# Academy of the Holy Names
# 2026-2027 High School
# Academic Catalog

Accredited by:

Cognia
The Florida Council of Independent Schools

# Academy of the Holy Names Mission Statement

The Academy of the Holy Names is a Catholic, independent school founded and guided by the Sisters of the Holy Names of Jesus and Mary. In a faith community of exceptional love, the Academy empowers students to be authentic individuals who, in pursuing their highest academic potential, engage in critical thinking, are inspired by creativity, and lead culturally aware, spiritually rich lives.

## Our Vision

The Academy's mission reflects the core values of the Sisters of the Holy Names and calls students to develop their full potential. Our motto, clearly understood and acted upon, encourages students:

**To Be Faith-Filled**
An Academy student has a personal and active faith in God. Learning in an environment rich in values, students are responsible to self and others.

**To Be Inquisitive**
An Academy student is a seeker of truth: always learning, always questioning, always exploring.

**To Be Innovative**
An Academy student is an "out-of-the-box" thinker who utilizes creativity and intellect to find new approaches to solving problems.

**To Be Independent**
An Academy student is a self-reliant, confident leader who is able to think and act autonomously. While not afraid of taking risks, Academy students pursue a balanced and healthy lifestyle.

**To Be Just**
An Academy student is a catalyst for positive change. Guided by integrity, reason, and fairness, Academy students build community—internally, locally, and globally—by reaching out in service to others.

## Accreditation

The Academy of the Holy Names is fully accredited by Cognia and the Florida Council of Independent Schools. It holds membership in the National Catholic Education Association, the National Association of Independent Schools and the Florida High School Athletic Association.

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# Chapter 1 – Academic Advisement and Scheduling

## Section 1 - Academic Philosophy in Alignment With SNJM Vision

The selection of an educational path is one of the most important decisions a student can make. It is one that will affect her immediate educational plans as well as her future. Students are required to choose a minimum number of credits per year, with enough credits to fulfill the 28 credit graduation requirement, or 7 courses per year. Students are guided to make course selections based on individual aptitudes, past scholastic achievements, as well as college and career goals. A student may choose any course listed, provided she meets the requirements. These requirements are in place because education must build on previous knowledge if it is to be effective. There is no point selecting a course if the student has not mastered the one upon which it builds. **No exceptions to stated prerequisites will be considered.**

**Academy of the Holy Names High School has common Academic Policies that can be found here.**

Not all courses will match a student's schedule. Scheduling conflicts occur when two or more classes that a student requests are offered at the same time. Not all conflicts can be resolved due to the number of courses offered and students requesting courses. While every attempt will be made to match first-choice courses, there is no guarantee.

**Courses listed in the Academic Catalog are offered only if staffing and student interest permit.**

Academy's students are selected for admission and course placement based on the results of the High School Placement Test (HSPT©) score, the student's grade school performance, previous standardized testing, teacher recommendations, and individual placement testing as relevant.

## Section 2 – Academic Leveling and Progress Monitoring

Academy of the Holy Names has three distinct levels of programming and placement for student success.

### College Preparatory

College Prep (CP) courses are offered for students whose command of skills enables them to accelerate at the pace required of a rigorous college preparatory curriculum. The level of independent work assigned will vary from subject to subject and from course to course. Home study may be a reinforcement of previous learning for mastery attainment. It may also be exposure to new material for the purpose of engaging students in attainment of new information. Independent work is designed to be meaningful in support of content and process goals, generally one to three hours per week, per course.

## Honors/Pre-AP

Honors-level or Pre-AP courses are offered for academically strong students who are able to pursue in-depth study and who are willing to spend extra time outside of class working independently. These courses require additional reading and writing assignments. The nightly workload for Honors courses may vary between subject areas, but students can anticipate a significant amount of independent work, generally three to five hours per week, per course. Students are expected to manage their time to meet nightly and long-term deadlines. Students may be recommended for Honors/Pre-AP if their grade average is a B+ (84) or higher in their current CP or Honors level course.

## Advanced Placement

The Academy offers 33 wide-ranging Advanced Placement (AP) courses to students to experience college level classes and potentially earn college credits while still in secondary school. With syllabi prescribed by The College Board, those students wishing to enroll must be ready for increased individual responsibility, having demonstrated motivation and previous academic achievement, and must be ready for extensive reading and writing assignments as independent study. **Any student taking an AP class (excluding fall semester AP courses) is required to sit for the AP examination in May, at the student's/family's expense**. Tests are ordered in November. The fee will be added to the student's FACTS account. Any student who cannot take the AP exam at the designated time due to emergency or illness must pay the extra fee for the late testing window.

**A student who does not take the AP exam will have the AP course designation and grade weighting moved to Honors level on their transcript.** Nightly independent workload for AP courses may vary between subject areas. In general, students should expect significant independent weekly work per Advanced Placement course—upwards of six to eight hours per week, per course. In order to meet the AP timetable, students may be required to complete summer work, although requirements may vary by course. Any student scheduled for an AP course must commit to that course for the entire school year. There will be no exceptions. **Students who are considering a roster of more than three AP courses should be very clear on the time necessary to meet the demands of these rigorous courses.** The digital exam format will be used when offered by the College Board. Students are considered eligible for AP if their grade average is a B+ (84) or higher in their current Honors or AP course.

## Course Placement

Students are not tied to any level of courses at Academy. Students are eligible to move from CP to Honors level courses, or Honors to AP level courses, if they have a 84% (B+) or higher for both semesters. Students are not eligible to move from CP directly to AP level courses. Honors courses taken over the summer do not count for students wishing to move from CP to AP level. Additionally, should a student not maintain above an 84 for both semesters in an AP or Honors course, they may be subject to moving down a level at administration discretion. In some cases, student performance on the PSAT and NWEA MAP assessments may be used in conjunction with current course performance to determine appropriate course placement.

## Summer Programming

*Not Credit Enrichment*

To best posture our students for high school success, Summer Pathways programming is encouraged, and for some students, may be strongly suggested or even required, in order to jump start the acclimation process to her high school experience. Students will engage in a wide variety of experiences over a two-week window, providing a snapshot of her typical high school experience. These days would include community-building and leadership development activities, the beginnings of faith formation, real-time practice in the classroom setting with the Academy technology infrastructure and expectations for classroom usage (including responsible social media usage), exposure to content classes with summer reading, content in the social sciences and science, and math. The goal for our students participating in this program, at a level appropriate for them, would be confidence building, introducing pathways to high school appropriate peer relationships, academic responsibility and cultural awareness and familiarity with the Academy setting.

Prep courses for AP students in various subject areas are also offered and suggested in order for students to get a flavor for the expectations of these courses.

*For Credit Courses*

For-credit electives are also offered as a way for students to get a jumpstart on required electives. Offerings typically include Art I, Technical Theatre and Health. A link to the summer catalog can be found here.

## Supported Learning

The Academy of the Holy Names' philosophy of supported learning is grounded in the belief that students in an all-girls, college-preparatory environment must be empowered rather than enabled. Our goal is to foster academic growth, independence, and self-advocacy while maintaining the integrity and rigor of the Academy's established curriculum. In alignment with the Sisters of the Holy Names of Jesus and Mary (SNJM) core value of the full development of the human person, support services are designed to cultivate each student's talents, abilities, and potential while contributing to all aspects of her intellectual and personal development.

Academic support strategies, such as study skills instruction, organizational coaching, and learning strategies, are available to all students. Newly enrolled students with diagnosed learning needs who are seeking formal academic accommodations must submit documentation of a diagnosis from a licensed mental health counselor, psychiatrist, or psychologist. All documentation must be dated within the past three years in order to be considered valid for the establishment of a learning plan at the Academy. Students new to AHN must have updated documentation ahead of the start of the school year in order to be considered for accommodations.

By our design, typical classroom accommodations (e.g., up to 50% extended time, preferential seating, small-group support, access to teacher extra help, and structured breaks) are embedded within AHN's instructional model. This approach reflects our belief, and current educational research, that high school students are best served academically when they remain in their classroom environment with direct access to their teacher. Research further indicates that separate-room testing does not confer a consistent academic

benefit for students with ADHD, and that executive-functioning support within the instructional setting is often more impactful for long-term success.[1]

Due to limitations in space and staffing, the Academy of the Holy Names does not grant extended time beyond 50% (time-and-a-half), and testing occurs in the regular classroom. The Learning Resource Center is primarily used to provide targeted support in executive functioning skills such as organization, planning, time management, and note-taking, rather than as a routine testing location. Testing in an alternate setting is reserved for students whose documented accommodations require specialized testing supports.

Students with documented Specific Learning Disabilities (SLD) in reading or written expression, hearing loss or an auditory processing disorder, or a diagnosed oral language processing disability may be considered for alternative accommodations related to world language course options and/or other graduation requirements, when such accommodations are supported by appropriate professional documentation and align with the student's demonstrated learning needs.

Eligibility for alternative accommodations is limited to the disability categories listed above. While Attention-Deficit/Hyperactivity Disorder (ADHD) and/or Generalized Anxiety Disorder (GAD) may impact aspects of learning and executive functioning, it does not, on its own, qualify a student for alternative accommodations related to world language (and/or all other course requirements for graduation). Students with ADHD or GAD remain eligible for other appropriate supports and accommodations consistent with their documented needs, and limited to within the classroom setting only.

In order to receive AHN accommodations for ADHD and Generalized Anxiety Disorder (GAD), beginning in the 2027-28 school year, we will begin requiring specific documentation. Consistent with College Board guidelines, the diagnosis of ADHD or GAD must be made by a professional with appropriate credentials. Examples of professionals with appropriate credentials are Psychiatrists, Clinical Psychologists, Neuropsychologists, Psychiatric-Mental Health Nurse Practitioners (PMHNP-BC) and Licensed Mental Health Counselors (LMHC). We will no longer accept ADHD or GAD diagnoses from Primary Care Providers (including Pediatricians) unless accompanied by comprehensive testing documentation, as outlined below.

Documentation should be current within the past three years in order to ensure accommodations appropriately reflect the student's present level of functioning and educational needs. Appropriate documentation must include educational and medical history (as it relates to the given diagnosis). Documentation must include survey input from a teacher and a parent. Documentation should include a summary of normed and standardized assessments conducted and evaluation tools utilized.

In many situations, the best type of assessment will be an educational psychological evaluation, which will assess cognitive abilities, academic skills and emotional functioning. A diagnosis alone does not automatically warrant accommodations; accommodations are determined based on demonstrated educational impact and documented functional need.

[1]Lovett, B. J., Lewandowski, L. J., & Carter, L. (2019). Separate room testing accommodations for students with and without ADHD. *Journal of Psychoeducational Assessment*, *37*(7), 852-862.

Please note ASL courses are only offered online through AVLI or FLVS and come at a cost to the student. See Section 2 - Virtual Courses for more information. AHN reserves the right to deny a student the ASL option if it is determined that the student does not have the maturity and/or executive functioning skills to keep up with independent learning successfully. Please be aware that while ASL is accepted by some colleges and universities, most prefer that the student has taken a spoken language and/or Latin to fulfill this requirement. Therefore, taking ASL may affect a student's chances for admission to some colleges and universities.

## Course Selection

Course selection is a comprehensive process, requiring intense individual attention and care given to the course needs of each student. The process of course selection begins in February of the year previous to the upcoming school year. Decisions made at this time determine the facilities and staffing needs for the following school year. Therefore, ***there is no drop/add period***. The only course changes that will be entertained are those that are a result of classes not being run, schedule conflicts and/or teacher recommendation. Freshmen are strongly encouraged to keep a study hall in their schedule for their first semester. Administration will only entertain scheduling an FLVS flex or AVLI course when multiple conflicts preclude a full complement of courses in a student's senior year. See Section 2 - Virtual Courses for more information.

## Academic Progress

Student progress may be continuously monitored on Canvas, the Academy's Learning Management System, through both the Student and Parent Portal. In addition, student achievement is reported to parents at the end of each semester through report cards.

## Academic Alerts

Academic Alert notifications will be sent out on a bi-weekly basis to any student with a D or F or two or more C grades. This notification is sent to both parents and students. Students who receive an academic alert will not be allowed to leave the study hall room (Juniors and Seniors), will not be allowed to leave school early for a co-curricular activity and may be subject to removal from athletic teams or activities such as theatre and Gold Clubs, depending on the duration of the low grades at administration's discretion.

## Academic Probation

A student will be placed on Academic Probation for the semester immediately following any semester in which she receives two C's or lower (two C- or lower for AP courses), or a D/F on her report card. If a student who is on academic probation receives a report card that places her on academic probation for a second consecutive semester, the student may be subject to dismissal.

Students placed on academic probation for a semester must adhere to specific guidelines designed to support their academic improvement. These students are required to attend all scheduled classes and are not permitted to miss class for any reason throughout the semester. While they remain eligible to participate in after-school activities, their participation may be re-evaluated based on their academic progress. To provide additional

support, students on probation will be automatically enrolled in FLEX tutoring sessions focused on the subject areas where they are experiencing difficulties. Additionally, study hall periods must be spent in the classroom under teacher supervision to ensure ample opportunities for academic growth. These policies aim to help students achieve success and regain good academic standing. Students on academic probation will be required to take a study hall.

Students who receive a D or F in a semester may be required to make it up in an accredited summer program that has been approved by the administration or the following year at AHN if time and conditions permit, at the student's expense. Failure to comply may result in dismissal from AHN.

## Co-Curricular Activities

Academic performance may also affect participation in co-curricular activities (athletics, clubs, etc.) as outlined below. Athletic requirements may be found in the Athletic Handbook.

- High school administration reviews grades bi-weekly. If a teacher reports a grade of a D or F, or the student has two or more C grades, the student cannot miss any classes to participate in a co-curricular event. The student will regain their eligibility once their grade has risen to a 72% or higher.
- Any student who receives an "F" grade in any class at mid-semester or end-semester is ineligible to participate in co-curricular activities until their grade is 72% or higher.
- Any student who earns a GPA below 2.5 in a semester is ineligible to participate in co-curricular activities for the next semester.
- Administration reserves the right to suspend the student from any participation in co-curricular activities if academic progress is not made.
- For specific information on participating in AHN Theatrical Productions, please click here.

## Section 3 – Diploma Requirements

Students are strongly encouraged to take 4 years across all core subjects. A minimum of twenty-eight (28) credits is required for graduation. The block schedule accommodates taking 32 credits, allowing students to elect an additional class to challenge themselves and focus their interests in specific disciplines. Basic requirements are outlined in the table below. The remaining credits come from elective courses.

| Graduation Requirement | Credits Required | Notes |
|---|---|---|
| Theology | 4.0 | |
| English | 4.0 | |
| Mathematics | 4.0 | |
| Social Studies | 3.0 (4 recommended) | Must include World History, US History and Government |
| Science | 3.0 (4 recommended) | Must include Biology, Chemistry and Physics |
| World Language | 3.0 (4 recommended) | Three consecutive years of the same language |
| Fine Arts | 1.0 | 0.5 Visual, 0.5 Performing<br>*Students on a Performing or Visual Arts diploma track are exempt from the 0.5 credit in the other domain* |
| Health and Fitness | 1.0 | 0.5 Fit for Life, 0.5 Health for life<br>*Fitness may be fulfilled through JV/Varsity athletics or equivalent activities (e.g., dance, equestrian, figure skating). Off-campus verification required.* |
| Service Hours | 100 hours | Minimum of 25 hours per year. See Community Service for more details. |

In addition to these graduation requirements, the Academy curriculum is designed to accommodate those who are pursuing the Florida Bright Futures Scholarship.

