



BOOK OF STUDIES 2023-2024

CONNELLY SCHOOL OF THE
**HOLY
CHILD**

■ SCHOOL PHILOSOPHY

Connelly School of the Holy Child was opened in 1961 by the Society of the Holy Child Jesus as a college preparatory school for girls. The Middle School was opened in 1989. The School is part of a network of 33 Holy Child schools in the United States, Europe, and Africa, which are guided by the educational philosophy of Venerable Cornelia Connelly (1809 - 1879). When Cornelia Connelly founded the Society of the Holy Child Jesus and established the first Holy Child schools in England in 1846, her ideas about education were considered very advanced. She insisted that teachers should “lead their pupils by love rather than by fear” and “take the trouble to study the character of each child.” Within the context of the curriculum, the teacher should “let each child develop her own style.” While most 19th century school schedules were rigid and monotonous, Cornelia introduced a variety of subjects and time for recreation. She wanted her students to take pleasure in what they were doing. A caring environment and attention to each student as a whole human being have been hallmarks of Holy Child education for nearly 175 years.

■ SCHOOL MISSION

Connelly School of the Holy Child is a Catholic, college preparatory school, committed to the intellectual, spiritual, artistic, physical, and social development of young women in grades 6 - 12. The school emphasizes academic challenge, joy of learning, and the education of well-rounded women of faith and action. The Holy Child community welcomes students and families of different faiths and diverse backgrounds. In keeping with the philosophy of our founder, Cornelia Connelly, Holy Child values the uniqueness of each individual and fosters a life of service to others.

■ GOALS OF SCHOOL OF THE HOLY CHILD JESUS

- To foster a faith commitment that engenders a joyous personal response to God in the challenges of the world.
- To deepen an understanding of Christian community.
- To provide an intellectually challenging and creative program of study that fosters academic

excellence.

- To work for Christian principles of justice, peace, and compassion in every facet of life.
- To create a learning climate based on trust and reverence for the dignity and uniqueness of each person.
- To further the integral human development of all who participate in the life of the School.
- To plan for the development of Holy Child education in the School.

“The usual method of correction is to indicate if anything is written against a rule, and then to ask how it is to be corrected, and to bring forth the rule transgressed; this also includes the praise of what is well written. “

- C.C. Book of Studies

■ ACADEMIC GUIDELINES & EXPECTATIONS

Holy Child offers dynamic course offerings that engage and inspire all students. The pedagogy employed by all teachers enriches the learners’ experience and promotes skills to prepare each student to become globally minded women of conscience and action.

It is expected that all students “be their best selves” (as Cornelia Connelly stated), every day. Holy Child educators are trained to elicit the strengths of each of their students, and it is expected that both the educator and pupil form a collaborative relationship that maximizes the educational experience.

Course planning and recommendations are made thoughtfully and deliberatively so they foster an appropriate balance between challenge and personal growth for each individual student.

Placement in Honors, Dual Credit, Dual Enrollment or Advanced Placement level courses will be based on student’s course grades and teacher recommendation.

■ ATTENDANCE

Attendance in each class daily is required. Absences due to illness or a death in the family may occur. In this instance, students are expected to visit their

teachers’ websites for missing assignments and/or homework. Students are expected to meet with their teachers upon their return even if their class is not meeting.

The requirements for students taking upper-level courses can be found throughout this Book of Studies.

■ GRADING SCALE

A 100-93	C+ 79-77
A- 92-90	C 76-73
B+ 89-87	C- 72-70
B 86-83	D 69-60
B- 82-80	F 59 and below

■ SEMESTER GRADE BREAKDOWN

Quarter 1 Grade & Quarter 2 Grade: 85%
Semester 1 Cumulative Assessment: 15%
Quarter 3 Grade & Quarter 4 Grade: 85%
Semester 2 Cumulative Assessment: 15%
(required for certain courses)
Final grade: 50% semester 1 and 50% semester 2

The following weighted grading scale will be used for computing the grade point average:

- CP** - College Preparatory
- Ho** - Honors
- AP/D** - AP, Dual Credit/Enrollment

	CP	Ho	AP/D
A	4.0	4.5	5.0
A-	3.7	4.2	4.7
B+	3.3	3.8	4.3
B	3.0	3.5	4.0
B-	2.7	3.2	3.7
C+	2.3	2.8	3.3
C	2.0	2.5	3.0
C-	1.7	2.2	2.7
D+	1.3	1.8	2.3
D	1.0	1.5	2.0
F	0.0	0.0	0.0

A cumulative grade point average (CGPA) is recorded on a student’s official transcript and includes only grades earned in courses completed at Holy Child. Year-end grades are used in the computation of the CGPA, unless a course is one semester in length. The CGPA does not include grades earned in physical

education courses and courses graded on a pass/fail basis. If a student repeats a course, both earned grades will be used in computing the CGPA. The CGPA will be the basis for determining the academic qualifications for National Honor Society, awards or other such programs or organizations. The CGPA will also be used when reporting the GPA distribution of a graduating class.

■ HONOR ROLL CRITERIA

- 1st Honors: 3.7 and above
- 2nd Honors: 3.69-3.33
- NHS Eligibility Requirement: 3.5 and above
- Scholar Athletes: 3.3 and above

■ COURSE GRADE WEIGHTING

- Grade-Level Courses: No Weight
- Honors Level Courses: 0.5 Weight
- Advanced Placement/Dual Credit/Dual Enrollment Courses: 1.0 Weight

Students will receive a semester and cumulative GPA on report cards. A cumulative grade point average (CGPA) is recorded on a student’s official transcript and includes only grades earned in courses completed at Holy Child. Courses completed at a college or university will not be reported on a student’s transcript unless the course fulfills a Holy Child graduation requirement and was approved by the Head of Upper School and College Counselor. Year-end grades are used in the computation of the CGPA, unless a course is one semester in length. The CGPA does not include grades earned in Physical Education or Health & Wellness and courses graded on a pass/fail basis. GPAs and transcripts are not combined in the instance a student transfers into Holy Child beyond their freshmen year.

If a student repeats a course, both earned grades will be used in computing the CGPA. The CGPA will be the basis for determining the academic qualifications for National Honor Society, awards, or other such programs or organizations. The CGPA will also be used when reporting the GPA distribution of a graduating class.

If a student changes the level of a course during the year (e.g., from “Honors” level to a non-Honors level), the respective quarter grades will be recorded on the student’s grade report and, if appropriate, weighted in the computation of the GPA. The level of the course completed at the end of the respective semester will

be the one reported on the transcript, and the earned grades will receive the appropriate weight in the computation of the GPA.

A student's numerical rank in class is not recorded on a student's transcript or reported to colleges and universities. With the approval of the student, the Director of College Counseling and the Head of Upper School, there may make an exception to this policy if the reporting of a rank in class is in the best interest of the student. In such cases, the CGPA will be the basis for determining the class rank.

Scores on the PSAT, SAT I, SAT II, ACT, and AP examinations are kept on record at Holy Child during a student's Upper School enrollment if the student had the scores reported to Holy Child. These scores are not reported on transcripts.

Transcripts for transfer students will not be combined; all sets of transcripts for a student's academic career will be submitted for the purposes of college admissions.

■ GRADUATION REQUIREMENTS

To be awarded a Holy Child diploma, a student must earn a minimum of 25 credits over four years and complete their Christian service requirements.

One credit is earned for each year-long course, and .5 credit is earned for each semester-long course.

A student must meet these yearly requirements:

- Freshmen are required to take eight credits¹.
- Sophomores, Juniors and Seniors are required to take a minimum of seven credits² with the option of an eighth course. Double block classes count for 2 courses.
- Freshmen, Sophomores and Juniors are required to complete their service requirements.

Unless otherwise specified, all credit must be completed through Holy Child or an approved Holy Child educational partnership.

These credits must be distributed so that the course of study meet the minimum requirements. To see a layout of requirements please refer to Diagram A in the reference section (see page 31).

Students may elect to take a combination of two year-

long courses OR two semester-long courses and one year long course, OR four semester courses

Elective courses are available in social studies, science, mathematics, world languages, visual and performing arts, physical education and health and wellness.

**Any courses taken that exceed the minimum graduation requirement in a specific department count toward an elective credit.*

For more information about students' Christian service requirements, refer to the Student and Parent Handbook.

■ COURSE OFFERINGS & DESCRIPTIONS

“Let all who belong to the Schools of the Society of the Holy Child Jesus, understand that it is of primary importance that they be imbued with piety and other virtues as much as with liberal knowledge.”

- CC Book of Studies

■ RELIGION CURRICULUM

Requirements: 4 credits (four-year course of study)

Students are expected to take one of the two progressions outlined in diagram B (see page 32).

■ FINDING CHRIST IN SCRIPTURE

Required for all freshmen
(full year) 1 Religion Credit

Finding Christ in Scripture is centered on the person of Jesus Christ and how he is revealed within the Old and New Testaments. Consistent with the U.S. Catholic Bishops' Doctrinal Framework, students utilize Sacred Scripture (The New American Bible Revised Edition) and the textbook Jesus Christ: God's Revelation to the World to gain a deeper understanding of the essence of Christian faith. The course also encourages in each young woman a personal relationship with God, a knowledge of the teachings of the Catholic Church, and the tools to help her see her faith as a life-long

pursuit. Finding Christ in Scripture incorporates prayer, technology, personal reflection, and creative presentations to both promote and evaluate the learning process.

■ SALVATION HISTORY & THE CHURCH

Required for all sophomores; (full year) 1 Religion Credit

Built on the foundations of freshman year, Salvation History & The Church tells the greatest story ever told how God kept his original promise of love to men and women by sending his son Jesus Christ. Through reading, study, and reflection on Sacred Scripture, sophomores explore the promises of God to men and women from ancient times, the fulfillment of those promises in his Son, and their participation in them today as young believers. The second semester continues the story of salvation by dwelling on the nature and mysterious reality that is the Church. Called into being by Christ, empowered by the Holy Spirit, and established on the apostles, the Church is both an institution and a people that continue the ministry of Jesus. Students will come to learn those elements of the Church that are essential to its identity as the Body of Christ, and those that have changed in response to “the signs of the times.”

“They must regard them [the students] as the children of God...and they should cherish a truly maternal love for them.”

- C.C. Book of Studies

■ CHRISTIAN MORALITY

Required for all juniors; (full year) 1 Religion Credit

In light of the U.S. Catholic Bishops’ Doctrinal Framework, Christian Morality seeks to provide a foundation for and application of morality in each student’s life. With a strong foundation in Catholic teaching and Scripture from previous years of religion, the students focus more thoroughly on the moral application of those teachings. The class is guided by both Sacred Scripture and the textbook *Your Life in Christ: Foundations of Catholic Morality* (Ave Maria Press). The course will also devote significant time to the Church’s teachings on human sexuality, utilizing materials from Ruah Woods Press. Finally, students will put their faith in action by giving

thirty hours of direct service to people in need in the broader community. This requirement for graduation will afford students the opportunity to pray, reflect, and think critically about their faith as they embody the famous words of Cornelia Connelly, “Actions not words.”

■ FOUNDATIONS & SKILLS FOR MINISTRY

(full year) 1 Religion Credit

Prerequisite: application and department approval.

Students in this course explore, develop, and apply their understanding of Christian ministry. Through a program of prayerful reflection and cooperative, contemplative learning, each student becomes aware of her own God-given talents and utilizes her gifts to benefit the spiritual life of the Holy Child community. In this project and service-oriented course, students are responsible for planning as well as coordinating and leading school retreats, service projects, liturgies and prayer services.

■ INTRODUCTION TO PHILOSOPHY

(1 semester) .5 Religion Credit

Introduction to Philosophy is a course designed to explore the most important questions about life and its meaning. Born and nurtured through these essential questions, the course focuses on main themes of ancient Greek philosophy. Additionally, the course seeks to cultivate within students a true understanding of knowledge, reason, desire, and ultimately, love of wisdom. To this aim, the course takes a thematic approach that incorporates the thought of significant philosophers within the Western tradition. In addition, students will examine how philosophy has influenced cultural expression in the arts, science, medicine, technology, education, and politics.

■ WORLD RELIGIONS

Dual Credit (1 semester) .5 Religion Credit

The human person is the only creature on earth endowed with the thirst for ultimate meaning or what is traditionally known as *capax infiniti* (a capacity for the infinite) or, as St. Augustine expressed it, *capax Dei* (a capacity for God). The World Religions course exposes students to the faith traditions dominant in the world today, including Hinduism, Buddhism,

Judaism, Christianity, and Islam. Students will learn the basic principles of a theological anthropology and be able to apply them critically in exploring religions. Efforts are made to provide students with experiential learning encounters by visiting worship sites during the semester and/or interacting with representatives of the traditions being studied. This course will be offered with the option to earn college credits.

■ THE GOSPELS & POPULAR CULTURE

(1 semester) .5 Religion Credit

This course gives students the opportunity to put the Gospel in conversation with popular culture (particularly film and television), empowering them to understand their often-complex relationship. Students will study this relationship as they explore issues of self, morality, and the spiritual quest, asking questions such as, “How does the Gospel come to light in popular media?” and “In what ways are popular media living out the Gospel?”

“[The pupils] must be led to feel strongly their relation to God—that of a child towards a parent.”

-CC Book of Studies

■ ENGLISH CURRICULUM

Requirements: 4 credits (four-year course of study)

Each student’s placement is determined on a year-to-year basis, pending performance in class and teacher’s recommendation. Course offerings are outlined in diagram C (see page 32).

■ ENGLISH 9

(full year) 1 English Credit

English 9 gives the Holy Child student a solid foundation in the reading, writing, and thinking she will be doing in high school and beyond. Students are introduced to the whole gamut of literary genres, including short stories, essays, novels, drama, and poetry. Writing while reading, through annotations and journaling, deepens students’ understanding of literature and gives them confidence to share their thoughts with others. Writing is an everyday practice where a variety of forms and contexts are explored. Writing is the primary means by which the English 9

student learns: it is nurtured by continual feedback from the teacher and by collaboration with peers. An introduction to research and a creative writing unit is included in the writing curriculum. Moreover, English 9 will create a safe environment, open to diverse perspectives and beliefs, so that students can take chances with their thinking and challenge themselves to grow intellectually, ethically, and spiritually.

Texts that may be read during the year are novels by Steinbeck, Hurston, Orwell, Achebe, and Lee; short stories by Chekhov, Walker, de Maupassant, Chopin, and Le Guin; dramas by Shakespeare and Sophocles; as well as poetry and non-fiction pieces.

