook and perform a variety of activities to prepare them for the AP examination in May.

- Satisfies junior-year history requirement.
- (Year) Credit 1
- ASC Course (8 SOU credits)

U.S. History

United States History is a year-long, high school-level survey course in American history from colonization to the present. Students explore major periods and themes in American history using a non-AP level textbook and a variety of approaches suited to their learning styles.

- Satisfies junior-year history requirement.
- (Year) Credit 1

AP U.S. Government

This course prepares students for the Advanced Placement exam in American Government. The class will use all aspects of an introductory collegiate political science class: text, lecture, discussion, debate, paper, and seminar. Upon completing this course, students will better understand the history and evolution of U.S. political institutions and values, and the relationships of various aspects of the public power structure. They also will gain insight into statistical methods and how to use them to better understand American politics.

- Elective for juniors and seniors
- (Year) Credit 1
- ASC Course (8 SOU credits)

AP Economics

This course provides students with a sound foundation in the study of economics. Topics include the fundamental problem of scarcity, characteristics of a market system, major forms of business organization, the interaction between supply and demand in the market system, money, and banking. In addition, students will gain exposure to the inner workings of our present national economy. Both the goals and the effects of our government's fiscal and monetary policies will be studied and discussed in detail. Students will be expected to analyze current events, newspaper articles, and news reports in light of their growing knowledge in economics. This course is designed to emphasize the study of economic theory. However, included in the curriculum are practical applications of economics to everyday life. This course is designed to prepare students for the AP exam in May. Students also have the non-AP option of taking only the first, microeconomics semester.

- Elective for juniors and seniors
- (Year) Credit 1; (option of one, non-AP, first semester only) Credit .5
- ASC Course (8 SOU credits)

AP European History

Students will explore the history of Europe from the Renaissance and Reformation through to the present. The first semester (1453 through 1815 AD) examines Scholasticism, the Renaissance, the Reformation, the Scientific Revolution, the rise of absolutism, the French Revolution and Napoleonic period, nineteenth century romanticism, nationalism, conservatism, and liberalism, and the unification movements in Italy and Germany. The second semester (1815-present) examines the causes and effects of World War I, the rise of fascism and communism, World War II, and the fall of the Soviet bloc. The course is designed to prepare students for the AP exam in May. Students also have the non-AP option of taking only the first or second semester.

- Elective for seniors
- (Year) Credit 1; (option of one non-AP semester only) Credit .5
- ASC Course (8 SOU credits)

Modern China

This course traces the rise of the People's Republic of China from the collapse of the autocracy in the early twentieth century through the present. Topics include imperial weakness; the Chinese Republic; the Chinese Civil War and World War II; Mao Zedong and the founding of the People's Republic; the Great Leap Forward; the Cultural Revolution; and the post-Mao reform period. Students will also explore the evolving international relationship between the People's Republic of China and its neighbors.

- Elective for juniors and seniors
- (Semester) Credit .5

The Modern Middle East

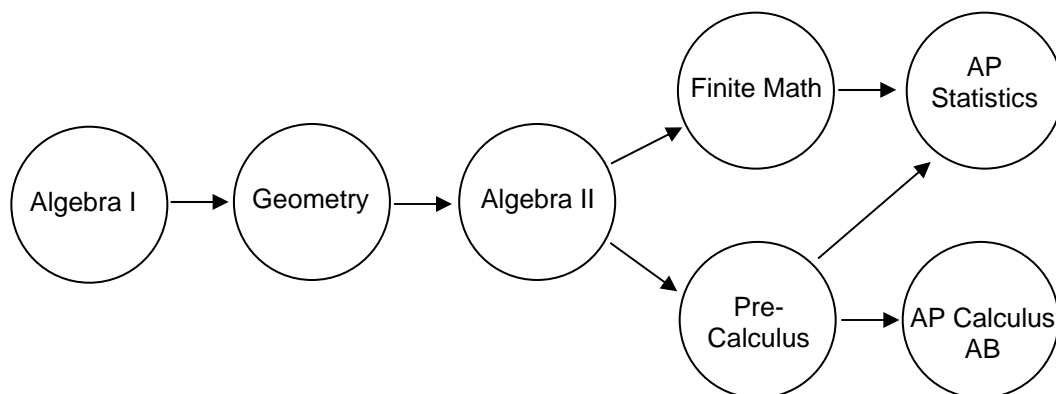
In this semester-long course, students will examine the Middle East as it has evolved over the last century in order to enhance their understanding of the complexity of this region as it relates to modern international relations. As a region imbued with oil wealth and extreme poverty, harsh dictatorships and quests for democracy, a diversity of religions and religious interpretation, intractable conflicts and impending crises, the Middle East is a fascinating facet of modern global interaction. Students will examine the Middle East with an eye to the historical experience that forms the backdrop to our increasing economic, military, cultural, and political involvement in the region. Our study of the fall of the Ottoman Empire, the mandates, independence movements, wars, revolutions, and the tandem drives to modernize and conserve Islam will inform an ongoing discussion and debate about the impact of our actions in the region and the many Middle Eastern reactions to them. Because of the group work component of the class, a minimum of ten students must enroll for the class to be conducted.