# Section 4 - Scope and Sequences by Year

### Freshman Year (course placement worksheet)

| Subject | Course | Credit |
|---|---|---|
| English | English I | 1.0 |
| Math | Algebra I, Algebra I/II Hybrid or Algebra II | 1.0 |
| Science | Biology | 1.0 |
| Social Studies | World History and Geography, Pre-AP World History and Geography or AP Human Geography | 1.0 |
| Theology | Introduction to Catholicism and Sacred Scripture: Old Testament | 1.0 |
| World Language | French, Latin or Spanish** | 1.0 |
| Fine Arts | 0.5 credit in any performing or visual arts course. The visual arts track begins with Art I. | 0.5 |
| Elective | Additional course to complete graduation requirements and/or to meet the minimum 7.0 credits. Recommendation to take health or fitness*** course. | 0.5 |
| | **Total Credits** | **7.0** |

**AP Human Geography may be taken in place of World History and Geography freshman year but students will still need to satisfy the world history requirement in a future year.*
***In high school, students must take 3 consecutive years of the same language. A fourth year is recommended.*
****Students participating in a junior varsity/varsity sport or a commensurate activity (e.g., dance, equestrian, figure skating) can fulfill their 0.5 Fitness requirement through their participation in these activities.*

## Sophomore Year (course selection worksheet)

| Subject | Course | Credit |
|---|---|---|
| English | English II | 1.0 |
| Math | Algebra II or Geometry CP or Geometry/Trigonometry Honors* | 1.0 |
| Science | Chemistry | 1.0 |
| Social Studies | 20th Century History and Economics and Personal Finance OR AP World History** | 1.0 |
| Theology | Sacred Scripture: New Testament and Ecclesiology | 1.0 |
| World Language | French, Latin or Spanish | 1.0 |
| Elective | Additional course(s) to complete graduation requirements and/or to meet the minimum 7.0 credits.*** | 1.0 |
| | **Total Credits** | **7.0** |

**Pre-Calculus if both course credits satisfied.*
***AP World History is recommended for students who successfully completed AP Human Geography freshman year.*
****Students participating in a junior varsity/varsity sport or a commensurate activity (e.g., dance, equestrian, figure skating) can fulfill their 0.5 Fitness requirement through their participation in these activities.*

### Junior Year (course selection worksheet)

| Subject | Course | Credit |
|---|---|---|
| English | English III CP or English III Honors or AP English Language and Composition | 1.0 |
| Math | Geometry/Trigonometry or 3rd-Year Math Course | 1.0 |
| Science | Physics | 1.0 |
| Social Studies | United States History and Government or AP US History | 1.0 |
| Theology | Morality and Catholic Social Teaching | 1.0 |
| World Language | French, Latin or Spanish | 1.0 |
| Elective | Additional course(s) to complete graduation requirements and/or to meet the minimum 7.0 credits.* | 1.0 |
| | **Total Credits** | **7.0** |

**Students participating in a junior varsity/varsity sport or a commensurate activity (e.g., dance, equestrian, figure skating) can fulfill their 0.5 Fitness requirement through their participation in these activities.*

### Senior Year (course selection worksheet)

| Subject | Course | Credit |
|---|---|---|
| English | 4th Year English Course | 1.0 |
| Math | 4th Year Math Course | 1.0 |
| Theology | Christian Lifestyles and an elective<br>OR<br>Peer Ministry | 1.0 |
| Electives | Additional courses to complete graduation requirements and/or to meet the minimum 7.0 credits. A 4th year in Science and World Language are highly recommended. * | 4.0 |
| | **Total Credits** | **7.0** |

**Students participating in a junior varsity/varsity sport or a commensurate activity (e.g., dance, equestrian, figure skating) can fulfill their 0.5 Fitness requirement through their participation in these activities.*

## Section 5 – End of Semester Assessments

Semester exams will be held in December and May (April for seniors). More information can be found here. The final schedule for these assessments will be made available early in the semester.

Students who miss the final days of the semester due to illness must provide a doctor's note covering the date of a missed assessment. The assessment must be completed at the earliest possible date **following** the originally scheduled exam.

Exceptions to this policy are rare and may only be granted in cases of extreme illness or family tragedy and only with administration approval. Vacations and trips of any kind are not considered as excused absences on scheduled school days. **Early assessments will not be permitted**.

# Section 6 – Grading System

The semester grade will be calculated using a weighted model that reflects both ongoing learning and cumulative assessment.

Semester Grade - 100%

- Coursework - 85%
    - Summative Assessments - 70%
    - Formative Assessments - 30%
- Semester Examination (midterm or final) 15%

Summative assessments may include major tests, projects, essays, performances, or other evaluations of mastery. Formative assessments may include quizzes, classwork, homework, participation, and other assignments designed to support learning and provide feedback. This structure ensures that students are evaluated on both demonstrated mastery of essential standards and consistent engagement throughout the semester. More information about midterms and finals can be found here. More information about AHN HS Academic Policies can be found here.

Letter grades will be reported on the report card. Grade point averages are weighted.

| Letter Grade | Number Grade | Grade Point |
|---|---|---|
| A+ | 97-100 | 4.5 |
| A | 92-96 | 4.3 |
| A- | 88-91 | 4.0 |
| B+ | 84-87 | 3.7 |
| B | 80-83 | 3.4 |
| B- | 76-79 | 3.0 |
| C+ | 72-75 | 2.7 |
| C | 68-71 | 2.4 |
| C- | 64-67 | 2.0 |
| D | 60-63 | 1.5 |
| F | 59 or below | 0 |

## Weighting

Each semester one (1) point is added to the grade point total for each Advanced Placement course in which a student has at least a “C” average. Five-tenths (.5) of a point is added to the grade point total for each honors course in which a student has at least a “C” average.

## Honor Roll

Honor roll categories are outlined below. Honor roll is determined at the end of each semester. Attendance could affect Honor Roll status.

- **President's Honor Roll with Distinction:** weighted GPA of 4.50 or higher
- **President's Honor Roll:** min. 4.00 weighted GPA
- **Principal's Honor Roll:** min. 3.70 weighted GPA

Determination of Valedictorian and Salutatorian is made upon completion of senior grades; they are granted the privilege of speaking at the Graduation Ceremony. To qualify for this honor, a student must have attended the Academy of the Holy Names High School as a fully matriculated student for the duration of her 9th, 10th, 11th and 12th academic years and have achieved the highest and second highest grade point averages, respectively. Only AHN courses are used in the calculation of the AHN GPA.

## Section 7 - AP Course Offerings

The Academy offers 33 Advanced Placement courses at various grade levels. Grade level entry points are indicated. (* indicates teacher approval needed)

**Science**
AP Biology (9-12)
AP Chemistry (10*-12)
AP Physics 1 (11-12)
AP Physics C Mechanics/Electricity & Magnetism (12)
AP Environmental Science (11-12)
AP Computer Science Principles (9-12)
AP Computer Science A (10-12)
AP Cybersecurity (10-12)

**Mathematics**
AP Pre-Calculus (10*-12)
AP Statistics (11-12)
AP Calculus AB (11-12)
AP Calculus BC (11-12)

**English**
AP Seminar (10-12)
AP Research (11-12)
AP English Language and Composition (11-12)
AP English Literature and Composition (12)

**World Languages**
AP Spanish Language (11-12)
AP Spanish Literature (11-12)
AP Latin (11-12)
AP French Language and Culture (11-12)

**Social Studies**
AP Human Geography (9-12)
AP World History (10-12)
AP Business and Finance (10-12)
AP US History (11-12)
AP Government and Politics (11-12)
AP Comparative Government and Politics (11-12)
AP Microeconomics (11-12)
AP Macroeconomics (11-12)
AP Psychology (11-12)

**Visual and Performing Arts**
AP 2-D Art and Design (11-12)
AP 3-D Drawing (11-12)
AP Music Theory (10-12)
AP Art History (11-12)

# Chapter 2 - Transcript Distinctions

Students interested in pursuing a transcript distinction must have the approval of the coordinator/contact person indicated below. Students pursuing these opportunities must be able to work independently and demonstrate strong time management skills, responsibility, and dedication to completing the required criteria. They should proactively seek guidance when needed and meet all deadlines as outlined by the program. Failure to do so may result in disqualification from earning the distinction.

## Academy of the Holy Names Scholars Distinction

Contact person: Dr. Carson Dobrin

Beginning with the Class of 2027, students are eligible for the AHN Scholars Distinction for high-achieving students who initially, by special invitation, are eligible for opportunities for the highest level of academic rigor at the earliest entry points. These students will also be required to participate in the AP Capstone experience (or commensurate, i.e., the STEM or ARTS Distinction) during their high school years, whereby they will demonstrate authentic research or experience in a desired field of study. We reserve the right to recalibrate the entry point metrics depending on the particular composite of any given cohort; however, these metrics provide strong predictors of success at higher level programming. The Class of 2030 Scholars' Cohort met a baseline metric of a High School Placement Test (HSPT) score higher than a Cognitive Skills Quotient of CSQ $\geq$ 125 and a Composite National Percentile x $\geq$ 95.

The AP Capstone, STEM or ARTS distinction will be a building block of their demonstrated authentic research and internship possibilities that will culminate in her senior year. This opportunity is unique to the Academy and distinguishes the Academy for its specific mission in elevating young women to the highest level of their academic potential. Individualized attention is given to the curricular pathway for all students.

The Scholars Distinction is the highest academic honor at the Academy, designed for students who pursue the maximum level of rigor across all disciplines. While students are often identified at entry based on placement scores, any student demonstrating exceptional performance may work toward this distinction during her four years.

# Academy of the Holy Names Fine Arts Distinction

Contact person: Mrs. Melissa Lima

Students who fulfill the following requirements before graduation will receive the appropriate Fine Arts distinction on their transcript.

## Exemplary Distinction

Minimum 4.5 Fine Arts credits

- 0.5 credit Level I course
- 1-2 credits Level II courses
- 1-2 credits Level III-IV courses
- One AP or Advanced-Level Course
    - AP Art History, AP Art and Design, AP Music Theory, Advanced Acting III Honors, or Independent Performing Arts Study, Full Year

## Traditional Distinction

Minimum of 3.5 fine arts credits

- 0.5 credit Level I course
- 1-2 credits Level II courses
- 1-2 credits Level III-IV courses
- One AP Course or Advanced Level Course:
    - AP Art History, AP Art and Design, AP Music Theory, Advanced Acting III Honors, or Independent Performing Arts Study, Full Year

## Participation in the Arts

Complete 12 hours by spring of senior year, in appreciating, performing, and/or contributing your talents to the arts community outside the Academy.

## Portfolio

Example(s) of your most exemplary work done at AHN

- Performing Arts: upload a 3-4 minute audio/video file of a solo performance
- Visual Arts: upload image files/presentation of 5 works of art

# Academy of the Holy Names STEM Distinction

Contact person: Mr. Eric Price

Students who fulfill the following requirements before graduation will receive the appropriate STEM distinction on their transcript.

**Requirements:**

- Successful completion of 5 credits with a grade of B or higher in the qualifying courses from the table below. At least one credit must be earned in each of the Science and Math columns and two credits must be earned from the Engineering and Technology column. The final credit earned may come from any of the three columns.
- Verification of 12 hours of internship or research experience (via the AP Research course) and a corresponding written reflection, to be submitted no later than 14 days after the internship end date.
- Internship dates or AP Research topic must be approved in advance by the Internship Coordinator, but no later than February of senior year. Ideally, internships would take place the summer between junior and senior year.
- A student could receive the designation without having to take any AP courses.

| Science | Math | Engineering and Technology |
|---|---|---|
| AP Biology | AP Pre-Calculus | AP Computer Science Principles |
| AP Chemistry | AP Statistics | AP Computer Science A |
| AP Environmental | AP Calculus AB | Introduction to Engineering Design |
| AP Physics | AP Calculus BC | Principles of Engineering |
| 1 Honors Elective | Honors Calculus | Engineering & Technology Integration |
| | | Electronics and Technology |
| | | Robotics |
| | | AP Cybersecurity |

# Global Seal of Biliteracy

Contact person: Mrs. Micky Stagg

The Global Seal of Biliteracy recognizes students who attain a specific level of proficiency in two or more languages. The Academy offers the Global Seal of Biliteracy at two award levels:

- **Functional Fluency:** This level credentials language learners at the Intermediate-Mid level.
- **Working Fluency:** This level credentials language learners at the Advanced-Low level.

Students who fulfill the requirements below in world language and English before graduation will receive the appropriate award level on their transcript.

| WORLD LANGUAGE REQUIREMENT | | |
|---|---|---|
| **APPROVED TESTS & ASSESSMENTS** | **FUNCTIONAL FLUENCY AWARD** | **WORKING FLUENCY AWARD** |
| College Board Advanced Placement (AP) Exam | 3 | 5 |
| Avant STAMP 4S* | 5 or higher on all 4 parts | 7 or higher on all 4 parts |
| ALIRA (Latin) administered by Language Testing International | 14 or higher | A-1 or higher |

| ENGLISH REQUIREMENT<br>Global Seal candidates in the U.S. must MEET both<br>World Language and English qualifying criteria | | |
|---|---|---|
| **APPROVED TESTS & ASSESSMENTS** | **FUNCTIONAL FLUENCY AWARD** | **WORKING FLUENCY AWARD** |
| **ACT Exam** | 18 | 21 |
| **SAT Exam** | 480 | 540 |

# Chapter 3 - Dual Enrollment and Virtual Courses

## Section 1 - Dual Enrollment

The Academy partners with the universities below to offer students the opportunity to take college-level courses during her **junior and/or senior year**. Only one DE course per semester is permitted and you must meet enrollment criteria to register. Interested students must meet their college counselor prior to registration regarding eligibility, application, tuition, and registration. **Registration for the fall term is early in the spring semester and registration for the spring term is early in the fall semester.** If a student does not meet enrollment eligibility or misses the university registration deadline, a course will be added to the student's schedule to fulfill the minimum number of AHN semester credits.

### University of Florida - Online Only

- Open to Juniors and Seniors who meet UF admissions requirements
- Students may enroll for fall or spring semester, but not for summer semester
- Students must meet deadlines for course registration
- Students pay tuition (credits per hour), fees, books, etc.
- Please meet with your college counselor prior to registration. Your counselor must approve you for the course.

**Registration Deadline:** **Friday, April 10, 2026**

To register go to:
UF Dual Enrollment
Requirements:
**3.6+** cumulative unweighted GPA
minimum **1100 SAT** or **1130 PSAT** or **22 ACT**
Students already enrolled in the UF DE Program must **reapply every semester**

### University of South Florida - Tampa Campus

- Open to Juniors and Seniors who meet USF admissions requirements
- Students may enroll for fall or spring semester, but not for summer semester
- Students must meet deadlines for course registration
- Students pay tuition (credits per hour), fees, books, etc.
- Please meet with your college counselor prior to registration. Your counselor must approve you for the course.