■ HONORS ENGLISH 9

(full year) 1 English Credit

Honors English 9 is a Holy Child student’s introduction to the advanced reading, writing, and thinking skills that will enable her to excel in high school and beyond. The course emphasizes the type of research and analysis fundamental to scholarly inquiry. The course centers on the concept of a “dialectic argument” and explores how a “contest of ideas” leads to understanding. Through this course, students will come to understand how best to structure an argument, how to think critically about “evidence” in support of an argument, and how to communicate their ideas effectively, in writing and through oral presentations. Texts include works of fiction and non-fiction by historically important thinkers such as Plato, Montaigne, Donne, Lincoln, Emerson, Woolf, and Baldwin, and editorials and articles on contemporary issues drawn from major periodicals, such as The Washington Post, The Wall Street Journal, and The Atlantic Monthly. Students engage in “conversations” with these sources, and express their ideas in essays, class discussions, and structured debates, individually and through group projects.

English 9 (Honors) will create a safe environment, open to diverse perspectives and beliefs, so that students can take chances with their thinking and challenge themselves to grow intellectually, ethically, and spiritually.

■ ENGLISH 10

(full year) 1 English Credit

English 10 builds upon the foundational skills of high school reading, writing, and thinking done

in English 9. Students continue to explore varying genres of written texts that now cohere around the theme of power. Students write for different purposes through a variety of forms, with special emphasis on the organization and structure of the essay. A poetry unit inspires student creativity and individual expression. Additionally, students are welcome to develop their own reading lives through independent choice novels and book club choices. Intellectual exchange is facilitated by the introduction of Harkness discussions, where students begin to emerge as confident and independent thinkers. Grammar exercises and vocabulary building strengthen writing and help students develop their unique voice. English 10 will create a safe environment, open to diverse perspectives and beliefs, so that students can take chances with their thinking and challenge themselves to grow intellectually, ethically, and spiritually.

Texts that may be read during the year are novels by Orwell, Hosseini, and Austen; non-fiction works by Gladwell; dramas by Hansberry; and poetry selections.

■ HONORS ENGLISH 10

(full year) 1 English Credit

Prerequisite: a minimum of a B average from English 9 and teacher recommendation.

English 10 Honors builds upon the foundational skills of high school reading, writing, and thinking done in English 9. Students continue to explore varying genres of written texts that now cohere around the theme of power. The pace and amount of reading is increased for English Honors 10. At the Honors level, students are pushed to ask “how” and “why” questions that befit a critical thinker, and it is expected that they take the lead in class discussions and projects. Students write for different purposes through a variety of forms, with special emphasis on the organization and structure of the essay. A poetry unit inspires student creativity and individual expression. Additionally, students are welcome to develop their own reading lives through independent choice novels and book club choices. Grammar exercises and vocabulary building strengthen writing and help students develop their unique voice. English 10 Honors will create a safe environment, open to diverse perspectives and beliefs, so that students can take chances with their thinking and challenge themselves to grow intellectually, ethically, and spiritually.

Texts that may be read during the year are novels by Orwell, Hosseini, Shelley, and Austen; non-fiction works by Gladwell; dramas by Hansberry; and poetry selections.

“The explanation should be given in a clear, concise manner, and it should be made as amusing and interesting as possible.”

- C.C. Book of Studies

■ AP SEMINAR

(full year) 1 English Credit

“AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments” (AP Seminar Course and Exam Description).

■ ENGLISH 11

(full year) 1 English Credit

English 11 offers the Holy Child student an opportunity to hone her reading, writing, and thinking abilities in the context of American Literature. Students will find ample opportunity to find connections between English and Social Studies, because U.S. History is required during the same year. To this end, the historical dimension of American Literature and culture is emphasized, as is cross-curricular exchange between English and History. Argument skills are developed through frequent “position” papers and Harkness discussions. Research is also stressed as students continue to learn to navigate internet research, engage with secondary sources, and compile

annotated bibliographies. Of special concern is to open students to the myriad ways in which the American experience has been articulated through poetry, drama, short stories, and novels. Like History class, English urges students to learn from past American voices so that they can write their own chapter of our nation's story about a more perfect union.

Texts that may be read during the year are novels by Hawthorne, Fitzgerald, and Whitehead; short stories by Melville, Gilman, Chopin, and Lahiri; dramas by Williams and Vogel; and many poems.

■ AFRICAN AMERICAN LITERATURE

(full year) 1 English Credit

Prerequisite: Open to grades 11 -12.

This course is an introductory survey of African American literature from early literature to the present. Students will examine essays, poetry, short stories, plays, music, and novels. The structure of the course will be largely chronological and will incorporate a balanced selection of canonical texts and lesser read authors. The goal of this course is to facilitate a guided analysis of African American literary production and periodization as well as the cultural experiences that directly influence the genre. This course will yield thoughtful consideration of African American literature as a distinct literary tradition rooted in its own rhetorical and sociopolitical framework. Questions guiding this course include: How do we contextualize the African American literary tradition within the larger American and global literary contexts? And, in what ways can/should/ do we relate African American literature to the continuing situation of Black people in America?

Texts under examination may include those by Wheatley, Walker, Toomer, Wright, Clifton, and Adiche.

■ ADVANCED PLACEMENT LANGUAGE & COMPOSITION

(full year) 1 English Credit

Prerequisite: a minimum of a B average from previous English classes and department recommendation.

Students in Advanced Placement Language and Composition learn how to use language to persuade audiences of the correctness of their opinions. The course emphasizes written argument, but the

concepts apply to oral argument as well. The course expands the definition of a “text” to include non-verbal media, such as paintings, videos, and music. Students analyze essays, articles, speeches and other “rhetorical acts” and consider how the authors structure their arguments and use rhetorical devices, such as allusion and alliteration, to convey their messages.

Texts include historically important essays and speeches, authored by thinkers such as Abraham Lincoln, Martin Luther King, Jr., Ronald Reagan, Madeleine Albright, and Hillary Clinton. Students also read, discuss, and write about articles on contemporary issues—such as the implications of social media—published in leading magazines and journals. The course prepares students to take the English Language and Composition AP Examination in May.

■ ENGLISH 12

(full year) 1 English Credit

English 12 aims to equip students with the comprehension and critical engagement skills that are fundamental for collegiate study and navigating the world as conscious global citizens. Students will often find themselves reading non-fiction and contemporary texts in order to engage meaningfully with the conversations and questions most pressing in the world around them. Their writing will be comprised of a variety of writing tasks that are authentic to the writing they might find themselves doing in their professional lives, including TedTalks, social media campaigns, reviews, and cultural criticism. Often, students will be given the opportunity to pursue research questions and writing topics that interest and engage them while reading shared texts that build community.

Writers studied may include Chanel Miller, Beth Macy, Tara Westover, Alice Wong, and Celeste Ng.

■ ADVANCED PLACEMENT LITERATURE & COMPOSITION

(full year) 1 English Credit

Prerequisite: department recommendation and a minimum of a B average from previous English classes.

Advanced Placement Literature and Composition examines the writing of classic and contemporary

authors and prepares students to take the English Literature and Composition Advanced Placement Exam. The course is designed to help students become skilled readers of imaginative writing in a variety of time periods, styles, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. Students read novels, poems, dramas, and some non-fiction, and they respond to these readings with a variety of written assignments. Students produce imitation exercises, journals, collaborative writings and in-class responses, practicing timed writing all year. The course investigates how writers shape meaning. Students learn to identify elements of style, to describe how these rhetorical and linguistic choices help define the author's message, and to control style in their own writings to create a range of effects.

In addition to *How to Read Literature Like a Professor*, *Essential Literary Terms*, and poetry, literary texts may include works such as Chimamanda Andiche's *Purple Hibiscus*, Yaa Gyasi's *Homegoing*, Joseph Conrad's *Heart of Darkness*, Shakespeare's *Hamlet*, Tom Stoppard's *Rosencrantz and Guildenstern are Dead*, Voltaire's *Candide*, Edith Wharton's *House of Mirth*, Twain's *Huckleberry Finn*, Alice Walker's *The Color Purple*, Willa Cather's *My Antonia*, and/or as student choice novel.

“It is well not to be too severe in the criticism and correction of the compositions. We are not to expect a perfect composition from a child. It is easy to correct redundancy, but a barren genius has no remedy.”

- C.C. Book of Studies

■ HONORS HUMANITIES

(full year) 1 English Credit

Prerequisite: department recommendation and a minimum of a B average from previous English classes.

Humanities Honors is an interdisciplinary course, which means that students will apply all the literacy skills they have developed in their English classes to investigating material from a wide range of subjects, like History, Archaeology, Religion, Visual Arts, Architecture, Anthropology,

Geography, and Music. In drawing connections and conclusions from these examinations, students produce work using a variety of media, like paintings of cave art or dramatic readings of a soliloquy. Students reflect on what it means to be human in the past, present, and future. They appreciate the play of similarity and difference found in the cultural production of human societies across the world. The choice of readings, writings, and discussion topics attempts to approximate what might be found in a freshman seminar at college or university. Artistic-minded students who are enthusiastic about broad inquiries into the nature of humanity are encouraged to take this course.

Texts that may be read during the year are anthropological works by Davis, Mauss, Lee, and Douglas; plays by Shakespeare, Sophocles, and Ibsen; essays by Montaigne; short stories by Singer, Chekhov, and Le Guin; paintings by Bosch, Da Vinci, Rublev, and Kahlo; and religious works like the Bible and the Analects.

■ CREATIVE WRITING

(1 semester, Fall) .5 Elective Credit

Prerequisite: open to grades 10-12.

Creative Writing considers the general principles behind all writing and how they apply to creative non-fiction, fiction, dramatic writing, and any other forms students wish to explore. Frequently consulting models of different genres of creative writing will inspire students' own creativity. Students will compose in multiple modes and genres, using different organizational styles and types of details appropriate to the genre, topic, and audience. They will use the writing process to plan, draft, revise, and polish pieces of writing and use in-class workshops and conferencing to revise and hone their craft. Publishing writing as a class, in small groups, and as individuals is an important goal of Creative Writing.

■ JOURNALISM

(1 semester, Spring) .5 Elective Credit

Prerequisite: open to grades 10-12.

Students learn the various forms of journalism and practice the application and analysis of media, all while sharpening their writing skills. Students are introduced to fundamental elements of news writing, page layout, and photography. Journalistic ethics will be taken up, as will the challenges of bias,

social media, and profitability. Reading, analyzing, and discussing recently published articles that have appeared in print or online will offer students the opportunity to improve their own writing tools and techniques. Collaboration in groups on research projects and on preparing the student newspaper, The Willow, is central to the class.

■ MATHEMATICS CURRICULUM

Requirements: 4 credits (four-year course of study)

Freshmen placement will be determined by a placement test or prior year teacher recommendation. Diagram D (see page 33) illustrates paths followed by Holy Child students. Exceptions can be made at the discretion and approval of the department chair.

■ ALGEBRA I

(full year) 1 Mathematics Credit

Prerequisite: placement test and/or department recommendation.

This course reviews those topics of Algebra commonly covered in Pre-Algebra and middle school Algebra 1 courses and extends into other fundamental areas of algebra that are required as a basis for further study. The program begins with a review of content areas from preceding courses. New subject matter includes operations on polynomials, factoring, quadratic equations, exponents and exponential functions, radicals and connections to geometry, rational equations and functions, probability, counting theory, and statistics.

■ HONORS ALGEBRA I

(full year) 1 Mathematics Credit

Prerequisite: benchmark test and/or department recommendation.

This course is designed to provide students with a greater depth of understanding of algebraic concepts, and proceeds at an accelerated pace. The aim is to help students develop their critical thinking and problem-solving ability. Modeling and problem-solving are at the heart of the curriculum. Mathematical modeling consists of formulating a problem in mathematical terms, using mathematical strategies to reach a solution and interpreting the solution in the context of the original problem. Students are encouraged to represent problems algebraically, graphically, and in tabular form, thus promoting the creation

of connections between different mathematical concepts. Topics covered in this course include arithmetic operations on integers and on rational numbers, the properties of the real number system, linear equations and inequalities, systems of linear equations, absolute value equations and inequalities, graphing in the coordinate plane, mathematical functions, operations on polynomials, factoring, quadratic equations, exponents and exponential functions, radicals and connections to geometry, probability, counting theory, and statistics.

■ GEOMETRY

(full year) 1 Mathematics Credit

Prerequisite: Algebra I and department recommendation.

This is a course on Euclidian Geometry. Topics include theorems and proofs on congruency and similarity of polygons, parallelism, circles, areas and volumes, and coordinate geometry and trigonometry. Various software programs, including Geogebra are integrated throughout the course to create dynamic constructions.

■ HONORS GEOMETRY

(full year) 1 Mathematics Credit

Prerequisite: Algebra I and department recommendation.

With renewed emphasis on the aesthetic elements of design in many products, many new applications of Geometry have arisen in the last decade. This is a rigorous real-life based study of Euclidian and Coordinate Geometry, integrating the skills learned in Honors Algebra 1. Topics include logical reasoning through deductive and inductive proofs, parallelism, similarity, congruence, circle theorems, area, volume, transformations in both two and three dimensions, constructions, and trigonometry. Geogebra and other internet resources are integrated throughout the course to create dynamic constructions and extend learning. A greater knowledge of the proofs of classical theorems is the primary (but not the only) differentiation between this course and Geometry.

■ ALGEBRA II / TRIGONOMETRY

(full year) 1 Mathematics Credit

Prerequisite: Geometry.

This course builds upon the content of Algebra I and Geometry. Topics include the study of linear,

quadratic, rational, polynomial, logarithmic and exponential functions, and their graphs. Properties of complex numbers, circular trigonometry, and an introduction to sequences and series are also studied in this course.

■ HONORS ALGEBRA II / TRIGONOMETRY

(full year) 1 Mathematics Credit

Prerequisite: B average in previous mathematics courses and department approval.

As an extension of Honors Algebra, I and Honors Geometry, this course includes an in-depth study of polynomial theory, including both real and complex solutions, and rational, logarithmic, exponential and trigonometric functions and their graphs, as well as an introduction to sequences and series. The study of systems of equations and inequalities with two or three variables, matrices and determinants is included.

■ PRECALCULUS

(full year) 1 Mathematics Credit

Prerequisite: Algebra II/Trigonometry.

Course topics include linear, polynomial, exponential, logarithmic, and trigonometric functions. A study of sequences and series, introductory probability and statistics are included. Students in Pre-Calculus are asked to complete a project each year based around one topic in math, and to build their own resources portfolio to assist them in further study.