- Elective for juniors and seniors; sophomores allowed with prior instructor approval
- (Semester) Credit .5

MATHEMATICS

All St. Mary's students are required to complete four years of mathematics or complete an AP level math class (either AP Calculus AB or AP Statistics). Students must pass Algebra II in order to graduate.

The following is a pictorial depiction of the math sequence for Upper School.



Notes on the Math Sequence

Algebra I, Geometry, and Algebra II are required courses. After Algebra II, the student decides whether to pursue the Pre-Calculus and AP Calculus sequence, or the Finite Math and AP Statistics sequence. Students who take Algebra II as freshmen are expected to earn grades of B or better and go on to Pre-Calculus and AP Calculus. Students who do not earn a B or better are expected to retake Algebra II (replacing the earlier grade with the new grade) and then choose to either pursue the Pre-Calculus or the Finite math sequence. Students who take Pre-Calculus may elect to follow it with AP Statistics rather than AP Calculus. Students who finish AP Calculus as juniors (or earlier) are strongly encouraged (but not required) to continue their math studies by taking AP Statistics or an on-line Calculus II course.

Algebra I

This class encompasses basic algebraic operations with single and multiple variables, factoring, inequalities, and the graphing of functions and relations. Practical applications will be stressed and units will be paced in such a way as to allow mastery of the material. This course has a special emphasis on the development of problem-solving skills and introduction of higher algebraic concepts.

- Prerequisite: Pre-Algebra
- (Year) Credit 1

Geometry

This standard course in Euclidean geometry uses the *Discovering Geometry* text. Topics covered include right triangle trigonometry; inductive and deductive reasoning; similarity; circles; geometric construction; area and volume; and coordinate geometry.

- Prerequisite: Algebra I
- (Year) Credit 1

Algebra II

This course includes a review of algebra, word problems, properties of real numbers, linear open sentences, functions, polynomials, factoring, rational expressions, radicals and irrational numbers, quadratic equations and functions, and quadratic relations and systems. An introduction to trigonometry is provided. Practical applications showing how math models the real world are stressed.

- Prerequisite: Geometry
- (Year) Credit 1

Finite Math

With an emphasis on applications, students will come to see mathematics as a valuable tool in a variety of professional fields: business, economics, the life sciences, and the social sciences. After briefly reviewing linear functions, additional topics include matrix algebra, linear programming, probability, statistics, fractals, and game theory. Students will become adept at using graphing calculators to solve multi-variable systems, fit curves to data, perform matrix operations, interpret probability distributions, and much more.

- Prerequisite: Algebra II
- This course may be taken concurrently with Pre-Calculus or Calculus with little overlap in material.
- (Year) Credit 1

AP Statistics

This course exposes students to the techniques and issues of statistics. In a hands-on lab atmosphere, activities lead students to explore the meaning of concepts such as variability, distribution, outlier, tendency, association, randomness, sampling, sampling distribution, confidence, significance, and experimental design. Many of the activities challenge students to demonstrate their understanding of statistical issues by asking for explanations and interpretations rather than mere calculations. The data sets come from a variety of fields of applications, including law, medicine, economics, psychology, political science, education, as well as popular culture. The course relies heavily on the use of graphing technology. A TI-83 calculator is ideally suited to the course.

- Prerequisite: Finite Math or instructor approval
- (Year) Credit 1

Pre-Calculus

This course is designed to give students a solid foundation for Calculus AB and is focused on the ideas central to success in Calculus AB. Primary emphasis is on functions as models of change for real-world problems. Exponential, logarithmic, trigonometric rational and polynomial functions will be studied in great detail. Students will be exposed to techniques of solving a variety of types of equations, and how to use a graphing calculator to analyze function limits, monotonicity, and concavity.

- Prerequisite: Algebra II with a grade of B or better, or instructor approval
- (Year) Credit 1

AP Calculus AB

This course provides students with a clear understanding of the ideas of calculus as a solid foundation for subsequent courses in mathematics and other disciplines. It seeks to acquaint the advanced mathematics student with differential and integral calculus. Further emphases of study include the theory, techniques, and applications of differentiation, the fundamental theorem of calculus, methods and application of integration, as well as differential equations. Students taking this course are encouraged to take the AP Calculus AB exam.