**Registration Deadline:** **June 1, 2026**

To register go to:
USF Dual Enrollment
Requirements:
**3.5+ cumulative GPA**
minimum **560+ Critical Reading and 530+ Math SAT**
minimum **21 Reading and 21 Math ACT**

## Section 2 - Virtual Courses

In circumstances when a particular course is not offered at AHN, or conflicts within a student's schedule prevents enrollment in a particular course, students may take online courses through Florida Virtual School (FLVS) or Arrupe Virtual Learning Institute (AVLI). In most cases, **the cost for these courses is the student/family responsibility**. Please note, virtual courses are not incorporated into a student's cumulative GPA (with the exception of approved AVLI courses). Students taking online courses through AVLI or FLVS will be required to sign a contract at the start of the year. This contract outlines the student responsibility to remain eligible for this privilege. Students and parent(s)/guardian(s) must sign an AHN FLVS Course Contract or AHN AVLI Course Contract prior to enrollment, acknowledging the expectations and responsibilities associated with virtual coursework. Any student failing to meet the targeted schedule for their independent study may be removed from the course which could potentially change her progress towards graduation.

**Students receiving a Family Empowerment or Florida Tax Credit/PEP scholarship (Step-Up) are responsible for the $375 tuition charge (per semester) for FLVS courses.**

# Chapter 4 - Mission & Ministry

## Spiritual Development

The mission statement of the Academy addresses our desire to foster the spiritual development of each student. This is done through the theology program and through a variety of special opportunities available for worshiping, praying, reflecting, sharing and growing together as a faith community.

Retreat experiences provide sabbath time for deepening one's relationship with God, growing in self-knowledge, and building community. Each grade participates in a retreat during the school year appropriately themed for their high school journey and are held both on and off-campus. All students are required to participate in the retreat program. **If at the end of the year a student has not made up their retreat, she will be required to participate in an out-of-school faith-based retreat or camp** pre-approved by the Director of Mission & Ministry prior to the start of the next school year. **She will not be allowed to matriculate** to the next grade without fulfilling the retreat requirement.

Through the generosity of local priests, the Academy celebrates the Sacrament of Reconciliation twice a year. A communal prayer service, together with the opportunity for individual confession and absolution, is celebrated during Advent and Lent.

Throughout the course of the year, the entire Academy community gathers to celebrate the Eucharist: at the beginning of each semester, on holy days and special feasts and occasions. Parents and family members are invited to join in these celebrations. It is our expectation that all students are part of these gatherings; parental support of this policy is expected and appreciated.

## Community Service

The Academy of the Holy Names requires each student to complete at least 100 hours of community service prior to graduation. A minimum of 25 hours of service must be performed each year. Students are responsible for logging and tracking their own hours in MobileServe which includes listing a supervising adult contact (not a parent) to approve their hours and writing a brief reflection on the experience.

Students should follow these deadlines for service activity submissions:

- Summer service hours: log by August 29, 2026
- Fall service hours: log by December 19, 2026
- Winter service hours: log by February 13, 2027
- Final service hours (seniors): log by April 1, 2027
- Final service hours (grades 9-11): log by May 1, 2027

Students who transfer into AHN are responsible for earning 25 hours for each year they are students at AHN, including the year they matriculate in. Any service hours earned while attending their previous high school will be honored separately with the appropriate service transcript.

**Please note that transfer students expecting to qualify for Florida Bright Futures should have 100 hours completed by their senior year to meet the requirement for the scholarships.

Students may contact the Mission and Ministry team if they need assistance logging on or submitting hours.

**Students deficient in service hours may not be eligible for Honor Roll**.

Each project to which a student commits herself should reflect the goal of serving the disadvantaged, be it economically, physically, spiritually or developmentally. Projects may be done through the student's place of worship, through community or civic organizations, or through other not-for-profit agencies. Under no circumstances will students accumulate service hours for service to anyone in her family, even if that family member belongs to one of the above-mentioned groups of people.

See the Community Service FAQs in the Student Handbook for more information.

## Junior Kairos Retreat

Just as Jesus modeled the discipline of stepping away from his ministry to pray, Academy of the Holy Names expects its juniors to make a **Kairos Retreat**, an extended "time out" experience to restore and deepen their friendship with God and others, and grow in knowledge of our true selves. In experiencing **"Kairos"** (the Greek word for "God's time"), students learn the value of time set aside for prayer, sacraments, faith-sharing, and community. Through "God's time," we rediscover God's love in new ways and hear Love's response in us to live as a disciple of Christ.

The retreat comprises opportunities for the sacraments of reconciliation and Eucharist, witness talks by Peer Ministers and staff, and faith community fostered through activities, meals, reflection, and sharing. Key themes of the retreat include: *knowing myself, prayer, forgiveness,* and *friendship with God.*

While retreats are really the work of the Holy Spirit, members of the Mission & Ministry team, faculty, and Peer Ministers are there to accompany you on your faith journey, fostering trust and openness during this transformative experience.

Juniors will elect one of several Kairos retreats that will run on Wednesdays after school through Friday evenings. Junior athletes and performing artists should try to choose a retreat in their off-season.

Juniors who miss their assigned retreat date will be ineligible for Peer Ministry and must make it up by attending a subsequent retreat. If extenuating circumstances (i.e.: illness or death of a family member) prevents a student's participation in the last Kairos scheduled for the year, she will complete a makeup retreat day with the Coordinator of Retreats and Faith Life before the end of the school year.

**If at the end of the year a student has not made up their retreat, she will be required to participate in an out-of-school faith-based retreat or camp** pre-approved by the Director of Mission & Ministry prior to the start of senior year. **She will not be allowed to matriculate** to the next grade without fulfilling the Kairos

retreat requirement. Seniors must complete all retreat requirements prior to graduation in order to participate in graduation activities.

**The projected retreat dates for 2026-2027 are:**

- Kairos XII: Tue-Thur, July 27-29, 2026
- Kairos XIII: Wed-Fri, September 23-25, 2026
- Kairos XIIV: Wed-Fri, November 11-13, 2026
- Kairos XV : Wed-Fri, January 6-8, 2027

# Chapter 5 - Guidance Services

The Guidance Department strives to address the "whole person" spiritually, socially and academically. The guidance program is designed to meet the needs of the students in a developmental approach throughout the four years. Through small-group and individual guidance, students are assisted in building a system of values and decision-making processes, which provide the foundation for personal choices, career search and college selection. The personal counselors, college counselors, and learning resource specialists work closely with students and parents to counsel students through the course selection process.

# Chapter 6 - Co-Curricular Activities

Participation by all students in the organizations, clubs and activities at the Academy of the Holy Names serves to assist students in the development of their talents and capabilities beyond what is covered in the regular curriculum. Students, through their participation in co-curricular activities, have the opportunity to work with others, give service to others, and broaden their interests.

For specific information on participating in AHN Theatrical Productions, please click here.

Each organization at the Academy is strongly committed to service to others as an integral part of the overall philosophy. Participation in co-curricular activities encourages students to develop initiative, leadership and both personal and social responsibility.

The Academy sponsors more than 30 civic, vocational, service, and co-curricular clubs, each under the supervision of a faculty/staff moderator.

### Honor Societies

French Honor Society
International Thespian Society
Latin Honor Society
Mu Alpha Theta
National Art Honor Society
National Beta Club
National Dance Education Honor Society National
English Honor Society
National Speech and Debate Association
National Honor Society
Quill and Scroll National Honor Society
Science National Honor Society
Spanish Honor Society
Tri-M Music Honor Society

### Athletic Teams

Basketball
Crew
Cross Country
Dance (Jaguarettes)
Flag Football (club)
Golf
Lacrosse
Soccer
Softball
Swimming
Tennis
Track
Volleyball

# Chapter 7 - Graduation Requirement Checklist

**(28.0 credits needed to graduate; Courses in bold print are required for graduation)**

| **ENGINEERING & TECHNOLOGY** |
|---|
| Robotics (0.5, Gr.9-12) |
| Introduction to Engineering Design Honors (1.0, Gr.9-12) |
| Principles of Engineering Honors (1.0, Gr.10-12) |
| Engineering and Technology Integration Honors (1.0, Gr.11-12) |
| Computer Science Principles AP (1.0, Gr.9-12) |
| Computer Science A AP (1.0, Gr.10-12) |
| AP Cybersecurity (1.0, Gr. 10-12) |
| **ENGLISH** (4 credits required) |
| **English I** College Prep, Honors (1.0, Gr.9) |
| **English II** College Prep, Honors (1.0, Gr.10) |
| **English Lit/Comp** or **English III** Honors (1.0, Gr.11); **English Language AP** (1.0, Gr.11-12) |
| **English IV** Honors or **English Literature AP** 1.0, Gr.12) |
| AP Seminar (1.0, Gr. 10-12) |
| AP Research (1.0, Gr. 11-12) |
| Introduction to Creative Writing (0.5, Gr.9-12) |
| Creative Writing I (0.5, Gr.10-12) |
| Literary Magazine I Honors (1.0, Gr.11-12)/II Honors (1.0, Gr.12) |
| Film Studies College Prep (0.5, Gr.10-12) |
| Newspaper Journalism I (0.5/1.0, Gr. 10-12)/II/III (1.0, Gr. 11-12) |
| **FINE ARTS** (1 credit required**) |
| **PERFORMING ARTS - 0.5 credit required** |
| Introduction to Acting (0.5, Gr.9-12) |
| Advanced Acting I, II/III Honors (1.0, Gr.10-12) |
| Technical Theatre Design & Production I (0.5, Gr. 9-12)* |
| Costume and Fashion Design (1.0, Gr.9-12) |
| Dance Appreciation (0.5, Gr.9-12) |
| Dance Choreography/Performance Honors (0.5, Gr.10-12) |
| Introduction to Voice (0.5, Gr.9-12) |
| Vocal Music in Performance I (1.0, Gr. 9-12), II/III/IV Honors (1.0, Gr.10-12) |
| Introduction to Strings (0.5, Gr.9-12) |
| String Ensemble I (1.0, Gr.9-12), II/III/IV Honors (1.0, Gr.10-12) |
| Music Theory and Keyboard I (1.0, Gr.9-12) |
| High School Band I (1.0, Gr.9-12), II/III/IV Honors (1.0, Gr.9-12) |
| Music Theory AP (1.0, Gr.10-12) |
| Independent Performing Arts Study (0.5 or 1.0, Gr.11-12) |
| **VISUAL ARTS - 0.5 credit required** |
| **Art I** (0.5, Gr.9-12)* *Prerequisite for all Visual Arts courses* |
| Ceramics (0.5, Gr.9-12) |
| Sculpture (0.5, Gr.9-12) |
| Drawing (0.5, Gr.9-12) |
| Painting (0.5, Gr.9-12) |
| Darkroom Photography (0.5, Gr.9-12) |
| Digital Art (0.5, 9-12) |
| Portfolio Honors (0.5 or 1.0, Gr.11-12) |
| 2-D Art III Honors (1.0, Gr.10-12) |
| 3-D Art III Honors (1.0, Gr.10-12) |
| Digital Art and Design Honors (1.0, Gr.10-12) |
| AP Art and Design (1.0, Gr.12) |
| AP Art History (1.0, Gr.10-12) |
| Yearbook Journalism and Design I; II/III for Editors Honors (1.0, Gr.10-12) |

| **HEALTH AND FITNESS** (1.0 credit required) |
|---|
| **Fit for Life** (0.5, Gr.9-12)* † |
| **Health for Life**, in-person or ONLINE (0.5, Gr.9-12)* |
| Strength, Conditioning, and Sports Injury Prevention (0.5, Gr.9-12) |
| Nutrition (0.5, Gr. 9-12) |
| **MATHEMATICS** (4 credits required) |
| **Algebra I**, College Prep (1.0, Gr.9) |
| Algebra I/II Hybrid, Honors (1.0, Gr.9) |
| **Algebra II** CP, Honors (1.0, Gr.9-10) |
| **Geometry** CP (1.0, Gr.10-11); **Geometry/Trigonometry** Honors (1.0, Gr.10-11)* |
| Pre-Calculus CP, Honors, AP (1.0, Gr.11-12) |
| Calculus Honors (1.0, Gr.12), AP Calculus AB, BC (1.0, Gr.11-12) |
| Statistics CP (1.0, Gr.12), AP (1.0, Gr.11-12) |
| **SCIENCE** (3 credits required) |
| **Biology** College Prep, Honors (1.0, Gr.9), AP (1.0, Gr. 9-12) |
| **Chemistry** College Prep, Honors (1.0, Gr.10), AP (1.0, Gr.10-12) |
| **Physics** College Prep, Honors (1.0, Gr.11) |
| Anatomy & Physiology Honors (1.0, Gr.11-12) |
| Biotechnology Honors (1.0, Gr.11-12) |
| Environmental Science AP (1.0, Gr.11-12) |
| Forensic Science I Honors (1.0, Gr.11-12) |
| Marine Science College Prep (0.5, Gr.12) |
| Physics 1 AP (1.0, Gr. 12) |
| Physics C AP Mechanics (1.0, Gr.11-12) Electricity and Magnetism (1.0, Gr.12) |
| Space Science College Prep (0.5, Gr. 12) |
| **SOCIAL STUDIES** (3.0 credits required) |
| **World History and Geography**, College Prep, Pre-AP (1.0, Gr.9) |
| **20th Century History** College Prep, Honors (0.5, Gr.10) |
| **United States History and Government** CP, Honors, **US History** AP (1.0, Gr.11) |
| Economics and Personal Finance College Prep, Honors (0.5, Gr.11-12) |
| Government and Politics AP (0.5, Gr.12) |
| Comparative Government and Politics AP (0.5, Gr.12) |
| Human Geography AP (1.0, Gr.9-12) |
| Law College Prep or Honors (0.5, Gr.10-12) |
| Microeconomics AP (0.5, Gr.11-12) |
| Macroeconomics AP (0.5, Gr.11-12) |
| Psychology College Prep (0.5, Gr.10-12), AP (1.0, Gr.11-12) |
| World History AP (1.0, Gr.10-12) |
| AP Business and Finance (1.0, Gr. 11-12) |
| **THEOLOGY** (4 credits required) |
| **Freshman Theology I and II** (0.5 each, Gr.9) |
| **Sophomore Theology I and II**(0.5 each, Gr.10) |
| **Junior Theology I and II** (0.5 each, Gr.11) |
| **Senior Theology I and II** (0.5 each, Gr.12) or Peer Ministry (1.0 Gr. 12) |
| Senior Theology Elective (0.5, Gr. 12) |
| **WORLD LANGUAGES (3 consecutive credits** in same language required) |
| French I College Prep; II/III CP, Honors (1.0, Gr.9-11); IV CP, H; AP (1.0, Gr. 11-12) |
| Latin I College Prep; II/III/IV College Prep, Honors (1.0, Gr.9-12), AP (1.0, Gr.11-12) |
| Spanish I College Prep; II/III/IV College Prep, Honors; AP; V H (1.0, Gr. 11-12) |

**Denotes summer offering*

***Beginning with the Class of 2027, students must take 0.5 credit in a visual art and 0.5 credit in a performing art*

# Chapter 8 - Engineering and Technology

## Engineering and Technology Scope and Sequence

| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|---|---|---|---|
| Robotics (semester) | Robotics (semester) | Robotics (semester) | Robotics (semester) |
| Computer Science Principles AP | Computer Science Principles AP | Computer Science Principles AP | Computer Science Principles AP |
| | AP Computer Science A | AP Computer Science A | AP Computer Science A |
| | | AP Cybersecurity | AP Cybersecurity |
| Introduction to Engineering Design Honors | Introduction to Engineering Design Honors | Introduction to Engineering Design Honors | Introduction to Engineering Design Honors |
| | Principles of Engineering Honors | Principles of Engineering Honors | Principles of Engineering Honors |
| | | Engineering and Technology Integration Honors | Engineering and Technology Integration Honors |

### Engineering and Technology Philosophy

The Engineering and Technology department strives to provide students with opportunities to identify, develop, and document design solutions to a variety of practical applications. Students work on product challenges individually and in collaborative teams to develop skills in problem-solving, research/design methodologies, organizing and processing data, along with the ethical and social implications of such products. The scope, complexity, and autonomy of students' projects will continue to build with each successive course. It is expected that students develop the technical knowledge as well as the communication skills necessary to convey their work to an outside audience. To further enhance their entrepreneurial exploration of product-to-client, students explore business plan development, principles of marketing, financing, and business management.