■ HONORS PRECALCULUS

(full year) 1 Mathematics Credit

Prerequisite: B average in Honors Algebra II/Trigonometry and department approval.

This course is designed to provide the student with the necessary skills and concepts to study Calculus the following year. Course topics include polynomial, linear, exponential, logarithmic, and trigonometric functions. Sequences and series, introductory probability and statistics, and an introduction to Calculus are included in this course. In order to advance to AP Calculus, students completing this course must successfully complete additional summer work, earn a high grade in Precalculus and have departmental approval.

■ ADVANCED PLACEMENT PRECALCULUS

(full year) 1 Mathematics Credit

Prerequisite: A average in Honors Algebra II/Trigonometry and department approval.

In AP Precalculus, students explore everyday situations and phenomena using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. Units of study include polynomial and rational functions, exponential and logarithmic functions, trigonometric and polar functions, and functions involving parameters, vectors and matrices.

■ HONORS CALCULUS

(full year) 1 Mathematics Credit

Prerequisite: Precalculus (Regular or Honors).

This course is an introduction to the applications of Calculus in business and in the social sciences. The course presents the main ideas of Calculus in a simple manner accompanied by several concrete applications in order to improve students' understanding. It covers topics such as continuity, limits, differentiation, and integration. Proficiency in algebraic manipulations and solid understanding of Precalculus concepts are essential.

■ ADVANCED PLACEMENT CALCULUS AB

(full year) 1 Mathematics Credit

Prerequisite: Department approval.

This course is designed to prepare students for the AB Advanced Placement Calculus exam, which is taken in May. Topics contained in the College Board's Advanced Placement syllabus are studied in this course. These topics include differential and integral calculus, and their applications.

■ ADVANCED PLACEMENT CALCULUS BC

(full year) 1 Mathematics Credit

Prerequisite: Department approval.

This course explores limits, derivatives, and integrals

as well as the Fundamental Theorem of Calculus, and adds the big idea of series. The concept of limits is foundational, and the understanding of this fundamental tool leads to the development of more advanced tools and concepts that prepare students to grasp the Fundamental Theorem of Calculus, a central idea of AP Calculus.

■ ADVANCED PLACEMENT STATISTICS

(full year) 1 Mathematics Credit

Prerequisite: current study (either Algebra II/Trigonometry or Precalculus) at the Honors level, and department approval.

This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics contained in the College Board's Advanced Placement syllabus are studied in this course. Topics include exploratory data analysis and descriptive statistics, probability for anticipating patterns in the distribution of data, designing experiments, and confirming models through statistical inferences. In addition, the course makes extensive use of real-world data. This course is designed to prepare students for the AP Statistics exam in May.

“...we sometimes forget that in training and teaching children it is absolutely necessary to walk step by step, to teach line by line, to practice virtue little by little, in act after act, and only by such acts of virtue as are suited to the age and stage of moral and intellectual development of those we are guiding.”

- C.C. Book of Studies

■ QUANTITATIVE LITERACY & INTRODUCTION TO COLLEGE STATISTICS

(full year) 1 Mathematics Credit

Prerequisite: Algebra II / Trigonometry, and Departmental Approval.

Quantitative Literacy focuses on the fields of financial planning and management. Major topics include savings, investments and personal insurance, budgeting, decision making, and starting a business.

The Statistics element of the course involves the study of chance and probability, inferences, hypothesis testing, and statistical modeling. The course is largely taught through a project-based learning approach, and student assessment is designed to reflect this.

■ PERSONAL FINANCE

(1 semester) .5 Elective Credit

This one semester course provides students with an overview of all of the aspects of “managing” one’s personal financial affairs. Topics covered include banking, investing, debt management, taxes, and budgeting. This class follows a case-driven approach by incorporating a “real-life” practical application of these topics. Class projects will require students to expand their knowledge of Microsoft Office tools, most notably Excel.

■ SCIENCE CURRICULUM

Requirements: 3 credits (three-year course of study)

The science program provides students with an introduction to the earth and environmental sciences, physics, chemistry, and biology. The comprehensive view gives students an understanding of scientific principles and provides opportunities to develop problem solving and technological skills necessary for success in the 21st century. The curriculum follows a spiral approach, connected by common concepts that complement the Next Generation Science Standards. All courses include lectures and discussions, problem solving, projects and laboratory experiments. After completing two years of integrated science, students will have the appropriate foundation to continue their science studies with a variety of science electives and AP courses. Refer to diagram E (see page 33) for an overview of the curriculum.

■ CHEMISTRY IN THE EARTH SYSTEM

(full year) 1 Science Credit

In this comprehensive, investigation-oriented science course, students will learn principles and practice procedures essential to many branches of science. Students will make connections between concepts and apply the information presented during class as they explore the interrelationships between chemistry and the earth. Major units of study include atoms, elements, molecules, chemical reactions, the chemistry of climate change, and the dynamics of

chemical reactions and ocean acidification. Course objectives emphasize problem-solving strategies, methods for gathering and interpreting data, the development of laboratory skills while discovering the connection between structures, functions, systems, and sustainability.

■ HONORS CHEMISTRY IN THE EARTH SYSTEM

(full year) 1 Science Credit

Prerequisite: Science placement exam.

In addition to the curriculum described above, this course emphasizes the development of theories, critical thinking, and will cover chemical topics in more detail. Students will use mathematical modeling and quantitative reasoning to make predictions and draw appropriate conclusions. Students will be encouraged to provide scientific evidence to support their claims and work independently as topics are introduced in an advanced method.

■ THE LIVING EARTH

(full year) 1 Science Credit

Prerequisite: Chemistry in the Earth System.

The Living Earth continues the comprehensive, investigation-oriented approach to understanding scientific principles. Students will strengthen and enhance their critical thinking and analytical skills while building upon foundational concepts and evaluating the interaction of the biological sphere with the chemical components of Earth systems. Course objectives focus on analyzing and evaluating data, applying technical laboratory skills, and using models to understand the relationships between chemical and biological systems. Major units of study include interdependence of ecosystems and biodiversity, energy flow and nutrient cycling, history of the Earth and Earth systems, structure and function in biological systems, and natural selection as the mechanism of evolution.

■ HONORS THE LIVING EARTH

(full year) 1 Science Credit

Prerequisite: Honors Chemistry in the Earth System; Geometry; departmental recommendation.

In addition to the curriculum described above,

this course emphasizes data analysis, graphical interpretation, and application of concepts using scientific reasoning in real world case studies. Students need to work at an elevated level of achievement and independence as topics are approached in a sophisticated and rigorous manner. The honors course is designed to prepare students to continue their science studies in AP science classes.

■ ANATOMY & PHYSIOLOGY

(full year) 1 Science Credit

Prerequisite: Chemistry in the Earth System and The Living Earth. Offered in alternating academic years: 2022-2023, 2024-2025.

Anatomy is the study of the structures and shape of the body and its parts, while Physiology examines how the body and its parts function. As complementary disciplines, Anatomy and Physiology explore the integration and homeostatic balance of structures and systems to form a fully sustained human body. This course provides students with an introductory and comprehensive study of the human body, including its organization, biochemistry, cellular function, and the operation and relationship between the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Students will analyze and evaluate data from graphs and articles as well as perform labs and dissections. They will also learn methods for scientific drawing and apply this to illustrate the systems covered.

■ ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

(full year) 1 Science Credit

Prerequisite: Recommended Chemistry in the Earth System.

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems work (including the internet), explore their potential impacts, and contribute to a

computing culture that is collaborative and ethical.

■ ADVANCED PLACEMENT COMPUTER SCIENCE A

(full year) 1 Science Credit

Prerequisite: Recommended Chemistry in the Earth System.

Introduced in 2023 - 2024

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

■ ADVANCED PLACEMENT BIOLOGY/ BIOLOGY DUAL CREDIT

(full year) 1 Science Credit

Prerequisite: Recommended B+ in Honors science and department approval.

AP Biology / Biology Dual Credit are introductory college-level biology courses. The emphasis is on developing and understanding concepts rather than the memorization of terms. The body of knowledge associated with the science of biology is rapidly changing and the aim of these courses is to provide the students not only with scientific facts but also with the analytical and reasoning skills that will allow them to critically assess information as it becomes available. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. Both courses are based on four Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems. The following are Big Ideas:

1. The process of evolution explains the diversity and unity of life.
2. Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.

3. Living systems store, retrieve, transmit, and respond to information essential to life processes. Biological systems interact, and these systems and their interactions possess complex properties.
4. Students establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena.

Concepts will be presented through lectures, discussions, labs, and scientific inquiry activities. Students enrolled in Biology Dual Credit are not eligible to take the AP examination in May.

■ ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

(full year) 1 Science Credit

Prerequisite: Recommended B in Honors science and department approval.

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. The following themes provide a foundation for the structure of the AP Environmental Science course:

1. Science is a process.
2. Energy conversions underlie all ecological processes.
3. The Earth itself is one interconnected system.
4. Humans alter natural systems.
5. Environmental problems have a cultural and social context.
6. Human survival depends on developing practices that will achieve sustainable systems.

Concepts will be presented through lectures, discussions, labs, and scientific inquiry activities.

■ PHYSICS 1

(full year) 1 Science Credit

Prerequisite: Geometry with understanding of trigonometric functions.

Physics studies the forces and laws that govern the physical world. This course focuses on the history of the physicists who contributed to our modern understanding of physics, the concepts established by these physicists, and the mathematical application of these concepts. The course studies forces and motion, work and energy, momentum and collisions, and fluid mechanics. In-class labs and demonstrations are done frequently to encourage content application, problem solving, and critical thinking skills. Students look at physics as it applies to daily life and are expected to participate in discussions on the physics of routine activities or technology.

■ HONORS PHYSICS 1

(full year) 1 Science Credit

Prerequisite: Honors Precalculus and math and science department approval.

This course surveys standard divisions of science as described above in regular Physics with emphasis on laboratory experimentation in the development and application of theory and problem-solving techniques. This course includes lectures, discussions, projects, problem solving, and experimentation. Honors Physics is designed for students who are typically taking an AP Calculus class and have demonstrated solid mathematical ability combined with logic and reasoning skills. Honors Physics is presented at a level commensurate with a solid background in Algebra and Trigonometry. The course is designed to complement advanced math ability and encourage creative math reasoning.

■ HONORS PHYSICS 2

(full year) 1 Science Credit

Prerequisite: Physics 1 or Honors Physics 1.

This course continues the study of the laws that govern the physical world and the mathematical explanations of those laws. It is designed as a second-year physics course as more advanced scientific topics are explored. The focus shifts from motion to energy and studies fluids; thermodynamics; waves and sound; geometric and physical optics; electrostatics and electrodynamics. Labs continue to be integral to the class, as is applying concepts to develop a real-world understanding of physics.

■ SOCIAL STUDIES CURRICULUM

Requirements: 3 credits (3-year course of study)

The Social Studies department offers the opportunity to learn much of human history, spanning from prehistory to the 21st century. Students will be exposed to key concepts and historical questions and encouraged to develop the skills of a historian. Core courses will include numerous research and writing opportunities. A variety of electives allows students to follow their interests, whether that be Art History, Economics, Psychology, or Government. Diagram F (see page 34) shows an overview of the Social Studies path.

■ WORLD HISTORY I

(full year) 1 Social Studies Credit

World History I will introduce students to global history in a course that covers everything from prehistory to the flourishing of civilizations in the second millennium. Through this study, students will learn how human societies developed, how they interacted with each other, and how the past has shaped our present. Students will engage in this study while learning proper research techniques, digital literacy, primary source analysis, critical thinking skills, and historical writing. Additionally, students will learn how to collaborate with peers, engage in multimodal projects, and find their voice in the classroom.

■ HONORS WORLD HISTORY I

(full year) 1 Social Studies Credit

Prerequisite: Students interested in Honors World History will submit a writing sample to the department chair. Previous years grades and teacher recommendations will also be considered for admission to Honors level courses.

Honors World History I will follow the same sequence as World History I, though the Honors offering will present additional reading and writing requirements. This course is offered to students with a particular interest in history and/or a desire to challenge themselves. Students electing for Honors World History I will find themselves well prepared for future Honors or Advanced Placement Social Studies offerings as they continue their Holy Child career.

■ WORLD HISTORY II

(full year) 1 Social Studies Credit

From the Industrial Revolution through the Twentieth Century, World History II traces the path of various themes in World History through each of its eras, asking students to consider how this history impacts our modern world. Students continue developing historical thinking skills, making use of a variety of sources, including primary-source documents, to think critically about not only what happened, but also why it happened. Throughout the school year, students conduct a variety of research-based projects building essential research, writing, and analytical skills. In addition to that, the course continues developing reading, writing, and critical thinking skills to further develop meaningful analysis of history and its impact on today's world.

“History has always been considered as the light of ages, the depository of events, and the faithful evidence of truth; it opens to us every age and every country; keeps up a correspondence between us and the great men of antiquity, and sets all their actions, achievements, virtues and faults before our eyes.”

- C.C. Book of Studies

■ HONORS WORLD HISTORY II

(full year) 1 Social Studies Credit

Prerequisite: Students interested in Honors World History II will need a minimum of an A- in Honors World History I or an A average World History I, as well as their current instructor's recommendation.

Honors World History II dives deep into the evolving various themes in global history, requiring students to apply historical thinking skills and practices in considering how this history impacts our modern world. Students continue developing these historical thinking skills through a variety of sources but make extensive use of primary-source documents to think critically about not only what happened, but also why it happened. Throughout the school year, students conduct a variety of research-based projects building essential research, writing, and analytical skills

culminating in a large research project by the end of the course. In addition to historical thinking and research skills, students also continue developing reading and writing skills to hone their ability to communicate this history they are studying. The development of these skills and content knowledge will help lay the foundation for other Honors and Advanced Placement coursework in social studies if a student chooses.

■ ADVANCED PLACEMENT WORLD HISTORY

(full year) 1 Social Studies Credit

Prerequisite: Students interested in AP World History will need a minimum of an A average in Honors World History I, as well as their current instructor's recommendation.

A.P. World History covers the history of the World from 1200 CE to the present day. Students in this course will learn how to analyze primary sources, draw comparisons between different eras of history, create arguments based on historical questions, and to effectively communicate their ideas. At the end of the course, students may take the A.P. World History exam with the possibility of earning college credit.