- Prerequisite: Pre-Calculus with a grade of B or better, or instructor approval
- (Year) Credit 1

SCIENCE

Three years of science are required (Physics, Biology, and either Chemistry or Geology/Astronomy). Upper School science begins in the freshman year with Physics. Generally, students continue with Biology in their sophomore year, and then complete their science requirement with Chemistry in their junior year. Many students then take an Advanced Placement science course their senior year. Chemistry is a prerequisite for all AP science courses.

Physics

The main objective of this course is to provide students with a clear and logical presentation of major concepts and principles of physics. The course of study includes kinematics, dynamics, motion in space, the law of common gravity and its applications, the law of conservation of energy, electromagnetic waves, optics, and electricity. As the freshman physics course stresses the qualitative approaches to physical phenomena, the quantitative approaches will also be emphasized. Along with problem-solving, students will engage in lab activities and projects that will allow practical applications.

- Required for freshmen
- (Year) Credit 1

Biology

This is a full-year, hands-on, laboratory-oriented course designed to provide students with a thorough overview of the major biological properties of living organisms and the world in which they live. Topics covered include cell biology, cell reproduction, genetics, DNA/RNA/protein synthesis (including biotechnology), microbiology, plant anatomy and physiology, invertebrate biology, and ecology. Students perform numerous lab exercises, interpret data, and form conclusions. Significant emphasis is placed on student-directed learning. The students also develop written communication skills through laboratory reports, library research papers, and oral reports.

- Prerequisite: Physics
- (Year) Credit 1

Chemistry

This course introduces students to the fundamental concepts of chemistry and provides a solid foundation for students who will continue with AP sciences courses. The class is lecture-based, focusing on the following topics: metric system, atomic structure, kinetic molecular theory, periodic classification of the elements, stoichiometry, solution reactions and bonding, nuclear chemistry, oxidation-reduction reactions, and electrochemistry. The class is also laboratory-oriented— students learn safe and effective laboratory techniques, analyze and interpret lab results, and develop proper laboratory notebook procedures. Data gathering and data interpretation are emphasized to help develop critical thinking and problem-solving skills.

- Prerequisite: Algebra I and Biology
- (Year) Credit 1

Physical Geology and Astronomy

The first semester of the course introduces students to the nature, processes and formation of Earth's material and the major features of the earth's crust and topography. This course will consider the mineralogy of the rocks, different rock types and structures. Detailed consideration will be given to the internal processes that shape the earth's surface, including plate tectonics, igneous activities, weathering, erosion and deposition and earthquakes.

The second semester is an introduction to astronomical observation; time, seasons; light; telescopes; planetary motion; solar system; stellar structure, classification, evolution; star clusters; nebulae; galaxies; cosmology. It is recommended that this be taken in sequence with Physical Geology.

- (Year) Credit 1; students may opt to take Geology or Astronomy as a .5 credit elective.
- ASC Courses (4 SOU credits available for Geology; 4 SOU credits available for Astronomy)

Human Anatomy and Physiology

In this course, students will complete a detailed study of the organ systems of the human body with emphasis on physiological processes and anatomical and microscopic examination of the skin, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. We will relate these to current and relevant topics such as diet and exercise, acne, cancer, HIV-AIDS, arteriosclerosis, cholesterol, and pregnancy, among others. This course also includes a significant lab component. Students will conduct laboratory exercises at the cellular level as well as dissections of animals and various fresh and preserved animal organs.

- Prerequisites: Completion of both Biology and Chemistry (minimum grade of B in each), and instructor approval. Class limited to 18 students.
- (Year) Credit 1
- ASC Course (8 SOU credits)

AP Biology

This is a college-level, laboratory based biology class. Laboratories vary widely in type. Some will be chemistry-oriented and quantitative (acid denaturing an enzyme and a titration to determine enzyme rate). Others will involve use of organisms (termite behavior and pheromones, respiration rates in *Daphnia*, dissection, and the culture of the fungus *Sordaria* to observe the effects of meiotic crossing over). Some laboratories will be higher tech (inserting a jellyfish gene into bacteria so they glow). Students are encouraged to take the AP exam in May.

- Prerequisite: Chemistry. Limited to juniors and seniors, or sophomores with instructor approval.
- (Year) Credit 1
- ASC Course (8 SOU credits)

AP Chemistry

Comparable to a first-year college course, this course is an in-depth study of the principles and concepts in chemistry. Students are required to demonstrate an understanding of these principles through application in a laboratory situation. The course content reviews and expands first year topics, and also discusses thermodynamics, kinetics, equilibrium and quantitative analysis. Students can expect frequent homework assignments, quizzes and chapter tests. Study habits and learning techniques are emphasized throughout the course. Students are encouraged to take the AP Chemistry exam in May.