**Robotics (9-12)**
**9410120**
**Semester Course, 0.5 credit**
Robotics is an introduction to designing, building, and programming robots. While using real-world tools as they apply the engineering design process, students will utilize problem solving and critical thinking skills. The course will include both collaborative and individual building challenges and C++ coding opportunities.

**Advanced Placement Computer Science Principles (9-12)**
**0200330**
**Year Course, 1 Credit**
**Prerequisite: Algebra II Honors (may be taken concurrently with course)**
AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

**Advanced Placement Computer Science A (10-12)**
**0200320**
**Year Course, 1 Credit**
AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

**Advanced Placement Cybersecurity (10-12)**
**0200390**
**Year Course, 1 Credit**
AP Cybersecurity is a yearlong high school course that offers a broad introduction to the field and aligns closely with a college-level, introductory cybersecurity course. Students learn about common threats and vulnerabilities and how they combine to create risk. Students study how individuals and organizations manage risk and how risk can be mitigated through a defense-in-depth strategy. Students explore specific vulnerabilities, attacks, mitigations, and detection measures across a variety of domains including physical spaces, computer networks, devices, and data and applications. Throughout the course, students consider the impact of cybersecurity on individuals, organizations, societies, and governments. Content and skills taught in the course align with the professional skills outlined in the National Initiative for Cybersecurity Education Workforce Framework. (source)

**Introduction to Engineering Design Honors (9-12)**
**8600550**
**Year Course, 1 credit**
**Prerequisite: Algebra I**
Students are introduced to the engineering design process, applying math, science, and engineering standards to identify and design solutions to a variety of real problems. They work both individually and in collaborative teams to develop and document design solutions using engineering notebooks and 3D modeling software.

**Principles of Engineering Honors (10-12)**
**8600560**
**Year Course, 1 credit**
**Prerequisite: Introduction to Engineering Design Honors, Instructor Permission**
Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. This course requires instructor approval.

**Engineering and Technology Integration Honors (11,12)**
**8601910**
**Year Course, 1 credit**
**Prerequisite: AP Computer Science A or Principles of Engineering Honors, Instructor Permission**
Students learn how to complete a large-scale design project through collaboration with peers from other disciplines. Computer science students and engineering students will work together to ensure successful integration of previously learned skills to create one functional product. The course will be student-directed and focused on solving a real-world problem aligned to the mission of the SNJMs.

# Chapter 9 - English

## English Scope and Sequence - 4 credits required

| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|---|---|---|---|
| **REQUIRED** | | | |
| English I<br>College Prep, Honors | English II<br>College Prep, Honors | English III Honors<br>or<br>English Composition & Literature I<br>or<br>AP English Language | English IV Honors<br>or<br>English Composition & Literature I or II<br>or<br>AP English Language<br>or<br>AP English Literature |
| **ELECTIVES** | | | |
| Intro to Creative Writing (semester) | Intro to Creative Writing (semester) | Intro to Creative Writing (semester) | Intro to Creative Writing (semester) |
| | AP Seminar | AP Seminar | |
| | | AP Research | AP Research |
| | Creative Writing I (semester) | Creative Writing I (semester) | Creative Writing I (semester) |
| | | Literary Magazine I Honors | Literary Magazine I, II Honors |
| | Newspaper Journalism I Honors | Newspaper Journalism I/II Honors | Newspaper Journalism I, II, III Honors |
| | | Film Studies College Prep (semester) | Film Studies College Prep (semester) |
| | Leadership | Leadership | Leadership |

### English Philosophy

The AHN English Department aims to cultivate critical thinking through an inquiry-based approach to reading and writing. By investigating a range of texts that span an historical and cultural spectrum, students grapple with the human condition, and, in doing so, develop confidence to communicate effectively in both speech and writing.

**English I College Prep (9)**
**1001310**
**Year Course, 1 credit**
English I CP offers a focus on reviewing foundational academic writing skills, from paragraph structure to analytical and narrative essays. Students will be introduced to fundamental skills of academic writing and research throughout the year culminating in an MLA research project. Students will also be instructed in the skill of annotation to promote active reading. Students will write in a variety of styles and genres, including literary criticism, creative work, and narrative nonfiction. Students practice discussion and public speaking skills, including articulation and physical presence. Throughout the course, grammar and vocabulary are emphasized through online self-guided practice as well as through class discussions and activities.

**English I Honors (9)**
**1001320**
**Year Course, 1 credit**
*By placement only*
English I Honors is designed as an intensive study of literature that aims to engage and develop students' critical reading and analytical writing skills. Students are introduced to fundamental skills of academic writing and research. Research is incorporated throughout the year and culminates in an MLA research project. In order to hone their writing and revision process, students write in a variety of styles and genres, including literary criticism, creative work, and narrative nonfiction. Students further develop their discussion and public speaking skills, including articulation and physical presence. Grammar and vocabulary are emphasized through online self-guided practice as well as through class discussions and activities.

**English II College Prep (10)**
**1001340**
**Year Course, 1 credit**
English II CP offers the opportunity for sophomores to build on the skills developed their freshman year in the areas of literary analysis, critical thinking, and expository writing. Reading comprehension is emphasized with a progressional approach to annotations that deepen close reading skills. The course builds on previous discussion and public speaking skills, incorporating pacing and eye contact. Throughout the course, vocabulary is emphasized through online self-guided practice as well as through class discussions. Grammar instruction centers on creating purposeful syntactic choices in students' writing, such as incorporating a variety of sentence structures. Research skills are further enhanced as students incorporate first person interviews as secondary sources for an MLA research project.

**English II Honors (10)**
**1001350**
**Year Course, 1 credit**
English II Honors is designed as a pre-AP course in which students continue to build on skills introduced in English I Honors, as well as hone new skills in the areas of argumentative and analytical writing, critical analysis, and close reading. Harkness-style discussions are a routine aspect of the Honors class which requires students to read and respond critically to a variety of texts with confidence. Additionally, students refine and demonstrate their mastery of close reading skills through short writing assessments that display concise analysis, and the ability to synthesize multiple texts. Throughout the course, vocabulary is emphasized through

online self-guided practice. Grammar instruction centers on creating purposeful syntactic choices in students' writing, such as incorporating a variety of sentence structures and the use of purposeful transitions. Students will have an opportunity to display skill mastery at the end of the year through an in-depth MLA research project.

**English III CP (11)**
**101385**
**Year Course, 1 credit**
Students continue building close reading strategies as they analyze and discuss a variety of genres including fiction, non-fiction, poetry, and plays. An intensive focus on the revision process offers students opportunities to hone their writing skills by composing various styles of essays, personal narratives, journal reflections, and an MLA research project. Students will also strengthen discussion and public speaking skills, including incorporating appropriate tone and body language. Further vocabulary development is facilitated through online self-guided practice.

**English III Honors (11)**
**1001380**
**Year Course, 1 credit**
English III Honors is designed for students who have mastered basic writing and analysis skills, which builds on skills from previous years and includes various styles of essay writing, Harkness discussions, project-based learning activities, and an MLA research paper or project. Vocabulary and grammar are integrated through voice-centered writing assignments. Class discussions allow students to refine their voice as well, with a focus on tone and pacing, while also being aware and considerate of diverse viewpoints. This junior course is thematic-based and centered around essential questions of community and identity that promote critical thinking, analysis, and literary lens studies relating to a variety of real-world issues.

**Advanced Placement English Language and Composition (11-12)**
**1001420**
**Year Course, 1 credit**
**Prerequisite: English II Honors or English III Honors**
This college-level course mirrors a freshman-level college composition course in its expectations, material, and goals. The primary goal of the course is to train students in high-level rhetorical and literary analysis in reading, writing, and discussion. A parallel goal aims to help students synthesize texts and arguments, and ultimately, to contribute their own voices to critical conversations. Texts include both fiction and non-fiction and reflect the material of the AP Language exam, which includes writing from all historical eras. Students practice daily college-level reading and writing skills, with the overarching aim of preparing them for writing across the curriculum in higher education. As such, expectations for performance, participation, and conduct reflect expectations of college level courses and are more substantial than traditional high school courses. Students are expected to read, analyze, and synthesize materials independently and contribute to class discussions with a fluent understanding of the material. AP level courses do not stop to check for comprehension—it is expected that students will come in with complete understanding and work in class to extend that understanding.

**English IV College Prep (12)**
**1001400**
**Year Course, 1 credit**
English IV CP is a British Literature survey course covering fiction, non-fiction, poetry and drama from 750 to the present day. The English IV CP course builds on the skills developed junior year, as students continue to analyze and discuss a variety of texts. Through Socratic style discussions and critical reading, students will be prepared to use their skills in a range of academic and social settings. Students will further develop their writing skills by composing various styles of essays both in and out of class, personal narratives, journal reflections, and a formal research paper.

**English IV Honors (12)**
**1001410**
**Year Course, 1 credit**
English IV Honors is designed for students who have shown mastery in analyzing the nuances within texts and can confidently write about literary devices and their functions without need for review. Students will practice incorporating secondary sources within narrative, argumentative, and analytical essays as they hone their ability to write cohesively and concisely. Vocabulary and grammar are integrated through voice and syntax-based writing practice. Class discussions allow students to refine their voice as well, with an emphasis on eye contact, active listening, and tone. Students will further develop their ability to have critical conversations by approaching differing viewpoints from a place of curiosity.

**Advanced Placement English Literature and Composition (12)**
**1001430**
**Year Course, 1 credit**
**Prerequisite: English III Honors or AP English Language and Composition**
This college-level course mirrors a freshman-level college literature course in its expectations, material, and goals. It is best suited for students who have displayed mastery in analytical thinking, writing, and knowledge of the core components of literary composition. Thematic units cover a variety of contemporary and classic texts requiring students to read deliberately and thoroughly, taking time to understand a work's complexity, analyzing how meaning is embodied in literary form. At the core of this course is extensive reading, critical interpretation and analysis in the form of student-led Harkness discussions, collaborative and individual research followed by student-led presentations, timed in-class essays, and AP style multiple choice questions. Writing assignments address the critical analysis of works of literary merit, requiring an understanding of nuances in a text and the ability to construct a clear line of reasoning to convey depth of thought.

## English Department Electives

**Advanced Placement Seminar (10-11)**
**1700500**
**Year Course, 1.0 credit**
**Prerequisite: Scholars Cohort, English I Honors, or English II Honors with teacher recommendation**
**NOTE: This elective course does not replace an English graduation requirement**
AP Seminar is an interdisciplinary course that fosters critical thinking, collaboration, and academic research skills. This course engages students in cross-curricular conversations that open topics to various perspectives,

including ethical, environmental, economic, historical, scientific, and cultural contexts. Built around topics of their choosing, the course teaches students to synthesize information from multiple sources, such as articles, research studies, literary and philosophical texts, speeches, broadcasts, personal accounts, as well as artistic works and performances. AP Seminar is organized around open-ended questions that encourage students to think deeply about a topic, ask additional questions and investigate solutions, and develop a deeper conceptual understanding. The AP Seminar assessment consists of three parts: two performance tasks and the end-of-course AP Exam. AP Seminar is a prerequisite for AP Research. AP Seminar, when successfully completed alongside AP Research and four other AP courses, constitutes the AP Capstone Diploma distinction.

**Advanced Placement Research (11-12)**
**1700510**
**Year Course, 1.0 credit**
**Prerequisite: AP Seminar**
**NOTE: This elective course does not replace an English graduation requirement**
AP Research, the second course in the AP Capstone series, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement an independent yearlong investigation to address a research question. Through this inquiry, they build on the foundational skills of AP Seminar by honing their research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

**Introduction to Creative Writing (9-12)**
**1009315**
**Semester Course, 0.5 credit**
Introduction to Creative Writing serves as a foundational course for writing as a reflective and creative art. Students are introduced to basic storytelling and reflective writing skills before moving on to writing prose and poetry at an introductory level. Students will build overall skills and techniques to create a personalized writer's toolbox that can be applied to a wide variety of academic writing assignments. Students will also learn and practice peer-editing skills as they review their own and their classmates' work, both to contribute to the working-writers environment and to develop their own skills as editors and proofreaders.

**Creative Writing I (10-12)**
**1009320**
**Semester Course, 0.5 credit** *(Introduction to Creative Writing recommended)*
Creative Writing expands the student's creativity and storytelling skills as we focus on a variety of genres, including but not limited to fiction, poetry, scriptwriting, memoir, creative nonfiction and visual storytelling. Students will build overall skills and techniques to create a personalized writer's toolbox that can be applied to a wide variety of academic writing assignments. Students will also learn and practice peer-editing skills as they review their own and their classmates' work, both to contribute to the working-writers environment and to sharpen their own skills as editors, proofreaders, and revision experts.

**Literary Magazine I Honors (11,12)**
**1009331**
**Year Course, 1 credit** *(Intro to Creative Writing or Creative Writing I recommended)*
This is an editors-in-training course for Excursions, the Academy's annual student-produced art and literary magazine. Alongside their writing duties, students will learn and create our layout in Adobe InDesign, correspond with our publishers, join our editorial board for choosing art and writing for the magazine, and various other duties for the successful completion of Excursions.

**Literary Magazine II Honors (12)**
**1009332**
**Year Course, 1 credit**
**Prerequisite: Literary Magazine I Honors**
This course offers students the opportunity to function as editors-in-chief responsible for the production of Excursions, the Academy's annual student-produced art and literary magazine. Alongside their writing duties, students will oversee our layout in Adobe InDesign, correspond with our publishers, join our editorial board for choosing art and writing for the magazine, and various other duties for the successful completion of Excursions.

**Newspaper Journalism I Honors (10-12)**
**1006300/1006300F**
**Year Course or Semester Course (fall only), 1 credit or 0.5 credit**
*This course may only be taken as either a year-long course or a fall semester course. A spring semester only course is not offered.*
This honors course develops students' skills in planning, interviewing, photographing, writing and editing news, features and multimedia in the process of publishing the online school newspaper, Achona. In learning the basics of good journalism, students will develop an awareness of the history and evolution of journalism and of ethical use of information. Students will use their articles as a way of creating an online digital portfolio of their writings and media products that may be submitted as part of their applications to colleges or universities.

**Newspaper Journalism II Honors (11, 12)**
**1006310**
**Year Course, 1 credit**
**Prerequisite: Newspaper Journalism I Honors**
This honors course continues the development of skills learned in Journalism I and provides students the opportunity to command a leadership role as they function as assistant editors
or editors during the production of the online newspaper, Achona. Students will continue to collect an online digital portfolio that may be submitted as part of their applications to colleges or universities.