■ UNITED STATES HISTORY

(full year) 1 Social Studies Credit

United States History focuses on enduring questions addressing various events and eras from the founding of the nation to the present. Emphasis is placed on the political, economic, and social development of the United States. Connections are drawn between America and regions studied in earlier courses, as the world becomes increasingly interdependent. Students engage in the content of U.S. history through a variety of sources, especially primary sources, and engage with one another in frequent class discussions, activities, and projects. Students continue to develop reading, writing, and critical thinking skills building their ability to learn independently and analyze, research, inquire, and develop arguments based on historical evidence leading up to a formal research paper towards the end of the year.

■ HONORS UNITED STATES HISTORY

(full year) 1 Social Studies Credit

Honors United States History will cover American history from Native Cultures through the early 20th

Century. Students will engage in the study through reading primary and secondary sources, participating in class debates, and conducting personalized research projects with an emphasis on written expression. The course will cover a great deal of information and move at a rapid pace. Students interested in taking the course will need a B+ or better in their previous year's Honors Social Studies course, or an A- in their college preparatory course. Additionally, students will need to have the recommendation of their social studies teacher.

■ ADVANCED PLACEMENT UNITED STATES HISTORY

(full year) 1 Social Studies Credit

Prerequisite: minimum of a, A- average in previous honors social studies course work or an A average in college preparatory course work, work sample application, and department recommendation.

The Advanced Placement United States History course prepares students for the AP examination in May and aims to foster a growing interest in learning history. Students complete a variety of research, writing, and independent study assignments to prepare for all sections of the national exam. AP students explore the political, economic, and social perspectives of American History through debate, analysis, and inquiry. Content ranges from Indigenous cultures to the present. The course is writing and reading intensive with an emphasis on analysis and argumentation and is designed to give students an experience comparable to an introductory college-level survey course.

■ GOVERNMENT AND LAW

(full year) 1 Social Studies Credit

The aim of the Government and Law class is to inspire students to become active and informed participants in America's democracy. Students will learn the essentials of the American political and legal system from the three branches of government and federalism to different policy issues, with special focus on the Constitution and how it affects their lives. Additional emphasis will be placed on current events and current issues in American society leading students towards developing their own informed opinions on changes they would like to enact, and how they might work towards achieving these changes as

citizens. Students engage in a variety of activities, projects, and discussions that reflect the workings of our government and develop their ability to consider varying perspectives and cultivate their own opinions.

■ HONORS GOVERNMENT AND LAW

(full year) 1 Social Studies Credit

Prerequisite: minimum of a B average in previous course work, work sample application, and department recommendation.

The Honors Government and Law class helps students understand America's Constitution, legal system, and political system, and helps students develop their own informed political opinions through a deep exploration of the three branches of government, different policy issues, and federalism. The class focuses on current events as students move beyond learning the way America is and focus on creating their own visions of how America should be. Students engage in a variety of activities and projects to foster this learning; however, the course has a heavy emphasis on discussion as students learn not only to understand and respect others' points of view, but also to better define their own opinions.

■ ADVANCED PLACEMENT UNITED STATES GOVERNMENT

(full year) 1 Social Studies Credit

Prerequisite: Minimum of A- in Advanced Placement U.S. History, or an A in United States History, and recommendation from previous year's teacher as well as the department chair.

Advanced Placement United States Government explores the foundation of America's Government, Modern Application of the Law, and the Machinations of America's Political System. Students in A.P. U.S. Government will read extensively, engage in frequent classroom discussions, and apply their learning to projects, presentations, and various styles of writing.

■ PSYCHOLOGY

(full year) 1 Social Studies Credit

This introduction to the study of psychology will give students insight into the study of the mind and human behavior. The course will explore aspects of psychology such as neuroscience, genetics, behaviorism, perception, learning, emotions, language, and motivation. Students in this course will take a hands-on approach to learning as much of it

will be through projects designed to give students a chance to demonstrate their knowledge through creation.

■ ADVANCED PLACEMENT PSYCHOLOGY

(full year) 1 Social Studies Credit

Prerequisite: Minimum of a B average in Biology and previous course work, work sample application, and department recommendation.

The AP Psychology course is a college-level course designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. The course is reading intensive with a heavy emphasis on connecting personal experiences with the psychological content and analysis presented in class and is designed to give students an experience comparable to an introductory college-level survey course.

■ ADVANCED PLACEMENT MACROECONOMICS

(full year) 1 Social Studies Credit

Prerequisite: Minimum of A- in Advanced Placement U.S. History, or an A in Honors United States History, and recommendation from previous year's teacher as well as the department chair.

Macroeconomics will get a big picture view of how economic systems function. From the laws of supply and demand to government actions to remedy economic fluctuations, students will be familiarized with the machinations of modern economies. At the end of the course, students will have the opportunity to take the AP exam with the possibility of earning college credit.

■ ART HISTORY I

Dual Credit (full year) 1 Social Studies Credit

Art History will introduce students to the materials, processes, patrons, and cultural meanings of works of art from early humanity through the present. Taking a global approach, this course will ask students to compare and draw connections between artworks

from different cultures and geographic areas, thinking critically about the political, economic, religious, and social influences on artworks. The course will be offered with the option to earn college credits and will be modeled after a college-level survey course, with challenging readings, essays, discussions, and presentations. Students in Art History will benefit from our proximity to many world-class museums in the D.C. area and will become comfortable looking closely and talking about important works of art in the original.

■ WORLD LANGUAGES

Requirements: 3 years (3-year course of study)

Each student is expected to complete three years of study in French or Spanish. Students should take the course at the level where they can be successful and build competence. Freshmen will begin in level one, two, or three, pending the results of their placement test.

■ SPANISH CURRICULUM

Refer to Diagram G (see page 34) to see an overview of the Spanish path.

■ SPANISH IA

(full year) 1 World Language Credit

Prerequisite: Academic Support recommendation.

This course is the beginning of a wonderful and fun journey through the Spanish language and culture. Through everyday practice with basic conversational vocabulary, short stories, videos, audio recordings, role-plays, and dramatizations, this course seeks to engage students and develop their oral, written, reading, and listening skills. Special attention will be given to students discovering the strategies that work best for them as individuals. Some class time will be used to collaborate about different approaches and to reflect on what works and what doesn't for each student. While learning skills to speak, listen, read, and write in Spanish, students also focus on the process of acquiring another language, remembering that it can and will be different for different people. Students are also exposed to the cultures of Spanish-speaking countries as they study the language. ACTFL proficiency level achieved: Novice – low.

■ SPANISH IB

(full year) 1 World Language Credit

Prerequisite: Spanish IA.

This course is a continuation of Spanish IA. In this course, students continue to develop their communication skills in listening, speaking, reading, and writing through readings, writing tasks, videos, projects, conversations, and other communicative activities. They review, strengthen, and expand their previous knowledge, not just in content and skills, but also in terms of their individual process for learning a language. Students also increase their knowledge and understanding of Spanish-speaking cultures as they study the language. ACTFL proficiency level achieved: Novice – mid.

■ SPANISH IAB

(full year) 1 World Language Credit

This course is designed for the beginning Spanish student. Listening, speaking, reading, and writing skills are developed simultaneously through an integrated, multimedia approach. Upon completion of the course, students have the skills to communicate with accuracy and comprehend a variety of social exchanges. Emphasis is also placed on understanding and appreciating the diverse Hispanic cultures through basic readings, videos, magazines, newspapers, and class presentations. ACTFL proficiency level achieved: Novice – mid.

■ SPANISH II

(full year) 1 World Language Credit

Prerequisite: Spanish IB, IAB, or a placement test, and department recommendation.

This course is designed for students who have demonstrated novice-level skills in Spanish. The goal of level two is to improve the students' ability to comprehend, speak, read, and write in Spanish. Students review, strengthen, and expand basic structures previously studied and develop proficiency in self-expression and social exchanges. The emphasis on improvement of oral skills is considerable, and students are encouraged to speak in Spanish on a variety of topics and in a number of everyday situations. Students also continue to enhance their knowledge and appreciation for the cultural diversity of the Spanish-speaking world. ACTFL proficiency level achieved: Novice – high.

■ SPANISH III

(full year) 1 World Language Credit

Prerequisite: Spanish II, or a placement test, and department recommendation.

This course continues to develop proficiency in areas previously studied, while expanding the students' facility and accuracy in receptive and expressive language. The course is designed to strengthen the students' vocabulary and grammatical foundation and present more advanced vocabulary and grammar concepts. Cultural appreciation and communication skills are further developed by means of selected readings and other authentic materials from the Spanish-speaking world. ACTFL proficiency level achieved: Intermediate – low.

■ HONORS SPANISH III

(full year) 1 World Language Credit

Prerequisite: Spanish II with a minimum of an A- average, or a placement test, and department recommendation.

The goal of this course is to develop intermediate-level interpretive, presentational, and interpersonal communication skills in Spanish, while building knowledge and understanding of Hispanic culture. Students review and deepen their knowledge of grammatical structures and increase their vocabulary to be able to communicate orally and in writing at a more sophisticated level. Students also increase their ability to understand and read critically by summarizing and analyzing both literary and non-literary prose. This class is conducted in Spanish except when complex grammatical concepts require an additional explanation in English. ACTFL Proficiency level achieved: Intermediate – mid.

■ SPANISH IV

(full year) 1 World Language Credit

Prerequisite: Spanish III with a minimum of a B average.

In this course, students strengthen the skills necessary for intermediate-level communication through reading, writing, listening, and speaking tasks. Advanced grammar and vocabulary are introduced in addition to a review of skills acquired in previous levels of Spanish. Supplemental materials, including film, newspapers, magazines, and student presentations, are used to study culture and to promote conversation and composition. ACTFL proficiency level achieved: Intermediate – mid.

■ INTERMEDIATE SPANISH LANGUAGE & CULTURE

Dual Credit (full year) 1 World Language Credit

Prerequisite: Honors Spanish III with a minimum of a B average and department recommendation.

Conducted in Spanish, this intermediate-level course is designed for students who wish to improve and build upon their Spanish skills and delve deeper into the cultures and literature of the Spanish-speaking world. The course is comprised of an on-going review of all major grammar structures, as well as a thorough study of more complex grammar concepts. Considerable emphasis is placed on broadening students' cultural awareness of the Spanish-speaking world and increasing their ability to comprehend and express themselves in both spoken and written Spanish. The course will be offered with the option to earn college credits. ACTFL proficiency level achieved: Intermediate – high.

■ HONORS SPANISH V

(full year) 1 World Language Credit

Prerequisite: Spanish IV with a minimum of a B average and department recommendation

This course aims to develop and improve oral and written communication for intermediate-level students through the study of the language, literature, and culture of Spain, Latin America, and Hispanic communities in the United States. The course is organized by themes based on contemporary, social, and cultural themes, such as science and technology, migration, contemporary life, and popular culture. Students interpret information from authentic materials (e.g., short stories, news articles, poetry, etc.) and other resources in the target language through both reading and listening, communicate interpersonally about more complex situations through in-class discussions, and work cooperatively to present ideas about culturally rich themes both in writing and speaking, focusing on strengthening communication in the present, past, future, conditional, and subjunctive tenses. ACTFL proficiency level achieved: Intermediate – high

■ HONORS SPANISH FOR BILINGUAL & HERITAGE SPEAKERS I/II

(full year) 1 World Language Credit

Prerequisite: Department recommendation

Students may register for one- or two years pending enrollment.

This course is intended for students who were immersed in or exposed to the language while growing up, but who have received little or no formal instruction in Spanish. Students strengthen their competence in the oral and written standards of Spanish by building on their previous knowledge to expand their vocabulary, strengthen their command of grammar, and achieve more confidence and fluency in speaking and writing while learning about the diversity of the Hispanic communities and cultures. The skills acquired in this course will develop an advanced proficiency and competency in the language and reinforce their cultural competence. ACTFL proficiency level achieved: Advanced – low.

■ ADVANCED PLACEMENT SPANISH LANGUAGE & CULTURE

(full year) 1 World Language Credit

Prerequisite: Intermediate Spanish Language and Culture (DC) or Honors Spanish for Bilingual and Heritage Speakers II with a minimum of a B average and department recommendation

This course is designed for those students who wish to demonstrate advanced oral and written proficiency in Spanish. The thematic approach is designed to align with the themes of the AP program. The class is conducted in Spanish with the aim of providing high-level conversational and writing practice. Students study a broad spectrum of Spanish and Hispanic literature, art, history, current events, and culture. A thorough review of grammar is completed along with an extensive program of idiomatic usage. Materials used include magazines, periodicals, videos, and Spanish television broadcasts. ACTFL proficiency level achieved: Advanced – low and above.

■ INDEPENDENT STUDY IN SPANISH LITERATURE AND CULTURE

(full year) 1 World Language Credit

This course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and/or U.S. Hispanic literature, including short stories, novels, poetry, drama, and essays. The goal is for students to read critically, think deeply, and write analytically to demonstrate their understanding of the representative texts and to apply what they have learned to others. The study of the texts is enhanced by the inclusion of other thematically related literary texts, works of art, music, and films

to encourage exploration from multiple perspectives, as well as to encourage students to make connections and comparisons. ACTFL proficiency level achieved: Advanced – mid.

■ FRENCH CURRICULUM

Refer to Diagram H (see page 35) to see an overview of the French path.

■ FRENCH IAB

(full year) 1 World Language Credit

This course uses an integrated multimedia approach that includes audio and video materials, computer presentations, and paired/cooperative communication activities to encourage communication with accuracy in an authentic cultural context. Using correct French syntax in speaking and writing, students understand and interpret written and spoken language on a variety of thematic topics. Through the study of France and the French-speaking world, students learn to appreciate a new culture. ACTFL proficiency level achieved: Novice – mid.

■ FRENCH II

(full year) 1 World Language Credit

Prerequisite: French IAB, or a placement test, and department recommendation.

In this course, reading comprehension skills are expanded through the multimedia approach on a variety of cultural topics. At this level, students communicate in more complex sentences, write paragraphs and letters, and comprehend a wider variety of topics. Verb tenses, pronouns, and idiomatic usage are the emphases of the grammar sequence. ACTFL proficiency level achieved: Novice – high.

■ FRENCH III

(full year) 1 World Language Credit

Prerequisite: French II, or a placement test, and department recommendation.

This course is designed to strengthen the students' grammatical foundation. In addition, students begin to develop insights into the nature and culture of the language and to demonstrate an understanding of the grammatical and idiomatic comparisons of French and English. The multimedia approach reinforces oral proficiency and listening comprehension; it also

expands vocabulary in an authentic cultural setting. ACTFL proficiency level achieved: Intermediate – low.