- Prerequisite: Algebra II and Chemistry
- (Year) Credit 1
- ASC Course (8 SOU credits)

AP Physics: Mechanics

This course is designed principally for students considering a major in physics, astronomy, mathematics, or any type of engineering. It includes study of the various physical relationships described by Newtonian Mechanics, such as motion, momentum, and energy, with emphasis on the mathematical equations that describe those relationships. Additional topics such as fluid mechanics and thermodynamics may also be covered, time permitting. Lectures, class discussions, and assignments will emphasize a problem solving approach to understanding material presented in the text. The class' laboratory component will include student-designed experiments intended to reinforce this material. Students are encouraged to take the AP Physics C Mechanics exam in May.

- Prerequisite: Previous or concurrent enrollment in AP Calculus
- (Year) Credit 1

FRESHMEN AND SOPHOMORE RELIGION

Church History

This is an exploration into the people, events, and ideas that provided an immediate context for the birth of Christianity and its many heights, depths, and breadths. The course examines topics including the roles of monks, scholars, and emperors, the division of one Catholic Church to many Christian denominations, and the variety of practices and practitioners.

- Required for freshmen
- (Year) Credit 1

World Religions

This year-long course provides sophomores with insight into world religions including Hinduism, Buddhism, Judaism, Christianity, and Islam through the study of sacred texts and the reading of novels. The course includes a trip to San Francisco to visit several places of worship of various religions from around the world.

- Required for sophomores
- (Year) Credit 1

JUNIOR AND SENIOR RELIGION

Junior Religion

This course hopes to cultivate students' sense of compassion by inviting them to a deeper awareness of injustice; to enable students to critically examine society, using the values of Scripture and Catholic social teaching; to imagine ways toward justice and peace; and to inspire students to work for justice and peace. Students will familiarize themselves with the life and teachings of Christ through a brief but in-depth study of the Gospels. They will then examine individuals whose lives have exemplified Christ's leadership and service.

- Required for juniors
- (Year) Credit 1

Senior Religion

This course examines literary works of great Catholic thinkers and authors as it addresses key moral, philosophical, and theological questions. While the class relies on reading, lecture, and discussion to elucidate the church's position on many important points, the class encourages students to strengthen and justify their own values and beliefs through inquiry, close attention to current events, and self-reflection. Authors and texts to be covered include St Augustine's *Confessions*, Boethius' *Consolation of Philosophy*, Erasmus' *Discourse on Free Will*, St. Thomas More's *Utopia*, G.K. Chesterton's *The Man Who Was Thursday*, and Flannery O'Connor's *Wise Blood*.

- Required for seniors
- (Year) Credit 1

FOREIGN LANGUAGE

Mandarin I

The goal of first year Mandarin Chinese is to teach students essential daily conversation skills, expand vocabulary skills, practice rhythms to improve tonality and accent, introduce writing strokes and stroke order, and to learn to read and write beginning characters. In the process, Chinese culture and history will be discussed.

- (Year) Credit 1

Mandarin II

Mandarin II introduces students to more complex sentence structures while expanding their vocabulary and mastery of everyday expressions. By the end of the course, students are expected to have mastered the *pinyin* Romanization system, to speak Mandarin with improved accuracy, and to be able to understand and sustain simple conversations on daily topics. The students will also develop a good understanding of Chinese culture in general and begin to appreciate Chinese arts and literature. In addition, students are required to read and write at least 500 simplified Chinese characters.

- Prerequisite: Mandarin I
- (Year) Credit 1

Mandarin III

Mandarin III is designed to help students who successfully completed Mandarin II develop advanced linguistic skills and expand their vocabulary. Students are expected to be able to understand and sustain more complex conversations, write short passages in Mandarin, and develop a deeper understanding of and appreciation for Chinese arts and literature. By the end of the course, students will be prepared to communicate successfully in Mandarin in more complicated daily activities and able to read and write approximately 1000 simplified Chinese characters.

- Prerequisite: Mandarin II
- (Year) Credit 1

Mandarin IV

Mandarin IV seeks to solidify students' skills from their previous three years of study while also increasing their range of vocabulary and advancing their listening and speaking skills. Students study materials about current issues in China, including social changes, legal issues, religious beliefs and the divide between traditional and modern culture. Students work to acquire the necessary skills to begin reading longer essays in Mandarin. By the end of the fourth year, students should be able to read and write approximately 1500 simplified Chinese characters.