**Newspaper Journalism III Honors (12)**

**1006320**
**Year Course, 1 credit**
**Prerequisite: Newspaper Journalism II Honors**
This honors course develops mastery of the advanced skills learned in Journalism II Honors and offers students the opportunity to function as editors-in-chief or section editors responsible for the production of the Achona online newspaper. As part of the sequence of three honors journalism courses, students will have developed a comprehensive online digital portfolio that may be submitted as part of their applications to colleges or universities.

**Film Studies (11-12)**
**1005364**
**Semester Course, 0.5 credit**
This semester-long course is intended to examine and analyze the impact of film on our society and culture. Through this medium of storytelling, we will examine film through a variety of lenses, exploring how these films convey meaning to viewers, how they impact societal values, and how they provide insight to worlds beyond our own. This course will be divided into thematic units and will allow students to demonstrate skills in cultural and media literacy, as well as hone their critical eye through the production of analysis based projects, written responses, and class discussion.

**Leadership Development Honors (10-12)**
**2400300**
**Semester Course, 0.5 credit**
The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes. Through a combination of hands-on activities, real-world applications, and reflective exercises, students will explore leadership strategies, develop practical leadership skills, and learn how to lead with responsibility. Students will gain an understanding of different leadership styles, and how to apply them in different environments. By the end of the course, students will be better prepared to fulfill various leadership roles in school clubs, sports teams, and future career opportunities. Please note there could be an additional fee associated with this course for potential conference attendance.

# Chapter 10 - Fine Arts

## Performing Arts Scope and Sequence - 0.5 credit required*

**Beginning with the Class of 2027, students will be required to take 0.5 credit of a performing art and 0.5 credit of a visual art.*

| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|---|---|---|---|
| Introduction to Acting (semester) | Introduction to Acting (semester) | Introduction to Acting (semester) | Introduction to Acting (semester) |
| | Advanced Acting I | Advanced Acting I, II/III Honors | Advanced Acting I, II/III Honors |
| Dance Appreciation | Dance Appreciation | Dance Appreciation | Dance Appreciation |
| | Dance Choreography/ Performance Honors | Dance Choreography/ Performance Honors | Dance Choreography/ Performance Honors |
| Introduction to Voice | Introduction to Voice | Introduction to Voice | Introduction to Voice |
| Vocal Music in Performance I | Vocal Music in Performance I/ II Honors | Vocal Music in Performance I/ II, III, IV Honors | Vocal Music in Performance I/ II, III Honors |
| Technical Theatre Design & Production I (semester) | Technical Theatre Design & Production I/II | Technical Theatre Design & Production I/II/III | Technical Theatre Design & Production I/II/III/IV |
| Costume and Fashion Design | Costume and Fashion Design | Costume and Fashion Design | Costume and Fashion Design |
| Intro to Band/ High School Band I | High School Band II | High School Band III Honors | High School Band IV Honors |
| Introduction to Strings (semester) | Introduction to Strings (semester) | Introduction to Strings (semester) | Introduction to Strings (semester) |
| String Ensemble I | String Ensemble I/II Honors | String Ensemble I/II, III Honors | String Ensemble I/II, III, IV Honors |
| Music Theory and Keyboard I/ Piano I | Music Theory and Keyboard I/ Piano I | Music Theory and Keyboard I/ Piano I | Music Theory and Keyboard I/ Piano I |
| | AP Music Theory | AP Music Theory | AP Music Theory |
| | | Independent Performing Arts Study (semester or year) | Independent Performing Arts Study (semester or year) |

# Visual Arts Scope and Sequence - 0.5 credit required

**Beginning with the Class of 2027, students will be required to take 0.5 credit of a performing art and 0.5 credit of a visual art. The requirement to take a visual arts class will be waived for those pursuing the performing arts diploma distinction (and vice versa).*

| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|---|---|---|---|
| **Required Level I Course** | | | |
| Art I (semester) | Art I (semester) | Art I (semester) | Art I (semester) |
| **Electives Level II Courses** | | | |
| Ceramics (semester) | Ceramics (semester) | Ceramics (semester) | Ceramics (semester) |
| Darkroom Photography (semester) | Darkroom Photography (semester) | Darkroom Photography (semester) | Darkroom Photography (semester) |
| Digital Art (semester) | Digital Art (semester) | Digital Art (semester) | Digital Art (semester) |
| Drawing (semester) | Drawing (semester) | Drawing (semester) | Drawing (semester) |
| Painting (semester) | Painting (semester) | Painting (semester) | Painting (semester) |
| Sculpture (semester) | Sculpture (semester) | Sculpture (semester) | Sculpture (semester) |
| | Yearbook Journalism and Design I | Yearbook Journalism and Design I | Yearbook Journalism and Design I |
| **Electives Level III & IV Courses** | | | |
| | | Yearbook Journalism and Design II Honors | Yearbook Journalism and Design II, III for Editors Honors |
| | AP History of Art | AP History of Art | AP History of Art |
| | Digital Art & Design Honors (semester) | Digital Art & Design Honors (semester) | Digital Art & Design Honors (semester) |
| | 2-D Art III Honors | 2-D Art III Honors | 2-D Art III Honors |
| | 3-D Art III Honors | 3-D Art III Honors | 3-D Art III Honors |
| | | Portfolio Honors (semester or year) | Portfolio Honors (semester or year) |
| | | | AP Art and Design |

## Fine Arts Philosophy

The Fine Arts Department prioritizes defining a path for a student to develop, improve and excel in the arts. Students are introduced to one visual arts course and performing arts course as a graduation requirement early in their high school career. This allows them to explore the possibility of earning the Fine Arts Designation, in which they can take additional credits with a concentration in their discipline of interest. Through this experience a student develops technical skills, a critical eye, the ability to problem solve, develop an artistic voice and more importantly the confidence to fulfill their dreams. It gives them the opportunity to prepare for careers in creative process and to develop intellectual responsiveness to the problems, questions, and values that will confront their professions as lifelong learners.

## Performing Arts

**Introduction to Acting (9-12)**
**0400370**
**Semester Course, 0.5 credit**
This course introduces students to acting for the stage. Students are taught that acting is the study of human behavior. It lays the groundwork for building students' confidence when acting. Students learn the basics of theatre, the basic tools for acting, how to create a character, how to prepare for an audition, perform and grow as an ensemble actor as well as an individual actor. Through improvisation and scripted scenes and monologues, performances and one semester project students identify what makes performances believable and explore the tools used to create and execute them. Upon completion of this course, students have confidence and a strong foundation in acting. One stage performance is required towards the end of the semester. *Students enrolled in a performing arts course are expected to participate in outside of the regular school day commitments as part of their coursework.*

**Advanced Acting I (10-12)**
**0400380**
**Year Course, 1.0 credit**
**Prerequisite: Introduction to Acting**
Building on the confidence and acting tools obtained in Introduction to Acting, students take a closer look at character development and playwrights. Students focus on further developing characters through observational and written research that enables them to bring a character to life and make it their own. Students take a close look at various characters and begin establishing a style for their character work. Students justify and articulate their creative choices and begin developing a "critical eye." Moving into the second semester, students focus on acting for film. *Students enrolled in a performing arts course are expected to participate in outside of the regular school day commitments as part of their coursework.*

**Advanced Acting II Honors (11-12)**
**0400390**
**Year Course, 1.0 credit**
**Prerequisite: Advanced Acting I**
Building on the strong character work obtained in Advanced Acting I, students begin to further develop their technique and a concentration for their acting. They learn how to select material and define themselves as an actor. Students explore script writing and directing in addition to their acting concentration. Students explore

drama, comedy, stage acting and film acting. Students are required to declare in a written format the area of focus they wish to concentrate on during their senior year. Students are required to perform in the one-act in January. *Students enrolled in a performing arts course are expected to participate in outside of the regular school day commitments as part of their coursework.*

**Advanced Acting III Honors (12)**
**0400400**
**Year Course, 1.0 credit**
**Prerequisite: Advanced Acting II Honors**
Acting III enables students to work independently by applying the acting skills they have learned. Students are required to present in class, and in some cases perform in front of an audience, a one-act, dramatic monologue, comedic monologue and Shakespeare monologue of their choosing. Students are required to keep a video log of their rehearsals for each assignment to support their continued progress. Students are asked to critique one community theatrical event by the end of their second semester. Students in Acting III are required to participate in the spring musical each year and direct/serve the student-written one-act in January. Additionally, auditioning for one community theatre program during the school year is encouraged. *Students enrolled in a performing arts course are expected to participate in outside of the regular school day commitments as part of their coursework.*

**Dance Appreciation (9-12)**
**0300310**
**Semester Course, 0.5 credit**
Dance Appreciation is a comprehensive overview of dance as an art form, as entertainment, and as a social activity. Specific dance genres such as ballet, jazz, lyrical, hip-hop, and world dance forms are explored. The basic elements of dance and the importance of understanding choreography and the various choreographic forms are also introduced. Students are introduced to various dance masters and choreographers to expand their understanding of their artistic contributions by journaling about these dance masters. Students collaborate and work individually to demonstrate their understanding of the various genres being explored during the semester. One onstage performance is required towards the end of the semester. *Students enrolled in a performing arts course are expected to participate in outside of the regular school day commitments as part of their coursework.*

**Dance Choreography/Performance Honors (10-12)**
**0300390**
**Semester Course, 0.5 credit**
**Prerequisite: Dance Appreciation**
This course is designed for dancers who have demonstrated mastery of the basics in two or more dance genres. In addition to strong emphasis on technique, students are introduced to the methods and tools in composing dances. Students explore the ways we move, tempo and energy. Students learn to critique dances with a critical eye and are required to critique one dance per semester from an outside venue. A performance is required in the fall, and students are required to choreograph 2-4 dances in different genres throughout the semester. *Students enrolled in a performing arts course are expected to participate in outside of the regular school day commitments as part of their coursework.*

**Introduction to Voice (9-12)**
**1303440**
**Semester Course, 0.5 credit**
This course begins with a comprehensive introduction for students who desire to actively learn how their voice works and how it should be used to sing properly. Students gain confidence, are introduced to basic music theory, and gain a deeper, more meaningful understanding of how music mirrors life. Students with little or no experience in a vocal ensemble are introduced to basic musicianship, ensemble and solo performance skills through the study of basic and high-quality music in diverse styles. Students are required to perform at the end of the semester on stage. *Students enrolled in a performing arts course are expected to participate in outside of the regular school day commitments as part of their coursework.*

**Vocal Music in Performance I (9-12)**
**1303450**
**Year Course, 1.0 credit**
*Admission to this class is by audition only.*
This is a performance-based class of vocalists referred to as "The Quarter Notes." Students with singing experience work on every aspect of performance. Students find their artistic voice and learn to work collaboratively through song. Students perform on campus and in the community and competitively, when appropriate. Students review notes, clefs, time, basic rhythms, rests and meter. There is an emphasis on song selection and preparation. In addition to the required performances, students write one essay a year related to music. Students are scheduled for 20-30 performances a year, both on campus and in the community. Students are required to submit a signed performance schedule for the year in the fall. Written assignments are permitted to replace the performance in the event of illness/emergency only after the performance schedule has been submitted. Written assignments replace a student's illness/emergency as needed. *Students enrolled in a performing arts course are expected to participate in outside of the regular school day commitments as part of their coursework.*

**Vocal Music in Performance II Honors (10-12)**
**1303460**
**Year Course, 1.0 credit**
**Prerequisite: Introduction to Voice and successful audition or Vocal Music in Performance I**
Building on the requirements of level I, students at a level II explore the major scale, the minor scale, musical keys and key signatures. In addition to the required ensemble performances, students are required to perform solos. Students are required to submit a signed performance schedule for the year in the fall. Written assignments are permitted to replace the performance in the event of illness/emergency only after the performance schedule has been submitted. Written assignments replace a student's illness/emergency as needed. *Students enrolled in a performing arts course are expected to participate in outside of the regular school day commitments as part of their coursework.*

**Vocal Music in Performance III Honors (11-12)**
**1303470**
**Year Course,1.0 credit**
**Prerequisite: Vocal Music in Performance II Honors**

Building on the requirements of levels I & II, students in level III explore seventh chords, chord progressions, melody and harmony. Students in level III are required to direct smaller ensembles within the Quarter Notes for certain performances. Various listening exercises are required for a level III student. *Students enrolled in a performing arts course are expected to participate in outside of the regular school day commitments as part of their coursework.*

**Vocal Music in Performance IV Honors (12)**
**1303475**
**Year Course,1.0 credit**
**Prerequisites: Vocal Music in Performance III Honors**
Students in level IV have mastered the requirements of levels I-III and work more independently on their musical performances. An emphasis on leadership and preparing for college auditions when appropriate is a staple for a level IV student. Students are required to prepare a classical piece in French, Italian or Spanish that they feel best demonstrates their abilities. *Students enrolled in a performing arts course are expected to participate in outside of the regular school day commitments as part of their coursework.*

**Technical Theatre Design & Production I (9-12)**
**0400410**
**Semester or Summer Course, 0.5 credit**
This course is a comprehensive introduction to the basic tools and procedures for creating technical elements of the theatre process including lighting, properties (props), scenery, paint and sound. It will also have a strong emphasis on the importance of safety procedures and respectful and safe operation of theatre equipment, tools, and materials. Students will learn the basics of design, including presentation and documentation, the organizational structure of theatre production, and how to work creatively in a collaborative environment. Students will be required to participate on the tech crew for at least one school production. *Students enrolled in a performing arts course are expected to participate in outside of the regular school day commitments as part of their coursework.*

**Technical Theatre Design & Production II (10-12)**
**0400420**
**Semester Course, 0.5 credit**
**Prerequisite: Technical Theatre Design & Production I**
Building on the skills and procedural knowledge obtained in Technical Theatre I, students will take a closer look at the design process and learn more intermediate techniques and technical skills. Students will also focus on identifying how topics like cultural context and historical and current events influence designers and will begin developing a "critical eye" for analyzing theatrical elements through observational and written research. Students who successfully complete this course would be prepared to staff crew teams for theatre performances during the school year. Upon completion of this course, students will identify which discipline they would like to focus on as they transition into TTD&P III.

**Technical Theatre Design & Production III (11-12)**
**0400430**
**Year Course, 1 credit**
**Prerequisite: Technical Theatre Design & Production II and Instructor approval**

Starting with Technical Theatre Design & Production III, students will decide on and declare in written format which aspect of Technical Theatre they would like to focus on for the duration of Technical Theatre III & IV. This course will allow students to work semi-independently by applying the skills they have learned during Technical Theatre levels I & II. They will explore different design styles and influences and consider how they will incorporate those influences into their own design style. They will learn to develop a critical eye and will be able to explain their creative choices. Students will further develop their skills in the technical aspect of their chosen concentration with hands-on experience in building or programming. Students are asked to critique one community theatrical event from the perspective of their chosen concentration by the end of their second semester. Students who have completed this course will have a visual portfolio of their work which will include research and a conceptual show design.

**Technical Theatre Design & Production IV (12)**
**044440**
**Year Course, 1 credit**
**Prerequisite: Technical Theatre Design & Production III and Instructor approval**
Technical Theatre Design & Production III enables students to continue to deepen their understanding in the concentration they chose during Technical Theatre III. Students will have the opportunity to work independently on technical drawings and designs to continue to develop their design styles and practical application of skills. Students will spend the first semester working as the designer for the Fall Play in their chosen concentration, under advisement of the Technical Director, and will spend the second semester reflecting on the design process and assisting the Technical Director with the realization of the Spring Musical. Their research and work on the Fall Play will be added to the portfolio they created in TTD&P III. As a culmination of their Technical Theatre studies, students will complete USITT's BACKstage exam, a test designed for high school students that assesses the knowledge and skills an entry-level entertainment technician should possess when entering the workforce or a higher education training program.