■ HONORS FRENCH III

(full year) 1 World Language Credit

Prerequisite: French II with a minimum of an A- average, or a placement test, and department recommendation.

The goal of this course is to develop intermediate-level interpretive, presentational, and interpersonal communication skills in French, while building knowledge and understanding of the French-speaking world. Emphasis is placed on complex sentence structures, advanced grammar, and extended thematic vocabulary and idioms. Through reading, students gain a cultural background in the following areas: art, literature, history, the performing arts, and the cultural diversity of the French-speaking world. The multimedia approach reinforces grammatical structures and oral as well as aural proficiency; it also expands vocabulary in an authentic cultural setting. ACTFL proficiency level achieved: Intermediate – mid.

■ FRENCH IV

(full year) 1 World Language Credit

Prerequisite: French III with a minimum of a B average and department recommendation.

In this course, students continue the multimedia approach with emphasis on advanced grammar, idioms, and extended vocabulary. In addition, one quarter is devoted to the study of *Papillon dans la cité* and *Le Petit Prince*, with a focus on vocabulary building, conversation, and reading comprehension. ACTFL proficiency level achieved: Intermediate – mid.

■ HONORS FRENCH IV

(full year) 1 World Language Credit

Prerequisite: Honors French III with a minimum of a B average and department recommendation.

This course includes a thorough review of grammatical principles and advanced communication skills. Students study at least three genres of French literature, including *Papillon dans la cité* and *Le Petit Prince*, and write compositions with complex structures. The continuation of a multimedia approach reinforces grammatical structures and expands vocabulary mastery in an authentic cultural setting. This series provides the basis for written compositions and oral

exposés. This level includes an introduction to the study of French art. ACTFL proficiency level achieved: Intermediate - high.

■ ADVANCED PLACEMENT FRENCH LANGUAGE & CULTURE

(full year) 1 World Language Credit

Prerequisite: Honors French IV with a minimum of a B average, and department recommendation.

This course is designed for those students who wish to demonstrate advanced oral and written proficiency in French. The thematic approach is designed to align with the themes of the AP program. The multimedia approach includes a thorough review of grammar, as well as an extensive study of vocabulary and idiomatic usage. Students read and analyze French literature and current publications with an emphasis on culture, civilization, art, film, and music. ACTFL Proficiency level achieved: Advanced – low and above.

■ HONORS FRENCH CINEMA & CULTURE

(full year) 1 World Language Credit

Prerequisite: Honors French IV with a minimum of a B average and department recommendation.

This course may be taken as an independent study post AP.

In this course, students study the major differences between American and French movies and how films reflect American and French culture. Films are used to stimulate authentic language use. They are also the basis for collaborative work, discussion, and analysis. ACTFL Proficiency level achieved: Advanced – low and above.

■ VISUAL & PERFORMING ARTS CURRICULUM

Requirements: 2 credits

Unless students specify that they have an intention to follow a four-year track in a particular discipline they are encouraged to explore both performing and visual art foundational classes for their 2 credits, keeping their minds open and experiencing several options within the arts.

Portfolios or auditions may be required for the accelerated track or advanced courses.

■ MERIT SCHOLARSHIPS IN THE ARTS

All scholarship recipients are required to enroll in their discipline areas for all four years of Upper School.

■ VISUAL ARTS

Refer to chart I to see the Visual Arts overview (see page 35).

■ INTRODUCTORY LEVELS

(no prerequisite required)

Grades 9th, 10th, and 11th

Painting and Drawing

Mixed Media

Ceramics

Digital Art

(semester) .5 credit (available to 12th grade)

■ UPPER LEVELS

Grades 10th, 11th, and 12th

Studio Art I

Prerequisite: Painting and Drawing or portfolio submission.

Studio Art II

Prerequisite: Studio Art I or Portfolio submission.

Portfolio Development

Prerequisite: Painting and Drawing or Portfolio submission – can be taken multiple years.

■ PAINTING & DRAWING

(full year) 1 Arts Credit

Students explore painting and drawing processes and mediums. Building upon existing knowledge and understanding gained through grades 6-8, this course, prepares the art student for more advanced study though the high school program as well as providing students the opportunity to develop their creative thinking abilities, aesthetic understanding, and joy of the world around them. By exploring, experimenting, and investigating a variety of mediums, students will further develop their art skills and engage confidently with art and design concepts as they begin to develop their own visual language to communicate and express

their ideas, thoughts, and feelings. Through contextual studies of art and artists, students will explore links between creative thoughts and practical outcomes whilst also focusing on the quality of communicating ideas. This course will also include an element of collaborative projects and digital media with a view to investigating the most contemporary practices and how art education informs about careers and life choices. Students will also study in DC galleries to develop deeper thinking skills.

■ MIXED MEDIA (full year) 1 Arts Credit

This course builds upon prior art knowledge and understanding and prepares the art student for more advanced study using mixed media applications. It aims to provide students with the opportunity to develop their creative thinking abilities, aesthetic understanding, and joy of the world around them. By exploring, experimenting, and investigating a variety of mediums, students will further develop their art skills and techniques. Students will be given an opportunity to engage confidently with art, craft, and design concepts as they strive to continue to develop their own visual language to communicate and express their ideas, thoughts, and feelings. Through contextual studies of art and artists' students will explore links between creative thoughts and practical outcomes whilst also focusing on the quality of communicating ideas. This program explores printing, fiber arts, book arts, plaster work, paper sculpture and mixed media artworks using a variety of surfaces. Also included is a field trip to a DC gallery with docent lead studies, developing critical and contextual thinking skills.

■ CERAMICS (full year) 1 Arts Credit

The ceramics course introduces and familiarizes the student with basic methods of preparing and forming clay vessels and sculptures. This course provides students with the opportunity to understand the elements of art and principles of design through the lens of three-dimensional objects. This course includes basic methods of decorating, glazing, and firing ceramic objects as well. Students will consider the historical and cultural meaning of ceramic materials, as well as examine the importance of functional objects. Students are asked to draw on their personal experience and consider new possibilities and uses for items. This course includes

lectures, demonstrations, hands-on experiences, and experimentation which will allow students to develop process knowledge, and the skills necessary to produce original ceramic artworks.

■ DIGITAL ART (semester) .5 Arts credit

This course introduces and familiarizes the student with methods of making digital art. Students will work two-dimensionally, with digital tools, in order to demonstrate an understanding of the elements of art and principles of design. This course includes a basic introduction to Adobe Illustrator, Photoshop, and InDesign. Students will work individually and collaboratively to solve case studies and create materials for real-life use. Students will consider the historical and cultural meaning of 2D design and advertising, as well as examine the importance of visual intelligence and communication through design. Students are asked to draw on their personal experiences and consider new possibilities and uses for text, graphics, and displays. This course includes lectures, demonstrations, hands-on experiences, and experimentation which will allow students to develop process knowledge, and the skills necessary to produce original digital artworks.

■ STUDIO ART I (full year) 1 Arts Credit Prerequisite: Painting & Drawing or Portfolio submission.

Studio Art I is an upper-level art class that builds upon prior knowledge and understanding, providing students with the opportunity to further develop their creative thinking skills, aesthetic understanding, and joy of the world around them. Students will be encouraged to develop their personal artistic voice as they work on lengthy art projects, developing an inquisitive mindset through questions, perseverance, and attention to detail. By exploring, experimenting, and investigating a variety of mediums, students will further develop and discover art skills, engaging confidently with art, craft, and design concepts. Students will be able to deepen their individual visual language and communicate and express ideas, thoughts, and feelings through a variety of projects. Students will explore links between creative thoughts and practical outcomes through contextual studies of art and artists as well as a visit to D.C. galleries. With focused concentration of media control, students

will enhance their hand eye coordination and explore techniques to improve their expectations and abilities with an emphasis on individual skill levels. Students will learn to review and think reflectively through peer and self-evaluation and presentations. There will be increasing emphasis on independent thinking practices to create a deeper connectivity with their final realizations. Students will explore digital media and creative design projects as well as explore opportunities for courses and careers in the field of art, design, and creative communication. Students will engage in Project Based Learning to create a garment in line with how artists and designers work in industry, including a presentation of their artwork to an audience and the creation of a class website.

■ STUDIO ART II

(full year) 1 Arts Credit

Prerequisite: Studio Art I or Portfolio submission.

Studio Art II aims to provide students with the opportunity to deepen and develop their creative thinking abilities, aesthetic understanding, and joy of the world around them and prepare the student for the next stage of their artistic journey. Through exploration, experimentation and investigation using a variety of mediums, students will further strengthen their art skills and techniques. Building upon existing knowledge students will engage confidently with art, craft, and design concepts as they continue to develop their own visual language to communicate and express ever more personal ideas, thoughts, and feelings. Through contextual studies of art and artists including a visit to a D.C. gallery, students will explore links between creative thoughts and practical outcomes whilst also focusing on communicating their own inner artist voice. Students will work on a variety of projects with a focus on personal expression in both 2- and 3-dimensional forms, including digital media. Artwork will also provide a body of work for development towards a portfolio for college application. There will be further opportunities to explore courses and careers in the field of art, design, and creative communication.

■ PORTFOLIO DEVELOPMENT

(full year) 1 Arts Credit (This can be taken for more than one year)

Prerequisite: Painting and Drawing or Portfolio submission.

The Portfolio course builds upon existing skills, knowledge, and understanding. Students will deepen conceptual understanding with the opportunity to express individual thoughts, ideas, and feelings with an emphasis on inner-artist voice. Students will further develop creative thinking abilities, aesthetic understanding, and joy of the world as well as explore how artists and designers engage in the world around them. Through more individualized guidance, students will prepare artwork for a college portfolio and submission requirements. Students will be encouraged to visit galleries and talks during the year. Students will also discuss and present work to each other, working and guiding each other as a community of artists.

■ PERFORMING ARTS

Refer to diagram J (**see page 36**) to see the Performing Arts overview.

■ INTRODUCTORY LEVELS

(9th-12th grade) All are semester courses.

Foundations of Music

Foundations of Dance

Foundations of Acting

Foundations of Technical Theatre

Survey of Popular Music

Hip Hop Culture and Dance

■ HIGHER LEVEL PERFORMING ARTS

(9th-12th grade) All higher-level performing arts are year-long courses. Ensembles can be taken for 4 years. Entry through audition and/or teacher recommendation.

Intermediate Dance

Advanced Technical Theatre

Instrumental Ensemble

Vocal Ensemble

Acting Ensemble

Advanced Dance Ensemble

Chorus (extracurricular - no credit)

Dance Team (need to audition, but it is during elective PGT time) (extracurricular - no credit)

■ FOUNDATIONS OF ACTING

(semester) .5 Arts Credit

Foundations of Acting is a course that introduces students to the history, theory, and practice of theatrical design and acting. Students will gain an understanding of the onstage and off-stage elements that go into making a story come to life onstage. Building on their experiences with middle school theatre productions, students engage with play texts, craft and design technical elements, and are introduced to the art of acting. In addition, the class will provide hands-on opportunities to work on the productions at Holy Child.

■ FOUNDATIONS OF TECHNICAL THEATRE

(semester) .5 Arts Credit

Foundations of Technical Theatre is a course that introduces students to the history, theory, and practice of theatrical design and acting. Students will gain an understanding of the onstage and off-stage elements that go into making a story come to life onstage. Building on their experiences with middle school theatre productions, students engage with play texts, craft and design technical elements, and are introduced to the art of acting. In addition, the class will provide hands-on opportunities to work on the productions at Holy Child.

■ ADVANCED TECHNICAL THEATRE

(full year) 1 Arts Credit

Advanced Technical Theatre I/II is designed to further students' skills, knowledge, and interest in the collaborative work of technical theatre arts and appreciate what goes on "behind the scenes" by engaging in practical projects that engage students in various aspects of technical theatre production. Students' complete projects in the areas of costumes, sets, lighting, and sound, gaining hands-on experience by providing real technical support and design for school events. The program is enriched by professional guest speakers and backstage tours.

■ FOUNDATIONS OF MUSIC

(semester) .5 Arts Credit

This course aims to provide each student with the opportunity to develop a greater understanding and appreciation for music through the exploration

of various musical genres. Students discover the musical elements of rhythm, melody, harmony, form, expression, and styles with a focus on listening, keyboard skills, guitar, ukulele and technology. Emphasis is on learning to listen to music and the role it plays within the wider contexts of history and society. Listening and performance materials are drawn from a variety of sources focusing on classical, world music, and American popular music.

■ SURVEY OF POPULAR MUSIC

(semester) .5 Arts Credit

Survey of Popular Music is a class designed to expand and diversify the students' knowledge in popular music and current events in the music industry. This course explores the evolution of popular music styles from the early 20th century to the present. Musical forms covered will include Ragtime, Blues, Tin Pan Alley, early Jazz, Swing, Country, Bluegrass, modern Jazz, Rhythm & Blues, Doo Wop, and all styles of rock and roll from the 1950s to punk, funk and hip-hop. Students are introduced to these through reading, in-class demonstration, videos, and extensive listening. The course also explores the relationship between music and social movements and reveals how the emergent global society and the prominence of the Internet are making musical forms more accessible worldwide. The class focuses on the analysis of popular music. Students will analyze music including pop, jazz, and world music from the 1940's onward. The class will also feature a project leading up to the GRAMMY awards. Through listening, studying, and analyzing specific musical works, the students develop a greater appreciation for music.

■ ACTING ENSEMBLE

(full year) 1 Arts Credit

Prerequisite: None. Can be repeated.

During this year-long course, students will discover and build upon the foundational tools of acting and performing as an ensemble. Students will study a wide spectrum of acting for theatre from improvisation, to acting scenes to devising their own creative work all the while developing the working tools for the actor, ultimately shaping professional, critical, explorative, confident, brave, and truthful performers. .

■ FOUNDATIONS OF DANCE

(semester) .5 Arts Credit

The purpose of this course is to give students of varying dance abilities and backgrounds the opportunity to enrich their awareness of different dance genres as well as anatomy, historical context, and personal creative expression. No prior dance experience is required. We center our learning around exploration, creativity, and an appreciation and joy of dance. Through consistent physical practice and technical application, the students explore introductory elements of dance cultures while enhancing how movement can enrich all areas of life and learning. Class culminates in 3 required school/community performances (3 test grades): Dance Community Time Performance, Evening of the Arts, and the Spring Dance Concert.