- Prerequisite: Mandarin III
- (Year) Credit 1

German I

Mastering simple speaking, listening, reading, and writing skills forms the basis of first-year German, with a particular emphasis being placed on oral communication. Grammatical concepts are introduced and practiced in the context of real life language situations, with daily written practice at home to reinforce the structures and vocabulary. While German I is taught almost exclusively in German, no prior experience with the language is required, as the presentation of all new vocabulary and grammatical terms is carefully limited in the early months.

- (Year) Credit 1

German II

Refining and broadening the language skills necessary for a successful foreign exchange – in particular, oral proficiency – is the focus of second-year German. Students work on mastering a variety of complex grammatical concepts, but the emphasis continues to be using grammar as a tool to communicate more effectively and accurately. The course is taught exclusively in German, except for the very occasional lapse to discuss culture or current events. Students are expected to gradually transition to using German exclusively in class. Completing German II is generally a requirement of being able to participate in the exchange trip to Germany.

- Prerequisite: German I
- (Year) Credit 1

German III

Topics at this level increase in sophistication, and by the end of the first semester, students are expected to discuss exclusively in German such broad issues as the media, cultural stereotypes, military service, and environmental problems. By second semester, students at this level also begin their study of authentic texts in earnest, working with poems, fairy tales, radio plays, and other short literary forms. Additionally, students in German III tackle most of the remaining major grammatical structures, including the preterit tense, the passive voice, and various uses of the subjunctive. Students who have completed German III typically find they are well prepared for participating in the exchange trip to Germany.

- Prerequisite: German II
- (Year) Credit 1

AP German IV/V

The curriculum in the advanced German class rotates each year to avoid repetition for those students who continue in their German studies. Each year a comprehensive grammar review is combined with reading works of literature and improving the complexity and accuracy of the students' writing. Anyone wanting to take the AP test is given the opportunity to supplement the regular program to prepare for the exam.

- Prerequisite: German III
- (Year) Credit 1

Latin I

Latin I is a reading course which emphasizes translating connected passages from the first day of class. No previous knowledge of Latin is required. The course progresses through mastery of the system of verb conjugation and noun declension in with additional highlights of Roman culture and the etymology of English words.

- (Year) Credit 1

Latin II

Latin II is meant for students who have completed Latin I successfully and who wish to further their study of Latin with a view towards reading the great works of Roman authors. More complex sentence constructions, passive voice, and subjunctive mood will be introduced.

- Prerequisite: Latin I
- (Year) Credit 1

Latin III

The final advanced grammatical concepts that students need to begin translation of the classics are mastered. These include the subjunctive mood and indirect discourse. Midway through the year, students will be able to embark upon the study of Latin as literature with forays into Vergil's *Aeneid*, and into excerpts from the works of Cicero, Caesar, and Catullus among others.

- Prerequisite: Latin II
- (Year) Credit 1

AP Latin - Vergil

This course is devoted to the study of Vergil's *Aeneid* and preparation for the Advanced Placement exam. The focus of the class will be on the precise translation and scansion of Vergil's poetry, as well as developing the ability to discuss it and write about it in its literary and historical contexts. Grammatical concepts and certain prose selections requisite for the Advanced Placement exam will also be reviewed.

- Prerequisite: Latin III
- (Year) Credit 1

Spanish I

Spanish I provides students with the tools they need to communicate effectively. The students develop skills in the areas of listening, speaking, reading, writing (including the grammatical and structural aspects of the language), and critical thinking. The main tenses covered are the present and future, and an introduction to the past tense. These skills are coordinated with an introduction to cultural awareness. The students are exposed to a variety of authentic language and cultural activities.

- (Year) Credit 1

Spanish II

Students continue to develop the communication skills introduced in Spanish I while they improve their abilities in the areas of listening, speaking, reading, writing, and critical thinking. Although a variety of tenses are reviewed and introduced, the main focus of this course is communicative competence. The class is conducted almost exclusively in Spanish with occasional explanations and clarifications in English. Students will also complete and present projects in Spanish throughout the year. Embedded in the curriculum are discussions about aspects of Hispanic and Spanish cultures.

- Prerequisite: Spanish I
- (Year) Credit 1

Spanish III

Third-year Spanish teaches more complex grammatical structures of the language as it fine tunes the communication skills the students have learned. They cover all verb tenses, and more reading of authentic materials and literature is done. Students work on using their written and oral skills in Spanish in less structured formats to express their own thoughts and ideas.

- Prerequisite: Spanish II
- (Year) Credit 1

AP Spanish Language

This course will build on third-year Spanish skills and is designed for those students who wish to prepare for the Advanced Placement Spanish Language exam. The course covers the equivalent of a third-year college course in advanced Spanish writing and conversation. It stresses listening and speaking skills, reading comprehension, grammar, and composition. The course is conducted entirely in Spanish. Fluency in speaking, reading, and writing will be emphasized and developed.