**Costume and Fashion Design (9-12)**
**0400409**
**Year Course, 1 credit**
In this yearlong Costume and Fashion Design course, students will explore the creative, technical, and historical aspects of clothing and costume design through the lens of both visual art and theatrical performance. Students will study design elements and principles, learn basic garment construction, analyze historical and cultural fashion trends, and produce original costume/fashion designs. Emphasis will be placed on storytelling through clothing, character analysis, and the design process from concept to creation. Hands-on studio work, sketching, sewing, textile exploration, fashion illustration, and collaborative design projects are core to the course. Students will create a portfolio of design work and may have opportunities to contribute to school theatre productions to showcase their work through fashion shows or exhibits. Aligned with National Core Arts Standards in Visual Arts and Theatre, the course fosters artistic expression, critical thinking, historical understanding, and practical design skills.

**Introduction to Band (9-12)**
**1302310**
**Semester Course, 0.5 Credit**
This course is for the students, with or without prior experience in music, who want to learn how to play a Band/Percussion instrument. Students will cover the fundamentals of their instrument, technique, music theory, critical listening, and ensemble skills through the study, rehearsal, and performance appropriate band literature. Public performances may serve as a culmination of specific instructional goals. *Students enrolled in a performing arts course are expected to participate in outside of the regular school day commitments as part of their coursework.*

**High School Band I**
**1302320**
**Year Course, 1.0 Credit**
**Prerequisite: Prior band experience and instructor approval via a placement audition are required.**
This year-long course is designed for students with prior experience playing a woodwind, brass, or percussion instrument. It focuses on the continued development of instrumental technique, musical literacy, and artistic expression through the study and performance of diverse band literature. In a supportive, all-female ensemble, students will cultivate individual musicianship and collaborative skills crucial for high-level performance.The primary components of the course are the Symphonic Band and Pep Band, which will rehearse and perform high-quality literature from standard wind band repertoire, as well as contemporary and culturally diverse works. Students will participate in several formal concerts each year. Additional opportunities may include solo and ensemble festivals, school liturgies, and community events. Prior band experience and instructor approval via a placement audition are required.Consistent individual practice outside of class is required for technical development and musical growth throughout the program.

**High School Band II Honors (10–12)**
**1302321**
**Year Course, 1.0 Credit**
**Prerequisite: High School Band I and successful placement audition**
Building on the skills developed in Band I, students in Band II Honors further refine instrumental technique, ensemble balance and blend, intonation, and sight-reading skills. Instruction includes expanded study of scales, key signatures, articulation, and expressive performance practices. Students continue to perform in the Symphonic Band and Pep Band and are expected to demonstrate increased musical independence and responsibility. Additional performance opportunities may include solo and ensemble festivals, liturgies, and community performances. Consistent individual practice and participation in out-of-school rehearsals and performances are required.

**High School Band III Honors (11–12)**
**1302322**
**Year Course, 1.0 Credit**
**Prerequisite: High School Band II Honors**
Building on the requirements of Bands I and II, students in Band III Honors engage in advanced technical and musical study, including complex rhythms, extended range, advanced scales, and stylistic interpretation of diverse repertoire. Students develop leadership skills through section leadership, peer mentoring, and

occasional small-ensemble or sectional leadership responsibilities. Performance expectations increase in both technical difficulty and musical maturity. Students may be required to complete listening assignments, performance reflections, and solo or ensemble performances. Participation in performances outside of the regular school day remains a required component of the course.

**High School Band IV Honors (12)**
**1302323**
**Year Course, 1.0 Credit**
**Prerequisite: High School Band III Honors**
Students in Band IV Honors have demonstrated mastery of the skills outlined in Bands I–III and work with greater independence and artistic responsibility. Emphasis is placed on leadership within the ensemble, refined musical interpretation, and preparation for collegiate music opportunities when appropriate.

Students may serve as section leaders, assist with rehearsals, and model exemplary musicianship. Advanced performance expectations, individual practice, and participation in all required performances and rehearsals outside the regular school day are essential components of the course.

**Introduction to Strings (9-12)**
**1302440**
**Semester Course, 0.5 Credit**
This course is for the students, with or without prior experience in music, who want to learn how to play a string instrument. Students will cover the fundamentals of instrument, string technique, music theory, critical listening, and ensemble skills through the study, rehearsal, and performance of string ensemble music. Public performances may serve as a culmination of specific instructional goals. String Instruments include violin, viola, cello & bass. *Students enrolled in a performing arts course are expected to participate in outside of the regular school day commitments as part of their coursework.*

**String Ensemble I (9-12)**
**1305410**
**Semester or Year Course, 0.5 or 1.0 Credit**
**Prerequisite: Introduction to Strings or audition**
*The student must bring her own musical instrument (e.g., borrow, rent, purchase).*
This course is for students with previous experience playing string instruments, and who want to continue their growth as a musician. Student musicians will focus on furthering their technical facility, music literacy, listening skills, expressiveness, and aesthetic awareness. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. During this course, the musician will have a wide scope of instruction and musical awareness with an emphasis on stringed instrument performance. Public performances will be required to serve as a culmination of specific instructional goals throughout the year. String Instruments include violin, viola, cello & bass. *Students enrolled in a performing arts course are expected to participate in outside of the regular school day commitments as part of their coursework.*

**String Ensemble II Honors (9-12)**
**1305411**
**Year Course, 1.0 Credit**
**Prerequisite: String Ensemble I or audition**
*The student must bring her own musical instrument (e.g., borrow, rent, purchase).*
String Ensemble II Honors builds upon foundational ensemble skills with increased expectations for musical independence and technical proficiency. Students will further develop advanced playing techniques, music literacy, and expressive performance skills while studying a broader and more challenging repertoire. Emphasis is placed on ensemble balance, intonation, stylistic interpretation, and historical context. Students are expected to demonstrate growing responsibility for preparation, rehearsal effectiveness, and self-reflection. Public performances are required and serve as a demonstration of mastery of course objectives.
String instruments include violin, viola, cello, and bass. *Participation in performances and rehearsals outside the regular school day is a required component of this honors course.*

**String Ensemble III Honors (9-12)**
**1305412**
**Year Course, 1.0 Credit**
**Prerequisite: String Ensemble II or audition**
*The student must bring her own musical instrument (e.g., borrow, rent, purchase).*
String Ensemble III Honors is an advanced performance-based course for experienced string musicians. Students will refine advanced technical skills, musical interpretation, and ensemble leadership while engaging with increasingly complex repertoire. Instruction emphasizes stylistic accuracy, historical and cultural context, and expressive nuance. Students are expected to demonstrate a high level of musical independence, consistent practice habits, and strong collaborative skills. Public performances are required and reflect advanced instructional goals throughout the year. String instruments include violin, viola, cello, and bass. *Students must commit to required rehearsals and performances outside the regular school day.*

**String Ensemble IV Honors (9-12)**
**1305413**
**Year Course, 1.0 Credit**
**Prerequisite:String Ensemble III or audition**
*The student must bring her own musical instrument (e.g., borrow, rent, purchase).*
String Ensemble IV Honors is the highest-level string ensemble course, designed for advanced musicians seeking collegiate-level ensemble experiences. Students will engage in rigorous performance study, advanced repertoire, and refined ensemble artistry. Emphasis is placed on musical leadership, stylistic mastery, expressive performance, and independent musicianship. Students will demonstrate advanced self-assessment skills and contribute meaningfully to ensemble rehearsal and performance processes. Public performances are required and serve as a capstone demonstration of musical growth. String instruments include violin, viola, cello, and bass. *Students are expected to fully participate in all required rehearsals and performances outside the regular school day.*

**Music Theory and Keyboard I/Piano I**
**1300300**
**Year Course, 1.0 Credit**
This year-long course is designed for students with little to no musical background who are interested in developing fundamental music theory and keyboard skills. It provides a comprehensive introduction to the principles of music theory and the practical application of those principles through piano performance. The curriculum is specifically structured to prepare students for the demands of the Advanced Placement (AP) Music Theory course. This course aims to develop the ability to aurally identify and notate pitches, rhythms, intervals, chords, and cadences. This is a critical component of the AP exam and will be developed through dictation and other listening exercises. Students will work to achieve fluency in reading, writing, and interpreting standard musical notation in both treble and bass clefs, develop proper piano technique and use the keyboard to reinforce theoretical concepts, explore repertoire, and practice sight-reading and sight-singing. They will gain a solid understanding of fundamental music theory concepts, including major and minor scales, key signatures, intervals, triads, basic harmonic progressions, and rhythm, apply music theory knowledge creatively through short composition projects and analytically by exploring a wide variety of musical literature from different genres and historical periods. *No prior musical experience is necessary, but a strong work ethic and a desire to learn are required. Regular practice outside of class time is essential for developing keyboard proficiency and aural skills. Occasional in-class performance of keyboard pieces and sight-singing exercises.*

**AP Music Theory (10-12)**
**1300330**
**Year Course, 1.0 credit**
**Prerequisite: Music Theory and Keyboard I/Piano I or Pre-assessment theory exam to measure students' current music theory knowledge**
AP Music Theory is a college-level course for highly motivated students with a serious interest in analyzing music. Students will complete coursework equivalent to that of a first-year college course in music theory. Students will engage in written work as well as sight-singing, ear-training, and melodic and harmonic dictation practice. Through these practices' students will develop the ability to recognize, understand, and describe the basic processes that are heard and presented in an advanced music score. *Students enrolled in a performing arts course are expected to participate in outside of the regular school day commitments as part of their coursework.*

**Independent Performing Arts Study (11-12)**
**1302450/1302450S**
**Year or Semester Course, 1.0 or 0.5 Credit**
**Prerequisites: Theory evaluation testing and/or survey required for acceptance into this course**.
A dedicated commitment to pursuing music at a collegiate level is required. Building on the introductory, intermediate and honors level performing arts classes, this course allows students to explore in depth any one of the following areas of study: Songwriting, Musical Theatre, Music Business or an Instrumental Focus (piano, strings, winds, brass, or percussion). After declaring an area of study based on the four disciplines offered in this course, students will work with one of the two instructors scheduled to teach this area of study. Independent Study has been designed to afford students an opportunity to explore their respective area of interest at a deeper and more meaningful level. *Students enrolled in a performing arts course are expected to participate in outside of the regular school day commitments as part of their coursework.*

## Visual Arts

**Visual Arts courses are sequenced by Levels I through IV.**

## Level I Course

**Art I** *(Required - Prerequisite for all other visual arts courses)* **(9-12)**
**0101300**
**Semester or Summer Course, 0.5 credit**
In this introductory visual arts course, students study and produce art in the context of art and design. Students acquire the basic language of art, including the elements and principles of art and design, through its application to historical works and students' works. Students are introduced to the creative process for problem-solving in order to develop creative and meaningful solutions in both design exercises and art projects. Students study drawing through direct observation, practicing basic techniques and skills necessary to draft ideas in intermediate art courses. Art history is incorporated to inform students about concepts and contexts, as well as to seek inspiration from other artists for students' idea development. Each student maintains a sketchbook to document class notes, exercises, and her creative processes. Student artwork is evaluated through class critiques and written analysis and reflection.

## Level II Courses

**Ceramics (9-12)**
**0111310**
**Semester Course, 0.5 Credit**
**Prerequisite: Art I**
Students gain a deeper understanding of communicating their personal voice through the use of clay as a 3D medium. This course provides students with the opportunity to design and direct their solutions while learning the basic processes of slab and coil building, wheel throwing, surface design, glazing, and firing. Research on significant cultural traditions and related artists is required. Sketchbooks record creative-process notes, research, exploration of compositional alternatives, and documentation of processes. Students partake in class critiques to support self and peer evaluation and write about their work to note artistic development and success.

**Darkroom Photography, (9-12)**
**0108310**
**Semester Course (typically offered first semester), 0.5 Credit**
**Prerequisite: Art I**
Students develop their artistic voices in photo-based media as they learn the fundamental concepts of the art of photography. Course content includes a brief history of photography from its inception through modern/current photography. Students become familiar with the basic mechanics of a 35 mm camera and apply design principles and rules of composition, while learning to control exposure, depth of field, lighting, and film development processes. Students will learn about and utilize the darkroom to create photograms and print black-and-white film. Through the study of different photography genres and exemplar photographers, and

through the routine use of the creative process, students visually and verbally communicate their ideas through visual concepts, tools, and techniques. Ongoing art criticism processes are used to evaluate, explain, and measure artistic growth in personal or group works.

**Digital Art (9-12)**
**0108370**
**Semester Course (typically offered second semester, 0.5 Credit**
**Prerequisite: Art I; Darkroom Photography suggested**
Students develop their artistic voice in photo-based media as they learn the fundamental concepts and tools for creative handling of digital images post-production. Working in digital photography, students learn to consider color theory while applying design principles and rules of composition. Students primarily work with Adobe Photoshop along with additional software and technologies to produce digitally manipulated images, graphics, designs and animations. Through the study of different concepts, design products, and exemplar artists, and through the routine use of the creative process, image gathering, image editing, students visually and verbally communicate their ideas through visual concepts, tools and techniques. Ongoing analysis and critiques support students' visual responses to assignments and self-evaluation and celebrate artistic growth.

**Drawing (9-12)**
**0101310**
**Semester Course, 0.5 Credit**
**Prerequisite: Art I**
Students develop their artistic voice in drawing media through deeper study and practice that furthers their technical and conceptual development. Through a variety of materials, including pen and ink, charcoal, and mixed media, the course focuses on drawing and mark-making techniques through gesture, contour, value and form. Direct observation and studies of still life, figures and interior/exterior spaces serve guided practice and subject matter for creating compositional solutions. Exemplar artists and historical underpinnings support students' technical and idea development. Sketchbooks are used for class notes, exercises, and documentation of the creative process for each project. Students partake in class critiques to support self and peer evaluation and write about their work to note artistic development and success.

**Painting (9-12)**
**0101310**
**Semester Course, 0.5 Credit**
**Prerequisite: Art I**
This studio art course provides students exploration in painting along with further technical and conceptual development in their artistic expression. Students explore a variety of painting methods, while applying color theory and light and shade. Analysis of exemplary artists and historical underpinnings support students' technical and idea development. Sketchbooks are used for class notes, exercises, and documentation of the creative process for each project. Students partake in class critiques to support self and peer evaluation and write about their work to note artistic development and success.

**Sculpture (9-12)**
**0111310**
**Semester Course, 0.5 Credit**

**Prerequisite: Art I**
This course provides students with the opportunity to explore various 3D media such as clay, plaster, and wire as a vehicle for self-expression. Students design and direct their solutions while learning the basic processes of additive and subtractive sculpture: carving, modeling, and surface design. Research on significant cultural traditions and related artists is required. Sketchbooks record creative-process notes, research, exploration of compositional alternatives, and documentation of processes. Students partake in class critiques to support self and peer evaluation and write about their work to note artistic development and success.