■ HIP HOP CULTURE & DANCE

(semester) .5 Arts Credit

In the course, students will develop understandings in which Hip-Hop culture has been shaped by the experiences of oppressed groups in the United States and the ways our world has been influenced by Hip-Hop culture. They will learn about the elements of Hip-Hop and their broader impact on our society: DJ, Emcee/Rap, Breaking, Graffiti, and Knowledge. Students will perform basic elements of early Hip-Hop dance styles: popping, locking, jacking, and breaking. Students will use TikTok to understand concepts of recycling and sampling movement and music. Students will develop critical thinking and writing skills by observing and making connections around Hip-Hop art in addition to creating Hip-Hop inspired art.

■ INTERMEDIATE DANCE I/II

(full year) 1 Arts Credit

Prerequisite: Dance Foundations or department recommendation/audition. May repeat the course and will show as Intermediate I or II.

Previous dance course, experience, or department recommendation is required to register for this class. Students move beyond elementary elements of dance to rigorous training in contemporary dance, classical modern, jazz, ballet, and an assortment of social dances to groom the well-rounded artist. The emphasis is on the development of the dancer-artist with technical skill, artistic creativity, versatility, and

performance presence. Class culminates in 3 required school/community performances (3 test grades): Dance Community Time Performance, Evening of the Arts, and the Spring Dance Concert.

■ ADVANCED DANCE ENSEMBLE

(full year) 1 Arts Credit

Prerequisite: department recommendation/audition for students in grades 10-12. May take the course for 3 years.

Advanced Dance Ensemble engages students who have a higher interest in dance with an in-depth, advanced study. Emphasis is placed on integrating and refining advanced movement vocabulary, technique, and performance skills. Styles include (but are not limited to) contemporary dance, classical modern, jazz, ballet, composition, hip-hop and an assortment of social dance forms. They will present self-choreographed work and learn to analyze and critique choreography and dance performances. Advanced students are required to participate in 4 school/community performances (4 test grades): Dance Community Time Performance, Upper School Musical, Evening of the Arts, and the Spring Dance Concert.

■ INSTRUMENTAL ENSEMBLE

(full year) 1 Arts Credit

Prerequisite: department recommendation/audition. May take the course for 4 years.

Instrumentalists can enroll in the Instrumental Ensemble class starting freshman year with teacher recommendation or an entrance audition. Advanced students in middle school may also be invited to audition for this class. Students study and perform music of varying styles from all genres including classical, jazz, and American popular music. Students study technical exercises, solo repertoire, chamber music, and orchestral pieces. Instrumentalists in the class perform in the winter musical pit orchestra, Christmas concert, arts events, and two recitals throughout the academic year.

■ VOCAL ENSEMBLE

(full year) 1 Arts Credit

Prerequisite: department recommendation/audition. May take the course for 4 years.

Vocalists can enroll in the Vocal Ensemble course with teacher recommendation and/or successful entrance

audition. Students will strengthen their vocal, sight-singing and performing skills while discovering their vocal instrument. Students will study and perform music of varying styles from all genres including Classical, Jazz, Folk, and Pop, with opportunities for solo performances. Songwriting, improvisation, and piano skills are developed while exploring new artists and techniques. Vocalists in the class perform in concerts, masses, arts events, Fall Recital, our Upper School Musical, and attend all Upper School Chorus rehearsals.

■ CHORUS

(full year) PGT co-curricular program

Prerequisite: audition. May take the course for 4 years.

Chorus is an exciting ensemble open to students who love to sing from grades 6-12. Students will develop vocal stamina, musical repertoire and will gain confidence. In Chorus the focus is placed on vocal production, proper diction, basic sight-reading and singing in parts. Students interested in chorus must audition with the instructor for appropriate vocal placement. Performance opportunities are: Masses, Christmas concert, Evening of the Arts and graduation. Other performances such as our middle and upper school musical and off-campus events are also possible during the school year.

■ DANCE TEAM

(trimester) PGT extra-curricular program

Prerequisite: audition. May take the course for 4 years.

Dance Team Dance Team is an extracurricular offered to Middle and Upper School students. Participation is by audition and with practices happening during morning PGT three days a week. The Dance Team performs during select home game halftimes and athletic events throughout the year. You can choose to participate by sports season or for the entire school year.

■ PHYSICAL EDUCATION CURRICULUM

Requirements: 1 Credit (2 semester courses of study)
Refer to chart K to see the Physical Education overview (see page 36).

■ PHYSICAL EDUCATION

(semester) .5 Physical Education Credit

The freshman Physical Education course is designed with an emphasis on personal improvement in integrating movement skills through a variety of traditional team sports and recreational activities. Units are designed to help students understand teamwork, develop social skills, strengthen their athletic abilities, and understand the rules governing sports. Units are selected from flag football, floor hockey, net games (volleyball, speedminton and badminton), team handball, softball/kickball, soccer, lacrosse, field hockey.

■ HEALTH & WELLNESS

(semester) .5 Health and Wellness Credit

This course is designed to be a rich, engaging, and thought-provoking experience to help students build toolboxes for healthier living. The course covers concepts of nutrition, fitness, growth, development, the teenage brain, drugs and alcohol, and mental/emotional/social health. The curriculum is designed so that students will walk away from this course with the ability to think critically and creatively, advocate for their needs, communicate effectively with others, understand different perspectives, and take care of themselves in the areas of mind, body, and spirit. Throughout the semester students will get the chance to hear from experts in the field such as a nutritionist, midwife, neuroscientist, lab director at NIH, and mental health practitioner.

■ STRENGTH & CONDITIONING

(semester) .5 Physical Education Credit

The Strength & Conditioning course will give students the tools and resources needed to be physically fit and healthy for a lifetime. The variety of exercises, techniques and equipment used will allow students to experience many ways to exercise and achieve their personal fitness goals. Students will also learn how to create a Strength and Conditioning plan that works towards specific health, fitness and athletic goals. The Strength & Conditioning curriculum focuses on developing & improving Health Related Fitness which includes Muscular Strength, Muscular Endurance, Cardiovascular Endurance, Flexibility, Agility, Balance, Coordination, Speed, Reaction Time and Explosive Power.

■ NUTRITION

(semester) .5 Physical Education Credit

Nutrition is a comprehensive course for students interested in the fundamentals of nutrition and basic cooking skills. The course is developed to enable students to understand the relationship between nutrition and the human body. Topics will include but not limited to the six essential nutrients (water, fiber, fat, protein, carbohydrates, vitamins, minerals), energy value and foods, the digestive system, absorption and enzymes, hormones, general nutrition guidelines, balanced plate, mindful eating, food safety and sanitation, basic knife and cooking skills, and preparing/serving nutritious foods.

■ YOGA

(semester) .5 Physical Education Credit

Yoga is an introductory course for students interested in the history, philosophy, and practice of yoga. The course is designed to give students an opportunity to explore different aspects of yoga practice in order to establish a lifelong love of movement and taking care of the body. Topics will include but not be limited to history of yoga, styles of yoga, yoga poses, anatomy and physiology related to functional movement in poses, common musculoskeletal conditions and associated anatomy, how to adapt poses for your body/injuries, mindfulness and meditation techniques, and basic yoga philosophy concepts as they relate to bringing more equanimity into our daily lives.

■ LIFETIME SPORTS

(semester) .5 Physical Education Credit

Lifetime Sports is an introductory course for students looking for a movement class that offers the chance to find an activity in which they pursue for a lifetime of health and wellness benefits. Students wishing to take this course must complete freshman Physical Education. The course is designed for the participants to engage in physical activity and be able to demonstrate competency in two or more lifetime activities, describe key concepts associated with successful participation in physical activity and model responsible behavior while engaged in physical activity.

■ SPORTS MEDICINE & NUTRITION

(full year) 1 Elective Credit

An introductory course for students who are considering

a career in the sports medicine field or another allied health care profession. Topics will include but not be limited to athletic training as a career, other career fields associated with the health field, basic first aid and safety, CPR certification, anatomy and physiology, common musculo-skeletal conditions and associated anatomy, medical terminology, concussions, weight training for the athlete, basic evaluation and treatment of athletic injuries, injury prevention, and sports nutrition.

■ OTHER COURSES

■ FRESHMAN SEMINAR

(Full year) Pass / Fail

This year-long Freshman Seminar provides a well-rounded orientation for all 9th grade students to prepare them for the challenges of high school and to ease the transition to high school both academically and socially. This weekly class features sessions designed to give students the opportunity to develop their organizational, technology, communication, and goal setting skills. Students will also have the opportunity to learn study strategies, tools and skills that will help them reach their fullest potential at Holy Child. Freshman Seminar is a graduation requirement and will appear on students' transcripts as Pass/Fail.

■ ACADEMIC SUPPORT

The Academic Support Program serves all students, parents, and teachers within the Holy Child community. Our Learning, Math, and Writing Specialists keep abreast of current research-based strategies and techniques that prepare students for a rigorous program with confidence and success.

■ LEARNING SPECIALISTS

The learning specialists are committed to helping students realize their potential through identifying their interests, learning style, and strengths so that they may improve areas of needs. They guide students on their journey to becoming independent learners through support with organization, time management, and study strategies, while also encouraging the development self-advocacy skills. The learning specialists conduct study skills classes, coaching classes, as well as one-on-one support.

■ WRITING CENTER & MATH LAB

The writing and math specialists work with students in both one-on-one and small group settings. They coordinate with classroom teachers to provide students with additional support on class assignments and targeted skills. The Writing Center is available Monday through Friday 7:45am - 3:15pm and the Math Lab is available Monday through Thursday 7:45am -5:50pm and on Friday 7:45am - 4:00pm. Students can make appointments or just drop in to request support.

■ LEARNING LAB

Students may receive homework support after school Monday through Thursday from 3:30-4:30pm. The lab is staffed by a learning specialist each afternoon to support students with their homework completion. They also help students get organized and create nightly to-do lists.

■ COAKLEY CENTER FOR INNOVATIVE LEARNING

The Coakley Center for Innovative Learning is a resource for the Holy Child community providing services and support for teachers, parents, and students. Our learning specialists keep abreast of current research-based strategies and techniques that prepare our students for a challenging program with confidence and success. The Center provides support for all students who need help with their academics when experiencing extraordinary circumstances (absence due to illness, concussion diagnosis, etc.).

The Coakley Center offers academic coaching, which is a two day per week course that focuses on executive functioning skills. Students learn to monitor their own progress and learn to make adjustments to learning strategies and current academic plans.

The Center also provides course offerings for students with a diagnosed disability. These classes meet four days a week.

■ FOUNDATIONS FOR ACADEMIC SUCCESS (full year) Non-Credit

This is an introductory study skills course focusing on teaching students about their learning style, time

management, note taking, memory strategies, digital tools and self-advocacy. Students meet 4 days a week with a learning specialist who teaches them how to use strategies and resources to make their learning experience positive and effective.

■ HOLISTIC APPROACH TO LEARNING & MEMORY (full year) Non-Credit

This is the second year of study skills for students. In this course students revisit the foundational strategies with more emphasis on how they learn, what impacts their learning, and which strategies work best for their learning style. They review aspects that can impact learning and memory, such as exercise, sleep habits, diet, and stress. Students learn how to employ stress reduction techniques. In addition, they are introduced to advanced reading strategies, and memorization techniques. Continued support in utilizing research-based digital tools to help students organize their life and make learning more efficient and effective.

■ MOTIVATION & GOAL SETTING (full year) Non-Credit

By junior year, students are focusing on the SAT, ACT and maintaining a grade point average to build a resume for their college application. This is notoriously the most challenging year for most high school students that often leaves a student feeling overwhelmed. This course is designed to continue the instruction in study skills with emphasis on independence, persistence, and self-advocacy. By building their awareness of their strengths, learning style, interests, and goals we help the students recognize they can do more on their own.

■ APPLICATIONS OF LEARNING THEORY & COLLEGE TRANSITION (full year) non-Credit

The final year of high school is filled with anticipation and excitement about the future. In this course we explore learning theory and how understanding one's individual learning style will empower her to become her own best advocate. Through collaborative discussion and individual meeting with the learning specialists, students learn how to access support and utilize strategies and resources to make their college experience successful.

In addition, our learning specialists train teachers on a variety of ways so that they can support students in the classroom. The specialists educate classroom teachers on new research informing teaching and learning in and outside the classroom. They partner with teachers on developing action plans and implementing accommodation plans when needed.

■ COACHING

(full year) Non-Credit

These courses are offered in grades 9-12. This is a two-day a week course that focuses on executive functioning skills. Students learn to monitor their own progress and make adjustments to strategies and plans when necessary.

■ SOCIAL EMOTIONAL CURRICULUM

Holy Child school counselors are vital members of the education team. They help all students in the areas of academic achievement, career, and social/emotional development, ensuring that each student develops confidence, resilience, and determination to become their best selves.

Our school counselors follow the Comprehensive School Counseling Program based on the American School Counselor Association model, (ASCA). This model helps to promote academic, personal/social and college/career development for every student. Some of the ways our counselors work with students are:

- Responsive/Individual Counseling (Direct and Indirect)
- Classroom Guidance Lessons
- Group Counseling
- Student Success Meetings
- Teacher Consultation
- Parent Consultation, Workshops/speakers
- Course Registration
- Orientation (School-wide activities)
- College Counseling (Individual, Group and Parent Meetings)
- Data Collection to review student social/emotional and academic progress

■ ADVANCED PLACEMENT EXAMINATIONS

AP Exams are a key part of our AP courses. AP Exams measure how well students have mastered the content and skills of our AP courses and when students submit qualifying scores on an AP Exam, they may earn college credit.

Students who are registered in AP courses, have the option to either take the College Board AP Examination or a final exam at Holy Child at the end of the school year. This final exam will be part of their course grade. Students that fail to notify the AP Coordinator by the due date will be required to pay for the exam and take the Holy Child final exam.

For more information about AP Examinations, consult the Student and Parent Handbook.

■ DUAL CREDIT

Holy Child has partnered with Marymount University to offer opportunities for high school students in their pursuit of academic challenges and personal growth through the Dual Credit Program.

Students that enroll in the dual credit courses that Holy Child currently offers will fulfill a high school academic requirement while also earning college credits. These credits may be transferable to other colleges and universities, depending on the school and its policies. Upon successful completion of the course, students receive 1 additional grade point towards their GPA. The Southern Association of Colleges and School Commission on Colleges (SACSCOC) regulations do not allow students enrolled in Dual Credit courses to take the AP exam at the end of the school year.

For more information about Dual Credit courses, consult the Student and Parent Handbook.