- Prerequisite: Spanish III or AP Spanish Literature
- (Year) Credit 1

AP Spanish Literature

This course will be offered for those students who wish to prepare for the Advanced Placement Spanish Literature exam. It is intended to be the equivalent of a third-year college Introduction to Literature in Spanish course, covering selected works from the literatures of Spain and Spanish America. Students read and analyze literature, in Spanish, orally and in writing. The course is conducted entirely in Spanish. Fluency in speaking, reading, and writing will be emphasized and developed.

- Prerequisite: Spanish III or AP Spanish Language
- (Year) Credit 1

FINE ARTS

Symphonic Orchestra - Strings

Symphonic Orchestra – Strings is an advanced string orchestra open to Upper School and advanced Middle School students on violin, viola, cello and bass. This class will study string orchestra repertoire from a variety of musical periods. The Symphonic Orchestra – Strings is joined once a week by the Symphonic Winds to study and perform works for full orchestra.

- (Year) Credit 1

Symphonic Orchestra - Winds

Symphonic Orchestra - Winds is open to Upper School and advanced Middle School students wind, brass, and percussion instruments. The Symphonic Winds joins the Symphonic Orchestra – Strings once a week to study and perform works for full orchestra.

- (Year) Credit 1

Liturgical Ensemble

Liturgical Ensemble rehearses and prepares instrumental music for the liturgies during the school year. It is open to intermediate and advanced Upper School and advanced Middle School students on all instruments including piano, guitar, bass, electric bass and percussion. In addition to preparing music as an ensemble, there will be an opportunity for musicians to prepare solo and small ensemble musical offerings.

- (Year) Credit 1

Jazz Ensemble

The Jazz Ensemble will study and perform jazz, popular and alternative musical styles. In addition to wind, brass and percussion instruments, the Jazz Ensemble is open to students on keyboard, electric guitar, bass, electric bass and electric violin.

- (Year) Credit 1

Instrumental Music (Beginning/Intermediate)

Instrumental Music class offers Upper School students an opportunity to begin a new instrument or continue intermediate studies on strings (violin, viola, cello and double bass) or wind instruments (flute, oboe, clarinet, bassoon, alto sax, tenor sax, French horn, trumpet, trombone, tuba). Instrumental Music students develop skills for future participation in the Symphonic Orchestra and the Liturgical and Jazz ensembles.

- (Year) Credit 1

Upper School Choir

Students prepare and present repertoire representing an assortment of musical eras and styles, ranging from classical (Renaissance, Baroque, Classic, Romantic) to show, pop, and jazz tunes. Concerts are scheduled during the year, and students perform at many school and community events. Rehearsals emphasize development of repertoire and technique. Tone quality, ear training, support, and blend are stressed. Students are expected to purchase their own concert performance attire.

- (Year) Credit 1

Art I

Students will use a variety of art media (pen, pencil, paint, collage, et al.) to cover the elements of design: line, shape, color, value, texture. In addition to these 2-D forms, a variety of 3-D forms will also be explored. Through slides, reading, and discussion, students are introduced to well-known artists to develop a visual vocabulary. This class is suggested for the novice, as well as for anyone planning to enter the visual arts.

- (Year) Credit 1

Art II

Students will embark upon an intensive study of various art forms and media, requiring the production of 10 or more finished pieces per quarter. In addition, students create artwork that expands their understanding of the concepts and principles of art. Emphasis on the foundations of drawing, painting, and sculpture allow the student to develop confidence. Artwork by European and American masters will be covered, and a variety of art criticism theories will be introduced. Students should have knowledge of basic design for this class.

- Prerequisite: Art I
- (Year) Credit 1

Art III

In this course, students cultivate their personal artistic voices and hone their technical skills. More time is spent on subject matter based on personal interest, but with assigned parameters. Art of the 20th and 21st centuries is discussed. Students in Art III will be expected to work outside of the class. This course is also the prerequisite to the AP Art program.

- Prerequisite: Art II
- (Year) Credit 1

Art IV/AP Studio Art

Art IV students focus upon enhancing concepts and techniques, culminating in portfolio development. The AP guidelines direct those wishing to submit a portfolio, but students who opt not to develop one may take Art IV and will work toward other goals. Students will learn about slide presentation and opportunities for art careers. Students should be highly motivated, work well independently, and be interested in pursuing individual ideas in art. AP Art students will have an Early Bird class on the days they meet during first period.