**Yearbook Journalism and Design I Honors (10-12)**
**1006301**
**Year Course, 1 credit**
**Prerequisite: Art I**
This course provides students hands-on experience in photojournalism, story-writing, and layout design in the production and annual publishing of the school's yearbook, Echoes. Students develop graphic design skills in digital photography, typography and layout, utilizing technological tools and applications including Adobe InDesign and Photoshop. Students explore traditional and contemporary design strategies and principles in order to visually communicate effectively. Along with ongoing practice in interviewing, writing, and editing, students combine their visual and verbal skills to recapture Academy student life through a theme. Students are expected to attend school functions outside of class time.

## Level III Courses

**2D Art III Honors (11-12)**
**0101320**
**Year Course, 1 Credit**
**Prerequisites: Art I and Drawing and/or Painting, Darkroom Photography and/or Digital Photography, or Yearbook Journalism and Design I or II Honors.**
Students who have taken intermediate courses in drawing, painting, photography, and/or digital imaging further their artistic development by pursuing more complex ideas and advanced techniques to create increasingly more self-directed artworks suitable for inclusion in a portfolio. Students are encouraged to both strengthen skills and expand their range of media, incorporating both digital and traditional tools and techniques. Students produce works that evidence an accomplished level of formal quality and delivery of expressive artistic voice and style. Through both individual and collaborative research, ideation, application, and written analysis and evaluation, students are challenged to reflect on their creative process and artistic development, and also support the work of their peers as an art community.

**3D Art III Honors (11-12)**
**0101350**
**Year Course, 1 Credit**
**Prerequisites: Art I and Sculpture and/or Ceramics**
Students who have taken intermediate courses in sculpture and/or ceramics further their artistic development by pursuing more complex ideas and advanced techniques to create increasingly more self-directed artworks suitable for inclusion in a portfolio. Students are encouraged to both strengthen skills and expand their knowledge of and techniques in three-dimensional media. Students produce works that evidence an accomplished level of formal quality and delivery of expressive artistic voice and style. Through both individual and collaborative research, ideation, application, written analysis and evaluation, students are challenged to reflect on their creative process and artistic development, and also support the work of their peers as an art community.

**Portfolio Honors (11-12)**
**0109330**
**Semester or Year Course, 0.5 or 1 credit**
**Prerequisites: Art I, 1-2 additional credits in visual arts, and teacher approval.**
Building on previous knowledge and experience, students work in a self-directed environment to develop a body of artwork that visually explores a theme or concept, articulated and supported by the creative process and a written artist statement. Students may work in materials and media they've previously studied, as well as expand on skills through research. Students demonstrate an increasingly more sophisticated understanding of concept, composition, and design principles as applied to a 2D surface or a 3D product. Students regularly analyze and reflect on aesthetics and art issues individually or as a group. In keeping with the rigor expected in an advanced setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical and cultural knowledge.

**Digital Art and Design Honors (10-12)**
**0108370**
**Year Course, 1.0 Credit**
**Prerequisites: Art I and Photography and/or Digital Art, or Yearbook Journalism and Design I or II Honors**
Building a strong understanding of the art of visual communication, students in this course develop their artistic voice through an in-depth focus on graphic and digital design. Students explore foundations of graphic design in digital media using Adobe software and apps. Projects will focus on communication through type, graphics, and layout for both print and digital formats. Studying the history of graphic design, as well as current trends, will inform the creative process, and students will be challenged to analyze, ideate, and communicate visual concepts. Ongoing analysis and critiques support students' visual responses to assignments and self-evaluation and celebrate artistic growth.

**Yearbook Journalism and Design II Honors (11-12)**
**1006311**
**Year Course, 1 credit**
**Prerequisites: Yearbook Journalism and Design I**
Building on the skills obtained in Yearbook Journalism & Design I Honors, students undertake more in-depth leadership roles as senior staff members or editors. Sharpening their skills in graphic design and good journalism, students actively research traditional and contemporary design aesthetics in order to develop and design the layout templates for the yearbook. Students work collaboratively to build a strong conceptual and visual theme and actively critique and edit their work and the work of their peers. Staff and editors at this level grow in their use of organization, communication, and time-management skills in order to meet the demands of production schedules and publication deadlines.

## Level IV Courses

**Advanced Placement Art and Design (12)**
**0109300**
**Year Course, 1 credit**
**Prerequisites: Art I and at least 1.5 additional credits in visual arts**
The AP Art and Design course is designed for advanced art students who desire in-depth artistic experiences and growth toward mastery in the concept, composition, and execution of their ideas. Maximizing prior arts experiences and particular strengths, students choose either the 2D Design, 3D Design, or Drawing portfolio to focus the direction of their artistic growth. In building a labor-intensive portfolio, students strengthen and expand their abilities through experience with a variety of concepts, techniques and approaches. The creative process also becomes deeply integrated into students' studio habits: the inception of the idea, formulation of the expressive and formal intentions, execution showing technical versatility and skill development, completion of the work, and evaluation. In the concentration section of the portfolio, students develop a body of work that investigates an idea of personal interest, finding their unique artistic voice and creative autonomy. Students are required to present an exhibit reflecting a highly accomplished level of visual and verbal articulation of ideas and submit a portfolio to the College Board in the spring.

**Advanced Placement History of Art (10-12)**
**0100300**
**Year Course, 1 credit**
**Prerequisites: Art I is encouraged, but not required.**
The central questions in this course include: What is art and how is it made? Why and how does art change? And, how do we describe our thinking about art? With these core questions as the foundation, the curriculum explores the history of art and architecture through geographic, cultural, chronological and thematic relationships. Guided by the core questions, students master effective and precise articulation of an artwork's meaning and function, its maker's approaches, and the ways it reflects and affects its historical and cultural context. Daily practice of questioning techniques, discussion methods, analysis, guided discovery, and independent learning enable students' development of critical thinking and visual literacy skills, with which they can mine meaning from any artwork they encounter throughout their lives.

**Yearbook Journalism and Design III Honors for Editors (12)**
**1006321**
**Year Course, 1 credit**
**Prerequisites: Yearbook Journalism and Design II Honors and teacher approval**
Building on the leadership experience in Yearbook Journalism & Design II Honors, students undertake lead editor roles in visioning, conceptualizing, and managing the organization of the yearbook. Students actively research traditional and contemporary design aesthetics in order to develop and design the organization, layout, and typography schemes for the yearbook. They set the example for collaboration, for a strong conceptual and visual theme; and, they actively solicit and integrate ideas from the staff. Editors critique and edit the work of the staff for visual and verbal engagement and unity. Staff and editors at this level uphold the standards of the yearbook through their modeling of graphic design and journalism skills; and, they hold staff accountable to the demands of production schedules and publication deadlines.

# Chapter 11 - Health and Fitness

**Students are encouraged to finish both courses before grade 11 to open up other elective options geared toward one of the transcript distinctions.**

## Health and Fitness Philosophy

The Health and Fitness Department Education's goal is to develop individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Students develop a core understanding of one's own health and determinants to take personal responsibility for health-related decisions to achieve quality living and wellness.

**Fit for Life (9-12)***
**1506320**
**Semester or Summer Course, 0.5 credit**
This course will help students become physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of physical activity. Students will be guided to become informed consumers on matters related to lifelong physical activity and fitness, taking responsibility for setting individualized goals, and making plans for active living. Students are expected to be prepared in appropriate workout clothes to actively engage in all physical activities. *Note: The Fit for Life graduation requirement can be waived for students who participate in a varsity-level sport or other commensurate activity (i.e. dance).* *Waiver here*.

**Health For Life (in-person or ONLINE) (9-12)**
**0800310/0800310 Virtual**
**Semester or Summer Course, 0.5 credit**
This course provides the necessary facts, skills, strategies and behaviors to achieve a proactively balanced life of health and wellness. The focus is on assisting students to be positively engaged in daily personal wellness choices. This holistic and fundamental approach to health and wellness issues include mental, emotional, physical, social, and spiritual health components.

**Nutrition (9-12)**
**8500355**
**Semester Course, 0.5 credit *(elective*)**
This course takes students through a comprehensive study of nutritional principles and guidelines. Students will learn about world-wide views of nutrition, nutrient requirements, physiological processes, food labeling, healthy weight management, diet-related diseases, food handling, nutrition for different populations, and more. Students will gain important knowledge and skills to aid them in attaining and maintaining a healthy and nutritious lifestyle.

**Strength, Conditioning, and Sports Injury Prevention (9-12)**
**1502490**
**Semester Course, 0.5 credit *(elective*)**
This course provides students with the knowledge and skills to enhance sports performance through effective strength training, conditioning exercises, and injury prevention strategies. Throughout the semester, students

will engage in a dynamic and structured program that combines theory with practical application. Students are expected to be prepared in appropriate workout clothes to actively engage in all physical activities.

***Students participating in a junior varsity/varsity sport or a commensurate activity (e.g., dance, equestrian, figure skating) can fulfill their 0.5 Fitness requirement through their participation in these activities. Link to waiver form***

# Chapter 12 - Mathematics

## Math Sequence - 4 credits required

| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|---|---|---|---|
| Algebra I | | | |
| Algebra I/II Hybrid Honors | | | |
| Algebra II Honors | Algebra II College Prep, Honors | | |
| | Geometry College Prep | Geometry College Prep | |
| | Geometry/Trigonometry Honors | Geometry/Trigonometry Honors | |
| | Pre-Calculus Honors, AP | Pre-Calculus College Prep, Honors, AP | AP Pre-Calculus |
| | | | Calculus Honors |
| | | AP Calculus AB | AP Calculus AB |
| | | AP Calculus BC | AP Calculus BC |
| | | | Statistics College Prep |
| | | AP Statistics | AP Statistics |

### Math Philosophy

The Math Department builds on the foundational skills obtained through Pre-Algebra and Algebra 1, and develops the standards of mathematical practice in students through Algebra 2, Geometry, Precalculus, Calculus and Statistics. These standards include persevering in problem solving, abstract and quantitative reasoning, constructing logical arguments, modeling and using tools to solve problems. The development of these skills over the course of four years in the Academy math program will produce creative, mathematical problem solvers that are ready to succeed in collegiate math and STEM programs of all levels and varieties.

**Algebra I College Prep (9)**
**1200310**
**Year Course, 1 credit**
This course provides the foundation for more advanced mathematics and develops skills needed to solve mathematical problems. Content includes: solving equations, functions, linear equations and rate of change, inequalities and linear inequalities, systems of equations and inequalities, exponents and exponential functions, factoring, quadratic equations, inverses, radical functions, rational functions, and basic statistics.

**Algebra I/II Hybrid Honors (9)**
**1200340H**
**Year Course, 1 credit, By placement only**
This accelerated course is designed to cover the essential concepts of Algebra I and Algebra II in an intensive and cohesive manner. Students will delve into the foundational principles of algebra while simultaneously exploring advanced topics to build a robust understanding of algebraic concepts. Throughout the course, students will engage in a variety of instructional methods including lectures, discussions, problem-solving activities, and hands-on exercises. Emphasis will be placed on developing critical thinking skills, problem-solving strategies, and mathematical reasoning.

**Algebra II College Prep (10)**
**1200330**
**Year Course, 1 credit**
**Prerequisite: Algebra I**
This course continues the study of the structure of algebra and provides the foundation for applying these skills to other mathematical and scientific fields. Content includes the review and extension of the structure and properties of the real number system, relations, functions and graphs, polynomials and rational expressions, quadratic equations and inequalities, polynomial functions, rational and irrational exponents, logarithms and complex numbers.

**Algebra II Honors (9-10)**
**1200340**
**Year Course, 1 credit**
**Prerequisite: Algebra I** (*Class of 2030 by placement only)*
This course presents an in-depth study of the topics of Algebra II with emphasis on theory, proof and development of formulas, as well as their application. Content includes algebra structure, first-degree equations in one and two variables solved algebraically and graphically, systems of equations and inequalities, functions and relations, polynomials and rational expressions, exponents and radicals, logarithms, complex numbers, parabolas and polynomial equations.

**Geometry College Prep (10-11)**
**1206310**
**Year, 1 credit**
**Prerequisite: Algebra II**

This course emphasizes critical thinking involving the discovery of geometric relationships and applying deductive reasoning skills to solve problems. Content includes lines and angles, triangles and right triangle trigonometry, polygons, transformations, similarity and scaling, area, volume, and surface area.

**Geometry & Trigonometry Honors (10-11)**
**1211320**
**Year Course or Summer Course, 1 credit**
**Prerequisite: Algebra II**
This course emphasizes critical thinking involving the discovery of geometric relationships and applying deductive reasoning skills to solve problems. Content includes lines and angles, triangles and right triangle trigonometry, polygons, transformations, similarity and scaling, area, volume, surface area, angles on the coordinate plane, the unit circle and more advanced trigonometric principles and theorems. For summer geometry, students will only be able to move to AP Precalculus if they successfully completed Honors Algebra II (grade minimum 84). Students who had CP Algebra II then summer Honors Geometry (online or in person) will be able to take Honors Precalculus.

**Pre-Calculus College Prep (10-12)**
**1202330**
**Year Course, 1 Credit**
**Prerequisites: Algebra II and Geometry**
This course expands on mathematical processes covered in prior courses, culminating in deeper analysis of linear, quadratic, polynomial, exponential and trigonometric functions. Students focus on solving equations involving combination, composition, transformations, piecewise functions, and the theory of limits.

**Pre-Calculus Honors (10-12)**
**1202340**
**Year Course, 1.0 credit**
**Prerequisites: Algebra II and Geometry**
This course expands on mathematical processes covered in prior courses, culminating in deeper analysis of linear, quadratic, polynomial, exponential and trigonometric functions. Students focus on solving equations involving combination, composition, transformations, piecewise functions, and the theory of limits. This course is intended as preparation for Calculus Honors.

**Advanced Placement Pre-Calculus (10-12)**
**1202305**
**Year Course, 1 credit**
**Prerequisites: Algebra II Honors with a grade of 84 or higher both semesters**
This course builds on the content of previous courses and is intended as a strong preparation for AP Calculus. Topics studied in depth are how the properties and graphs of functions determine higher level properties such as limits and derivatives; elementary probability and statistics; conics; polar and parametric functions; and sequences and series.

**Calculus Honors (12)**
**1202300**

**Year Course, 1 credit**
**Prerequisite: Pre-Calculus**
This course is intended to be an overview of calculus and provides a study of elementary functions and the general theory and techniques of differential and integral calculus. Topics include functions, graphs, limits, derivatives, and integrals.

**AP Calculus AB (11-12)**
**1202310**
**Year Course, 1 credit**
**Prerequisite: AP Pre-Calculus or Pre-Calculus Honors with a grade of 84 or higher**
This course is equivalent to College Calculus I and provides a study of elementary functions and the general theory and techniques of differential and integral calculus. Topics include functions, graphs, limits, derivatives and integrals. The course content includes all topics determined by the College Board for AP Calculus AB.

**AP Calculus BC (11-12)**
**1202320**
**Year Course, 1 credit**
**Prerequisite: AP Calculus AB with a grade of 84 or higher**
This course is equivalent to College Calculus II and extends the content learned in AB to different types of equations. Topics also include sequences and series. The course content includes all topics determined by the College Board for AP Calculus BC.

**Statistics & Probability College Prep (12)**
**1210300**
**Year Course, 1 credit**
**Prerequisite: Geometry**
This course introduces students to the concepts used to collect, analyze, and draw conclusions from data. Statistical methods are presented with a focus on understanding both the suitability of the method and the meaning of the result. Methods and measurements are developed in the context of applications. Topics covered are averages and variation, correlation and regression, probability, data distribution, and hypothesis testing.