■ ONLINE OPTIONS

There are those years when Holy Child may not have a course that aligns with a student's track or interests. In this instance, we have partnered with institutions such as One Schoolhouse to serve these alternate needs for either add-on or required courses. For more information about online class options, consult the Student and Parent Handbook.

Students may take one class per year through One Schoolhouse or Dual Enrollment with a maximum of two online classes during their time at Holy Child. Special permission to exceed this policy must be approved by the Head of Upper School. The offerings vary from year-to-year, but if a student is interested in a course that is not currently offered on campus, students may pursue this opportunity.

Due to the nature of online learning, students interested in taking a course through One Schoolhouse or Dual Enrollment must exhibit the following characteristics:

- Motivation to learn independently
- Time management and long-term planning skills
- The ability to operate various cloud-based educational systems
- Excellent written communication skills

For more information about online courses, consult the Student and Parent Handbook.

■ REFUND POLICY FOR ONLINE CLASSES

Holy Child will pay the tuition for an online course if it is due to a schedule conflict or a student has exceeded curriculum offered at Holy Child. If a student chooses to take an online course as an elective, the family is responsible for payment of the class. Should the student decide to drop the course after the fully refundable period, the student's family will be responsible for incurring any non-refundable cost.

Student course tuition is fully refundable for any reason prior to the start date of the course. Partial refunds are possible per the policy prescribed by One Schoolhouse or the approved online educational program. No refunds will be granted after the deadline established by the online school program. Students unable to complete a course due to illness, family trauma, or other highly disruptive events (as determined by the school's administration), will be permitted to complete the course the next year that course is offered at no additional cost to the student, the school, or the family.

■ SUMMER COURSES

Students in Upper School interested in taking a for-credit summer course at Holy Child should review our summer offering and register to attend in person.

Students may take summer courses for advancement outside Holy Child with the approval from the Department Chair and Dean of Academics. To ensure the appropriate placement and program for each student, we require they meet with the Dean of Academics before the end of May.

The Department Chair and the Dean of Academics will respond to each request for approval. To be approved the program must be a certified school in Maryland, Virginia and DC and provide a course syllabus including the topics covered and the instructional delivery model. Once approved the family is responsible for requesting transcripts from the attending summer program to Holy Child. The summer course final grade will not be included in the Holy Child transcript or report card. However, the transcript will be kept with the students records and accompany any transcript request. If a student takes a for-credit summer course at Holy Child, the grade will be reflected on the transcript and included in the student's GPA.

Department Chairs and the Dean of Academic will advise each student that received a passing grade in a summer course on the most appropriate course selection for the academic year. Placement tests or other assessments will be required for students that intent to pursue honors, advanced placement, and dual credit courses.

■ DISCLAIMER

If at any time adjustments to the programming or anything else described in the Book of Studies changes, Holy Child will update, revise, and redistribute.

DIAGRAM A OVERVIEW

SUBJECT	CREDITS REQUIRED	REQUIRED COURSES
RELIGION	4 credits Four-year course of study	Refer to religion course of study options.
ENGLISH	4 credits Four-year course of study	Refer to English course of study options.
MATHEMATICS	4 credits Four-year course of study	Algebra I (pre-requisite may be fulfilled by a benchmark assessment) Geometry Algebra II Refer to mathematics course of study for upper-level electives.
SOCIAL STUDIES	3 credits Three-year course of study	World History I World History II United States History Refer to the social sciences course of study for upper-level electives.
SCIENCE	3 credits Three-year course of study	Chemistry in The Earth System The Living Earth Refer to the science course of study for upper-level electives.
WORLD LANGUAGES	3 credits Three-year course of study	Students are required to complete a three-year course of study in the same language. *Exceptions are made only with documented language waivers.*
VISUAL & PERFORMING ARTS	2 credits	Refer to the visual and performing arts course of study for course options.
PHYSICAL EDUCATION	1 credit Two semester courses of study	Refer to the physical education course of study.
HEALTH & WELLNESS	.5 credit One semester course of study	Refer to the health and wellness course of study.
ELECTIVE COURSES Any courses taken that exceed the minimum graduation requirement in a specific department count toward an elective credit.	2 credits Students may elect to take a combination of two year-long courses OR two semester-long courses and one year long course, OR four semester courses	Elective courses are available in social studies, science, mathematics, world languages, visual and performing arts, physical education and health and wellness.
CHRISTIAN SERVICE	Complete/Incomplete	Refer to the Student and Parent Handbook for a detailed description of grade requirements.
ADDITIONAL REQUIREMENTS	Pass/Fail	Freshman Seminar