- Prerequisites: Art III, AP Studio Art requires permission of instructor.
- (Year) Credit 1

3D Computer Art and Animation Level I

Students will use 3D Max to produce 3-D objects, scenes, and animations. Students will learn to use primitives, box and spline modeling, texture creation, and control paths for animation.

- Prerequisite: Art 1 is preferred but is not required.
- (Year) Credit 1

3D Computer Art and Animation Level II

This course is project oriented and draws about the knowledge learned in Level I. Students will work both individually and in groups to work on projects.

- Prerequisite: 3D Computer Art and Animation Level I
- (Year) Credit 1

HUMANITIES ELECTIVES

Shakespeare through Performance and Film

This class will explore the language of Shakespeare through performance and film. Although it is important to remember that plays may be studied as literature, they are first and foremost works for performance! The language of a play is language to be spoken by actors playing characters on a stage before an audience. It is language of people in action, doing things with words to other people for certain objectives. In this class, we will study three or four of Shakespeare's plays (comedies and tragedies) and speak the words of Shakespeare. We will study the effects of acting choice through performance and films and delve into the number of interpretations and staging possibilities for a single line, an individual character, or an entire play. This class will have an integrated writing component consisting of vocabulary work as well as essays and small projects based upon the essential questions generated from each play.

- Elective with instructor approval.
- (Semester) Credit .5

Oral Communication

This is a foundational course in the theory of—but primarily the pragmatics of—public speaking for academic, professional, and performance purposes. Students focus on style and technique of delivery as much communication of message. Each speech genre is covered twice, once each quarter, to include: fundamental exposition, persuasion, literary criticism, impromptu commentary, leading a discussion, memorization, and dramatic interpretation. Students are expected, the second quarter, to make all deliveries without notes.

- Elective for juniors and seniors
- (Semester) Credit .5

Entrepreneurial Leadership

Thinking about starting your own business? Wondering how business really works and if this is the career for you? This semester-long course combines philosophy and practical knowledge concerning the basic principles of marketing and entrepreneurship. Students will read novels and business texts, and examine case studies to enhance and expand their knowledge on how companies and individuals compete in today's global market place. This class provides a great opportunity for students to learn how business really works in today's world and how to become an entrepreneur in today's competitive global economy.

- Elective for juniors and seniors
- (Semester) Credit .5

Creative Writing

This class seeks to offer seniors an opportunity not available in the AP curriculum, to write creatively, to hone and advance their skills in style and technique. The class can be tailored to any creative writing endeavor: fiction, poetry, drama, personal, or creative non-fiction. Students must be dedicated to crafting their writing: pushing the limits of their skills, trying on new voices, and attempting different styles. Peer critique will be a cornerstone of the class. Students must be willing to share their writing and allow others to criticize it. Additionally, they must also be interested in honestly critiquing the work of others. Students will be asked to submit a piece of work to *The Muse* at the end of the year.

- Limited to 10 seniors, instructor approval required
- (Year) Credit 1

Yearbook

Lance staff members are responsible for the publication of the yearbook. In addition to obtaining a practical understanding of Microsoft Word, Adobe Photoshop, and Josten's YearTech program, students will learn and apply the basic elements of photography, journalism, and page design. Students are expected to operate efficiently as a team, meet the yearbook deadlines, cover events, and conduct interviews. (After-school and weekends may be used to meet these deadlines. Attending functions designed to increase staff productivity is expected.)

- Limited to 9 students, per instructor approval
- (Year) Credit 1

AP Art History

This course examines the history of art from cave paintings to Post-Modernism. Students will learn how to discuss works of art with reference to stylistic characteristics, historical context, and artistic innovation. While primarily geared toward the rigors of the AP curriculum, the course also provides opportunities to visit museums and galleries as well as pursuing independent projects in the fourth quarter.

- Elective for seniors
- (Year) Credit 1
- ASC Course (8 SOU credits)

Journalism

Students will be introduced to the basics of journalism and gain competency in journalistic writing. Through hands-on exercises and projects, students will learn how to determine viable news and feature topics, conduct interviews, do fact-finding research, and write/edit publishable articles. The end product of their work will be a news website and a quarterly magazine that will be entirely student produced. In addition to improving their writing skills, students will learn about publication design (both printed and on the web), photography, journalism history, media law and ethics.

- Limited to 16 sophomores, juniors, and seniors; sophomores require recommendation from their freshman English instructor.
- (Year) Credit 1

COMPUTER SCIENCE

The computer science program at St. Mary's focuses on programming and computer graphics.