DIAGRAM B
RELIGION

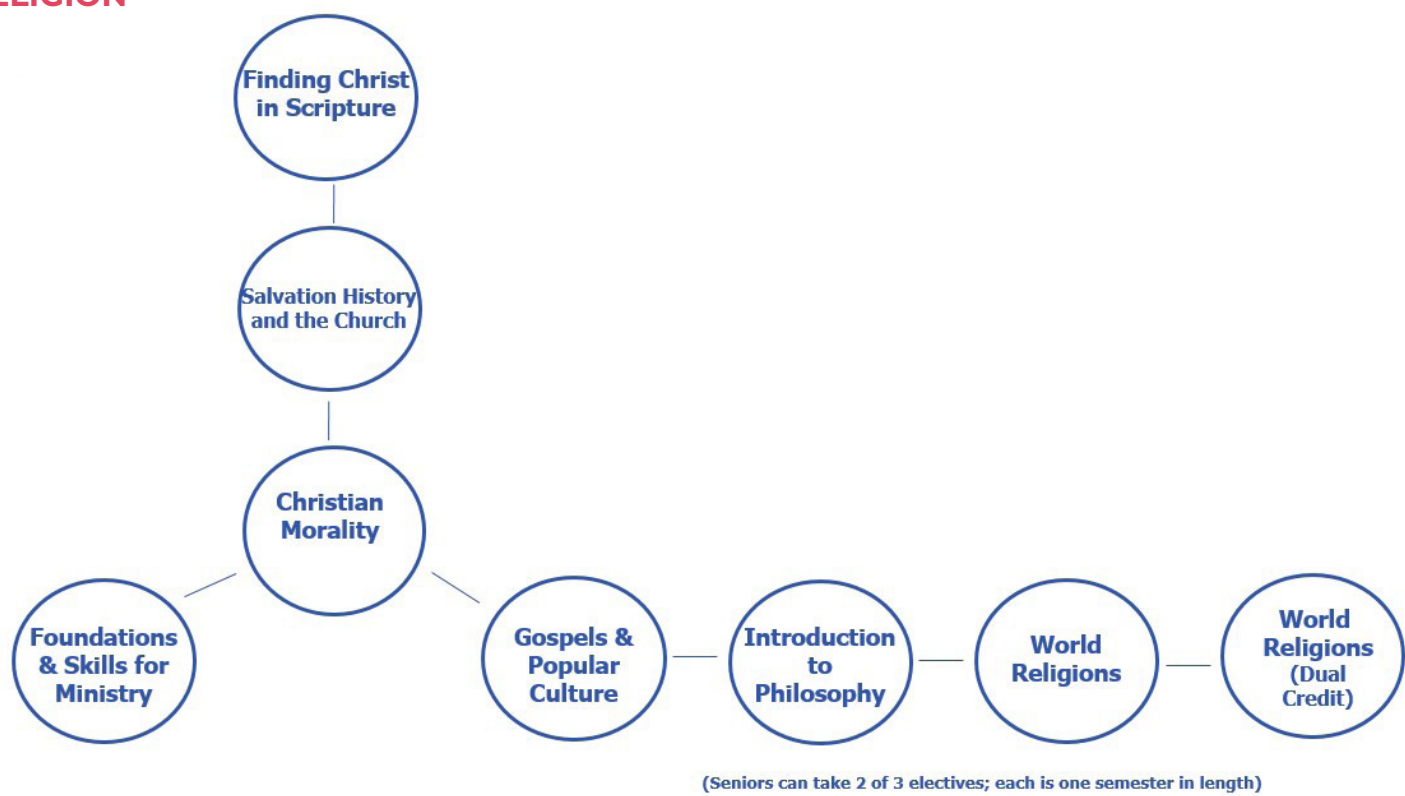


DIAGRAM C
ENGLISH

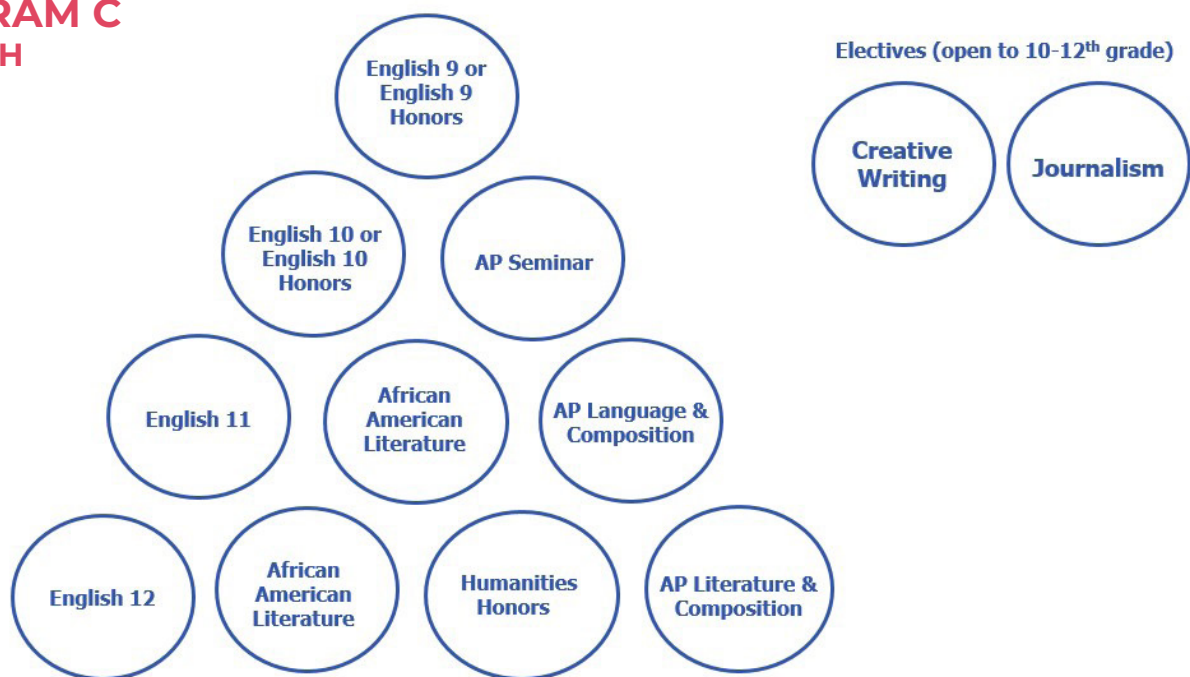


DIAGRAM D MATHEMATICS

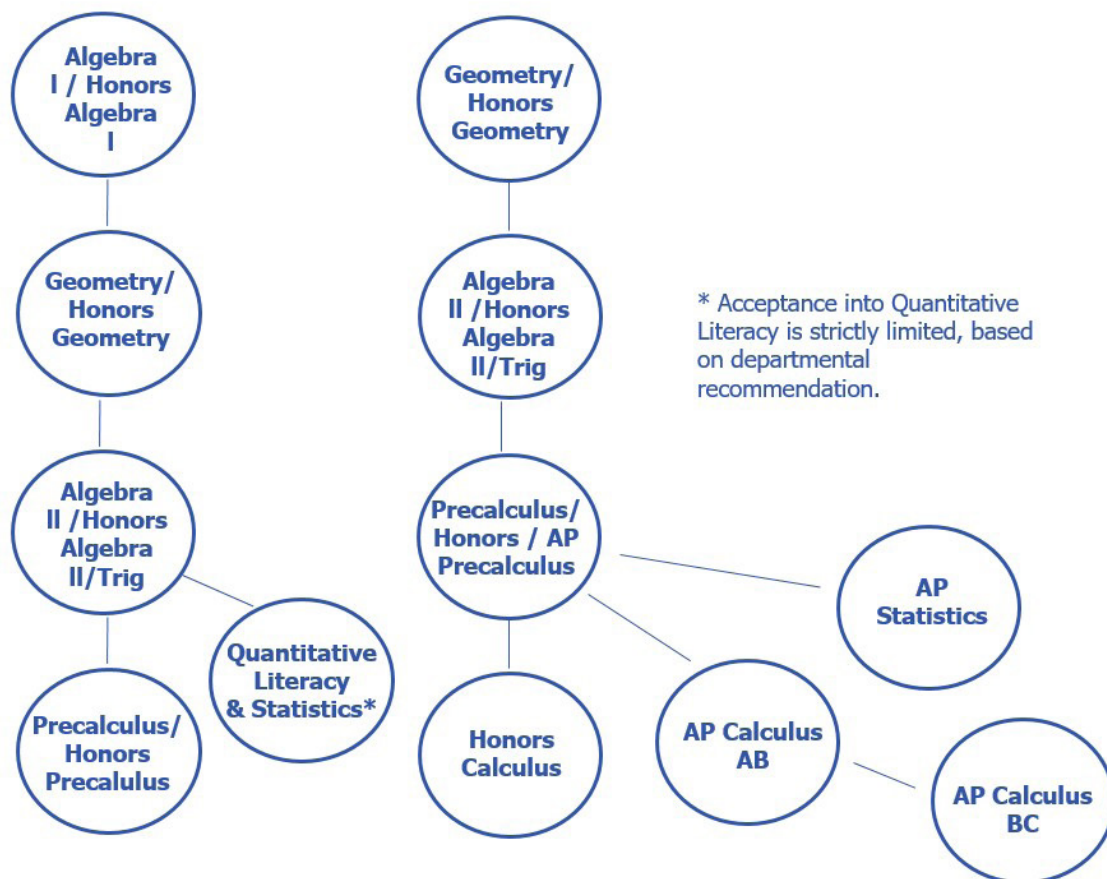


DIAGRAM E SCIENCE

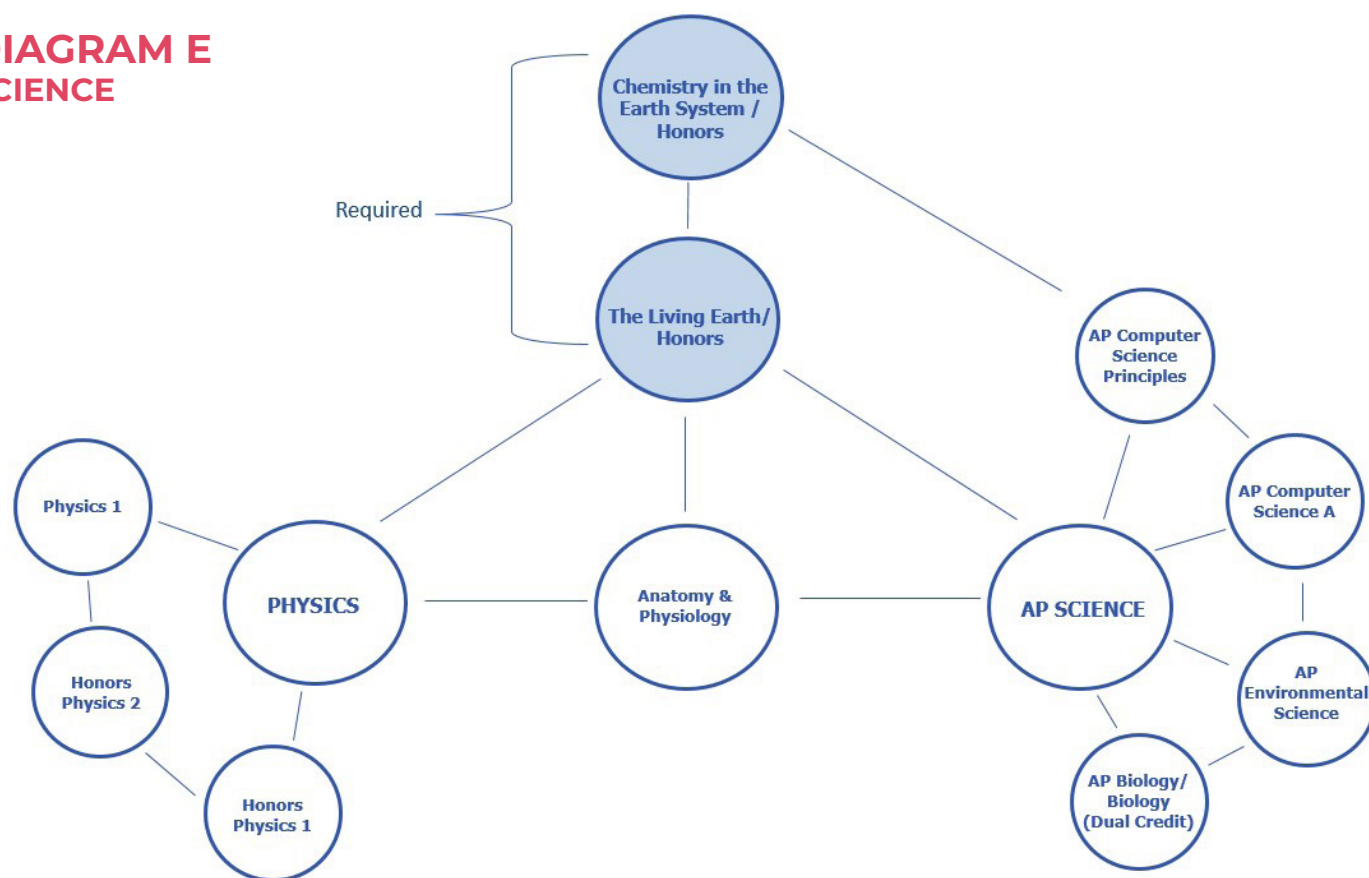


DIAGRAM F
SOCIAL STUDIES



DIAGRAM G
SPANISH

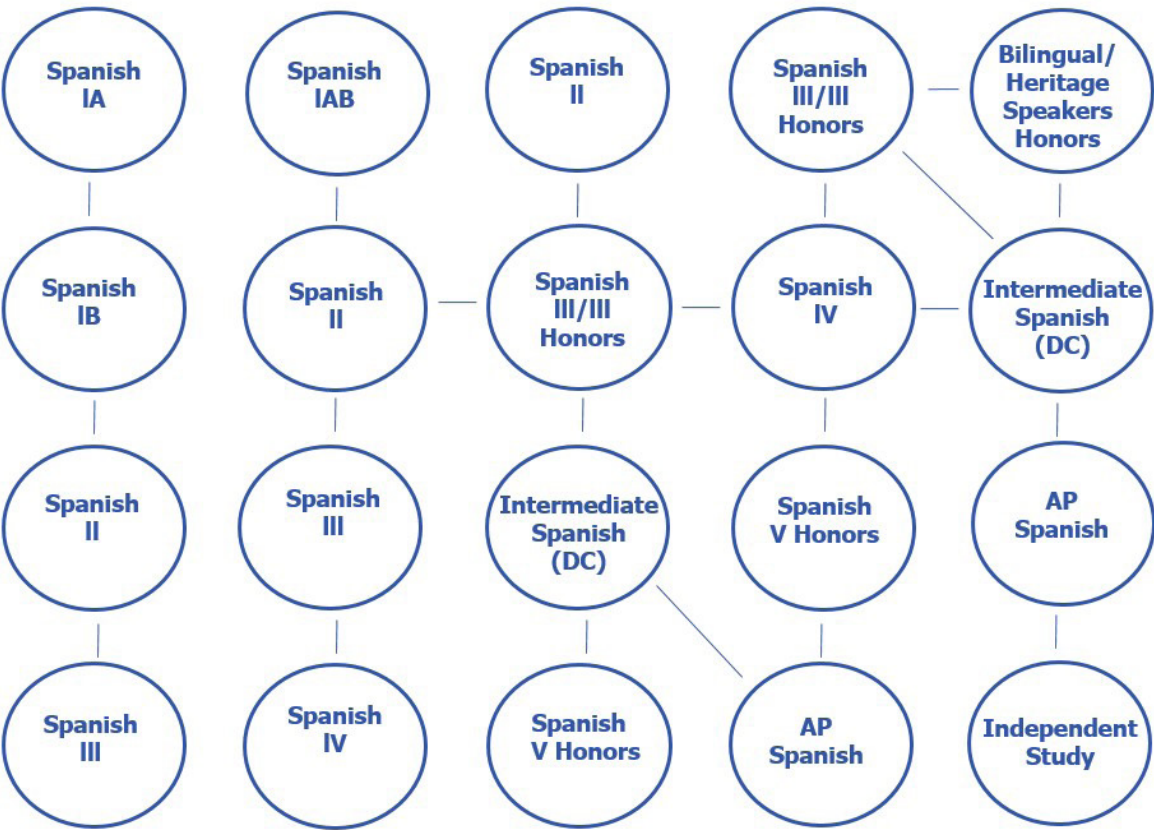


DIAGRAM H FRENCH

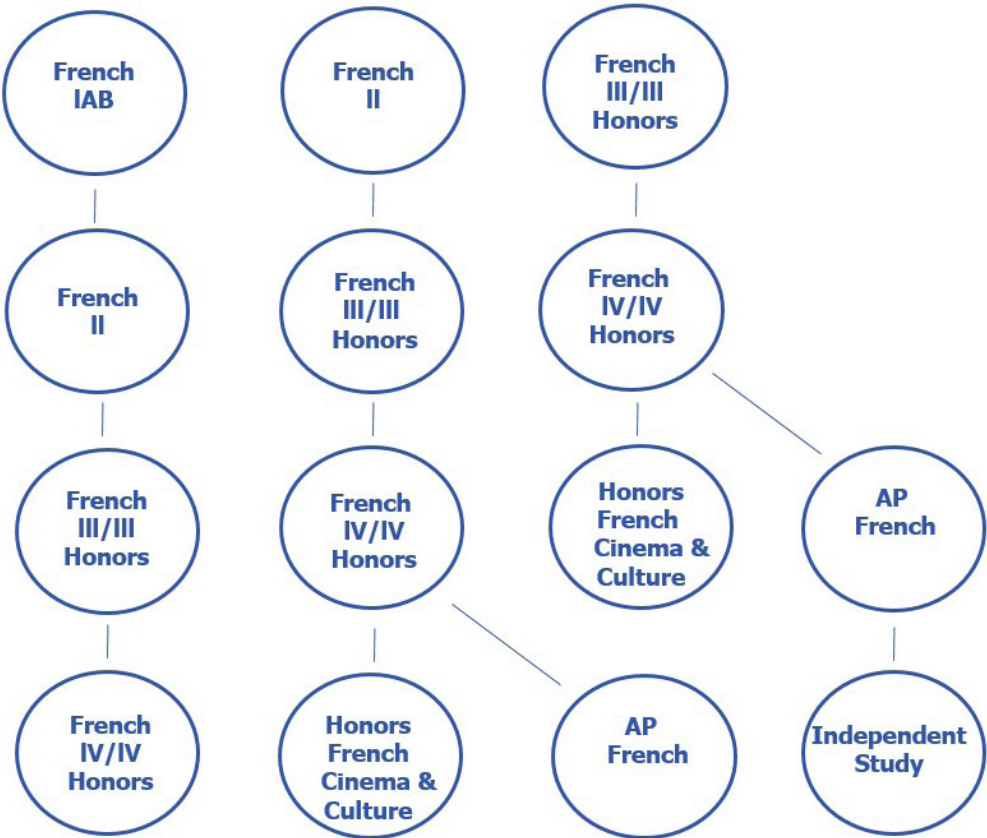


DIAGRAM I VISUAL ARTS

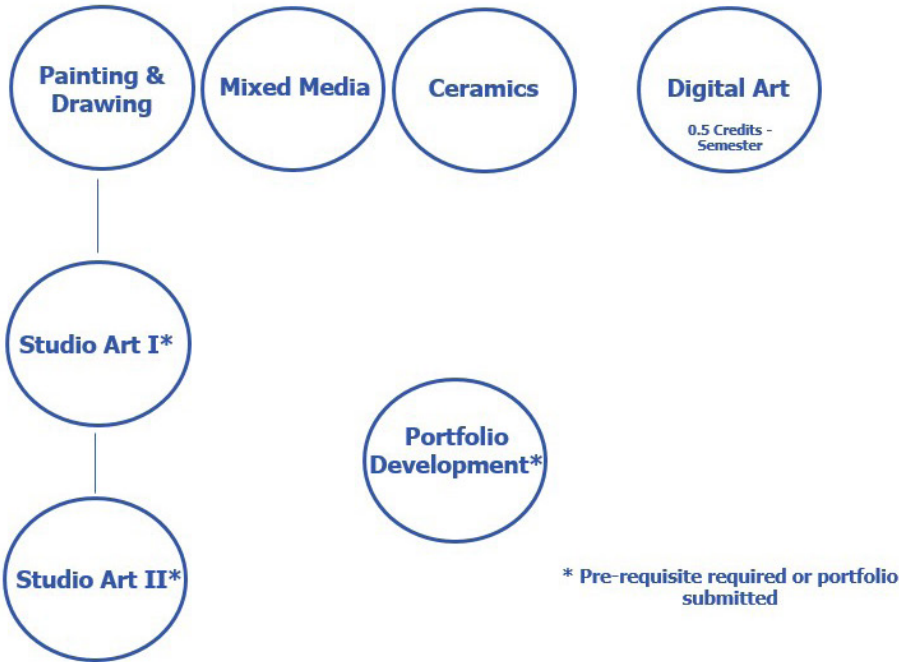


DIAGRAM J **PERFORMING ARTS**

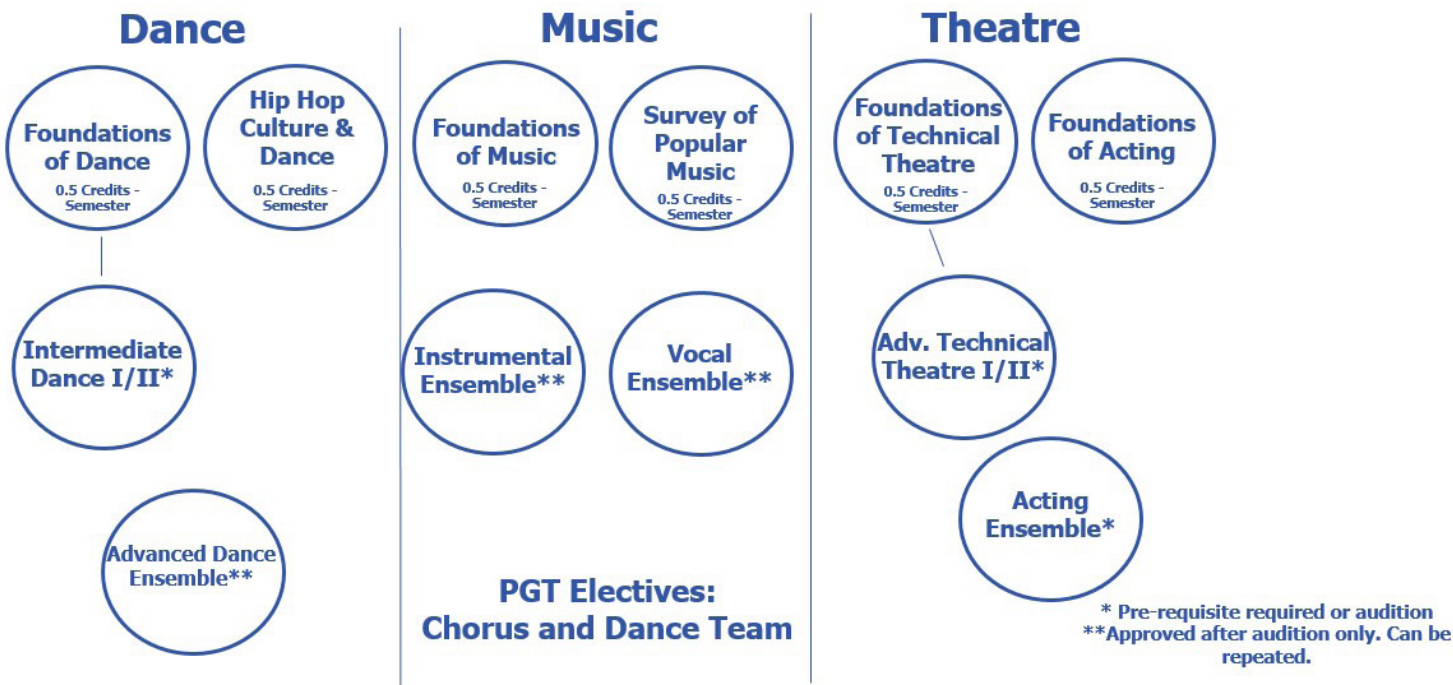


DIAGRAM K **PHYSICAL EDUCATION**



**All courses are 0.5 credit semester courses