Introductory Programming:

In this course students will use the Game Maker software in order to make their own computer games. The textbook, *The Game Maker's Apprentice*, shows students how to create 2D games, both single player and multi-player, by leading students in the making of the games shown in the text. In addition, students will make their own games. The purpose of the course is to introduce students to the logic and analysis intrinsic to programming in a fun and motivating environment. Towards the end of the textbook, students are introduced to computer coding as a tool that allows them even greater power in making games. After completing the primary textbook, students will continue the study of coding via Visual Basic.

- (Year) Credit 1

Advanced Programming in C++ Level I

A thorough review will be made of console applications in C++. Topics will include pointers, memory management, arrays, strings, all elements of procedural programming, and user defined objects.

- Prerequisite: Introductory Programming
- (1 - 2 Years) 1 Credit / year

Advanced Programming in C++ Level II

This course continues the work of Advanced Programming in C++ Level I including inheritance and polymorphism, iostreams, data structures, templates, and the STL library.

- Prerequisite: Advanced Programming in C++ Level I
- (Year) Credit 1

Game Programming in C++ Level I

This is a rigorous course in C++ using the Win API and DirectX to write 2D and 3D games. Students will develop a game engine that includes physics modeling as well as drawing elements. This course is project based and requires two projects: a minimum of one 2D game and a minimum of one 3D game. Students may work in groups to facilitate project completion.

- Prerequisite: Advanced Programming in C++ or instructor's approval
- (Year) Credit 1

Game Programming in C++ Level II

This course continues the work of Game Programming Level I. It is project oriented and requires the creation and modification of a 3D game.

- Prerequisite: Game Programming in C++ Level I
- (Year) Credit 1

PHYSICAL EDUCATION

Physical Education

This course will introduce the skills and fundamentals of team and individual sports (basketball, volleyball, softball, tennis, badminton, etc.) in addition to other activities, which promote a healthy lifestyle (jogging, walking, aerobics, et al.). Cooperation and sportsmanship will be emphasized.

- (Year) Credit 1

Advanced Sports Training

This course will incorporate the five components of physical fitness into one activity class while also training students for specific sports. Activities involving strength, flexibility, endurance, speed, and agility will be used in addition to sport-specific skills. Students need to be prepared for the class to be conducted as a practice would be for a team sport.

- (Year) Credit 1

Kung Fu

Shaolin Master Zheng Hongfeng offers year-long training in this Chinese martial art, developed thousands of years ago by the Buddhist monks of the Shaolin Temple. Kung Fu provides excellent overall conditioning, improving a student's strength, flexibility, stamina, balance, and coordination.

- Limited to 20 students
- (Year) Credit 1

Aikido

Aikido is a martial art that uses the energy of the attacker for self-defense. It is a defensive-only martial art. This course will focus on learning the basics of aikido, emphasizing safety (*ukemi*), circularity, centering, *ki*, taking the attacker's balance, entering (*irmimi*) and getting off the line. The class will be run in a traditional *budo* manner. Students in this class will take *gokyu* and *yokyu* rank exams as part of the curriculum. Students will be requested to buy their own uniforms (*gi's*).

- Limited to 20 students
- (Year) Credit 1

Two Sport or Three Sport Option

A PE credit may be earned by participating in JV or Varsity sports. Students will receive one credit if they participate in three OSAA sports in the same year OR students will receive one credit if they participate in the same two OSAA sports for two consecutive years. In order to receive credit students must complete and turn in a Sport Option form to the Registrar.

- (Year) Credit 1

Virtual PE

This class is designed for students needing to complete their PE requirement while taking a full schedule of eight academic classes. The student is expected to work out at a health club under the supervision of a certified Personal Trainer. This is the only plan that will be considered. The student must complete a daily journal tracking their activities. In addition, there will be a regular review process (approximately every four weeks) where the student's trainer must submit a summary of progress along with the student's daily journal.

- Minimum hours per week: 4
- The class is offered Pass/No Pass only.
- (Year) Credit 1

INTERNATIONAL STUDENTS

St. Mary's School welcomes students from all over the world. International students are held to the same academic standards as domestic students. In addition to these requirements, international students are required to take an ESL class and America 101.

ESL (English as a Second Language)

This course includes a review of effective strategies for understanding unfamiliar academic vocabulary, punctuation rules, and grammatical constructions. The course emphasizes self-editing skills that enable students to express themselves accurately in writing.

- (Year) Credit 1

America 101

This course explores traditional basic American values and how these values affect various institutions and aspects of life in the United States. Students are introduced to cultural touchstones and references as well as uniquely American ways of living and working.

- (Semester) Credit .5

ACADEMIC LAB

Academic Lab

Academic Labs are to be, as the name implies, places for study. They are not free periods. They are available to Upper School students as a tool to help with time management.

- (Year or Semester) Credit 0