**AP Statistics (11, 12)**
**1210320**
**Year Course, 1 credit**
**Prerequisite: Geometry & Trigonometry Honors**
The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data (describing patterns and departures from patterns), Sampling and Experimentation (planning and conducting a study), Anticipating Patterns (exploring random phenomena using probability and simulation) and Statistical Inference (estimating population parameters and testing hypotheses).

# Chapter 13 - Science

## Science Sequence - 3 credits required (Biology, Chemistry, Physics); 4 years recommended

| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|---|---|---|---|
| **Required** | | | |
| Biology I<br>College Prep, Honors<br>or<br>AP Biology (Classes of 2027-30 by placement only) | Chemistry I<br>College Prep, Honors<br>or<br>AP Chemistry | Physics I College Prep, Honors<br>or AP Physics I or AP Physics C | |
| **Electives** | | | |
| | | AP Chemistry | AP Chemistry |
| | AP Biology | AP Biology | AP Biology |
| | | AP Physics I | AP Physics I |
| | | | AP Physics C |
| | | Anatomy & Physiology Honors | Anatomy & Physiology Honors |
| | | Biotechnology Honors | Biotechnology Honors |
| | | AP Environmental Science | AP Environmental Science |
| | | Forensic Science I Honors | Forensic Science I Honors |
| | | Marine Science College Prep (semester) | Marine Science College Prep (semester) |
| | | | Space Science College Prep (semester) |

### Science Philosophy

Students at the Academy begin their science courses in biology to engage students in the study of life, while simultaneously being exposed to complex scientific skills such as asking questions, developing models, analyzing and interpreting data and engaging in arguments based on evidence. Students use these themes as they transition to chemistry and the study of matter. There they refine their capacity to plan and carry out investigations and the ability to use mathematics and computational thinking. From there students enter into physics, where all the complex skills and scientific concepts reconverge in the study of energy.

**Biology College Prep (9 or 11)**
**2000310**
**Year Course, 1 credit**
The course provides students with general exploratory experiences and activities in the fundamental concepts of life. Content includes scientific method and measurement, ecology, review of basic chemistry, cell biology and reproduction, basic principles of genetics, biological changes through time and classification, structure and function of the human body with comparisons to animals within each system.

**Biology Honors (9 or 11)**
**2000320**
**Year Course, 1 credit**
*Class of 2028 by placement only*
This course provides students with an advanced review of chemistry, biochemistry, cell biology and reproduction, advanced cell physiology, principles of genetics, advanced molecular genetics, evolution and population genetics, classification and taxonomy, structures and function of the human body, and ecological relationships.

**Advanced Placement Biology (9-12)**
**2000340**
**Year Course, 1 credit**
AP Biology is an introductory college-level biology course. 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.

**Chemistry College Prep (10)**
**2003340**
**Year Course, 1 credit**
**Prerequisite: Biology**
This course applies the concepts of physics to atoms and molecules. The course provides students with the study of concepts as well as laboratory experience in the study of matter and the changes associated with matter. The topics include classification of matter and its changes, atomic structure, the periodic table, bonding, formation of compounds, nomenclature, reactions and equations, the kinetic theory, gasses and their behavior, the mole concept, water and its solutions, acids and bases, oxidation-reduction reactions, and nuclear chemistry.

**Chemistry Honors (10)**
**2003350**
**Year Course, 1 credit**
**Prerequisites: Biology, Pre or Corequisite: Algebra II Honors**
The course provides students with advanced lecture and laboratory experiences in direct preparation for the Advanced Placement Chemistry course. The content includes structure of matter, energy changes, atomic structure, nomenclature, chemical reactions, stoichiometry, the gas laws, the periodic table, bonding and acids and bases. Laboratory work is an integral part of this course.

**Advanced Placement Chemistry (10-12)**
**2003370**
**Year Course, 1 credit**
**Prerequisites: Chemistry Honors, Biology Honors or AP Biology, Algebra II Honors**
The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. This course includes a required summer assignment which is tested on the first week of school. Any student going directly from AP Biology to AP Chemistry must take the summer course (at their own expense) and complete a summer online program.

**Physics College Prep (11)**
**2003380**
**Year Course, 1 credit**
**Prerequisite: Chemistry, Algebra II concurrent or prior**
This course provides a rigorous mathematical and conceptual background in the fundamental laws of nature that govern forces and matter. The course provides students with advanced lecture and laboratory experiences. The content includes kinematics, dynamics, energy, work and power, heat and thermodynamics, wave characteristics, light, sound, electricity, magnetism and atomic physics. Laboratory work is an integral part of this course.

**Physics Honors (11)**
**2003390**
**Year Course, 1 credit**
**Prerequisite: Chemistry Corequisite: Honors Pre-Calculus or higher**
This course provides a rigorous mathematical and conceptual background in the fundamental laws of nature that govern forces and matter. The course provides students with advanced lecture and laboratory experiences. The content includes kinematics, dynamics, energy, work and power, heat and thermodynamics, wave characteristics, light, sound, electricity, magnetism and atomic physics. Laboratory work is an integral part of this course.

**AP Physics I: Algebra Based (11, 12)**
**2003421**
**Year Course, 1 credit**
**Prerequisite(s): Algebra II; Geometry & Trigonometry Honors Corequisite: Honors Pre-Calculus**
AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound.

**Advanced Placement Physics C: Mechanics and Electricity and Magnetism (12)**
**2003425**
**Year Course, 1 credit**
**Prerequisite(s): AP Pre-Calculus, or Corequisite of AP Calculus AB or AP Calculus BC**

AP Physics C: Mechanics is a calculus-based, college-level physics course. It covers kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; oscillations; and gravitation. AP Physics C: Electricity and Magnetism is a calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in one of the physical sciences or engineering. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like change, force interactions, fields, and conservation.

**Biotechnology Honors (11,12)**
**2001320**
**Year Course, 1.0 credit**
**Prerequisites: Biology and Chemistry**
This is a laboratory-centered course that emphasizes hands-on learning and the real-world applications of biotechnology. The year begins with foundational skills and techniques in microbiology, DNA analysis, bacterial transformation, PCR, protein analysis, and immunology. Once they are familiar with these techniques and skills, students will apply them to authentic research projects, gaining experience in designing experiments and analyzing data. Completion of the course provides essential skills for further studies or certifications in biotechnology

**Forensic Science Honors (11,12)**
**2002480**
**Year Course, 1 credit**
**Prerequisites: Biology and Chemistry**
This course surveys key topics in forensic science, including procedures of crime scene investigation, types and proper collection of evidence, duties of a forensic scientist, and specific forensic areas of analysis. Hands-on labs and analysis of fictional crime scenarios will reinforce students learning. Areas of analysis include, but are not limited to, ballistics, blood analysis, forgery, fingerprints, impressions, and hair and fibers analysis. A knowledge of trigonometry is expected.

**Advanced Placement Environmental Science (11,12)**
**2001380**
**Year Course, 1 credit**
**Prerequisites: Biology and Chemistry Honors**
The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

**Human Anatomy and Physiology Honors (11,12)**
**2000360**
**Year Course, 1 credit**
**Prerequisites: Biology and Chemistry**

This course provides students with general exploratory activities in the structures and functions of the components of the human body. Content includes anatomical terminology, cells and tissues, integumentary system, skeletal system, muscular system, nervous system, special sensory organs, endocrine system, circulatory system, respiratory system, digestive system, excretory system and reproductive system. Dissections are an integral part of this course.

**Marine Science College Prep (11, 12)**
**2002500**
**Semester Course, 0.5 credit**
**Prerequisites: Biology and Chemistry**
This course provides basic information about biological processes, organisms of the marine environment and physical oceanography. Laboratory work is an integral part of the course. Topics include organisms of the sea, energy flow through the oceans, topography of the ocean floor, trophic relationships, properties of water and the impact of humans on the ocean.

**Space Science Honors (12)**
**2001320**
**Semester Course, 0.5 credit**
**Prerequisite: Physics**
This course develops and applies the concepts basic to understanding the Earth, its materials, processes, history and environmental space. Major topics covered include the universe and the solar system, the developmental cycle of stars, and classification of galaxies.

**Physics Graduation Requirement**
Students are expected to complete a course in Physics as part of the Academy's graduation requirements. Physics provides important exposure to foundational principles that support advanced study in science, engineering, and related fields.

In limited circumstances, administrative approval may be granted for a student to substitute an additional upper-level laboratory science course, such as AP Biology or AP Chemistry, in place of the Physics requirement. Requests for this substitution will be considered on an individual basis and must be approved by the administration and the science department.

While this substitution may be permitted, students are strongly encouraged to complete all three major laboratory sciences (Biology, Chemistry, and Physics) during their high school program in order to maintain the most comprehensive and rigorous preparation for college-level science coursework.

# Chapter 14 - Social Studies

## Social Studies Sequence - 3.0 credits required

| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|---|---|---|---|
| **Required** | | | |
| World History and Geography<br>College Prep, Pre-AP<br>or<br>AP Human Geography<br>(Class of '29 placement only) | 20th Century History<br>College Prep, Honors<br>(semester) **and**<br>Economics and Personal Finance<br>College Prep, Honors<br>(semester)<br>**or**<br>AP World History<br>(year-long) | United States History and Government<br>College Prep, Honors<br>or<br>US History AP | |
| **Electives** | | | |
| | | | AP US Government (semester) |
| | | | AP Comparative Government (semester) |
| | AP Human Geography | AP Human Geography | AP Human Geography |
| | | AP Microeconomics (semester) | AP Microeconomics (semester) |
| | | AP Macroeconomics (semester) | AP Macroeconomics (semester) |
| | | AP Psychology | AP Psychology |
| | AP World History | AP World History | AP World History |
| | Law College Prep/ Honors (semester) | Law College Prep/ Honors (semester) | Law College Prep/ Honors (semester) |
| | Psychology College Prep (semester) | Psychology College Prep (semester) | Psychology College Prep (semester) |
| | AP Business and Personal Finance | AP Business and Personal Finance | AP Business and Personal Finance |

### Social Studies Philosophy

The Social Studies Department prepares students to be more informed, critical thinkers in society through a diverse curriculum fostering a student's individual thinking about challenging concepts and relevant issues that link the past, present, and future. Our goal is to take students beyond content and to hone 21st century skills

such as; analysis and interpretation of historical evidence, chronological reasoning and causation, geographic reasoning, understanding of civic participation, understanding and evaluating economic systems, articulating knowledge through multiple perspectives (written and oral) and the ability to collaborate with others.

**World History and Geography (9)**
**2109320**
**Year Course, 1 Credit**
This survey course includes an understanding of the world, time-spatial relationships, development of various civilizations, growth of major religions, development of government and politics, role of science and technology, development of modern nations, cultural development, interdependence and international relations.

**Pre AP-World History and Geography (9)**
**2109415**
**Year Course, 1 Credit**
Pre-AP World History and Geography is an advanced course in world history from prehistory to 1450 AD. Students will explore the historical development of people, places, and patterns of life from ancient times until the year 1450 AD in terms of the impact on the Contemporary Era. Students will review and strengthen map and globe skills, skills in interpreting and using information, and historical thinking skills. Inclusively, students will learn the systems and structures of a typical AP course. This is NOT an AP class, but it serves as a space for students to explore the themes of one. In one semester students will learn how to: take AP style multiple choice questions, write historical essays and Document Based Question essays, and identify the key historical events and themes that contributed to the modern era. Rather than simply memorizing chronologies and information, students will be taught to analyze, in writing and discussion, the processes and causes affecting the stream of continuity and change during each unit.

**Advanced Placement Human Geography (9-12)**
**2103400**
**Year Course, 1.0 credit**
*Class of 2027-2029 by placement only, elective for Class of 2026*
AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

**20th Century History College Prep (10)**
**2109350**
**Semester Course (Fall), 0.5 credit**
This survey course provides students the opportunity to acquire an understanding of the chronological development of the contemporary world through an investigation of the significant events and trends which have occurred in the recent past.

**20th Century History Honors (10)**
**2109355**
**Semester Course (Fall), 0.5 credit**

This survey course provides students the opportunity to acquire an understanding of the chronological and thematic development of the contemporary world through an investigation of the significant events and trends which have occurred during the recent past with a focus on the trends of imperialism, nationalism, and globalization. Students will analyze and evaluate the impact of these themes on long term global trends and how they influence the world today.

**Economics and Personal Finance College Prep (10)**
2102300
**Semester Course (Spring), 0.5 credit**
Economics and Financial Literacy will begin by exploring the fundamentals that guide individuals and nations as they make choices about how to use limited resources to satisfy their wants, placing focus on micro and macroeconomic concepts, as well as the global economy. The second half of the semester will examine the ability of individuals to use knowledge and skills to manage limited financial resources effectively for a lifetime of financial security. A heavy emphasis will be placed on preparing students for their immediate financial future and teaching skills that will be applicable in real-world situations.

**Economics and Personal Finance Honors (10)**
2102305
**Semester Course (Spring), 0.5 credit**
Economics and Financial Literacy will begin by exploring the fundamentals that guide individuals and nations as they make choices about how to use limited resources to satisfy their wants, placing focus on micro and macroeconomic concepts, as well as the global economy. The second half of the semester will examine the ability of individuals to use knowledge and skills to manage limited financial resources effectively for a lifetime of financial security. A heavy emphasis will be placed on preparing students for their immediate financial future and teaching skills that will be applicable in real-world situations.

**Advanced Placement World History: Modern (10-12)**
**2109420**
**Year Course, 1.0 credit**
AP World History: Modern is an introductory, college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

**United States History and Government College Prep (11)**
**2100310**
**Year Course, 1 credit**
This survey course provides students with the opportunity to acquire an understanding of the chronological development of the American people by examining events and people that have affected the rise and growth of our nation.

**United States History and Government Honors (11)**
**2100320**

**Year Course, 1 credit**
This survey course provides students the opportunity to acquire an understanding of the development of the United States within the context of history. Course content includes coverage of the geographic, political and economic, social and cultural development of the United States from colonial times up to the present.

**Advanced Placement United States History (11)**
**2100330**
**Year Course, 1 credit**
This survey course provides students with the opportunity to develop the analytic skills and factual knowledge necessary to deal critically with the problems, content and material of American historical development. This is done by focusing on critical events, individuals, time periods, persistent themes and change in American history. Emphasis is on the use of historic information in analyzing and evaluating American history.

**Advanced Placement Microeconomics (11-12)**
**2102360**
**Semester Course, 0.5 credit**
AP Microeconomics gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Students should have a solid grasp of basic math skills which include, but are not limited to fractions, percentages, graphing, etc. Calculators will not be used in this course since they are not allowed for the AP exam.

**Advanced Placement Macroeconomics (11-12)**
**2102370**
**Semester Course, 0.5 credit**
AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

**Advanced Placement Government and Politics (12)**
**2106420**
**Semester Course, 0.5 credit**
This political science course provides students with an analytical lens for understanding government and politics in the United States. Students will grasp an understanding of the institutions, influences, and beliefs that comprise the American political system. The study of concepts and analysis of specific examples will provide the student a profound perspective detailing American citizenship.

**Advanced Placement Comparative Government & Politics (12)**
**2106430**
**Semester Course, 0.5 credit**

The AP Comparative Government and Politics course is designed to introduce students to a variety of political institutions through examining issues such as citizen participation, governmental organization, the idea of sovereignty and the root of power, public policy, and the ways in which political and economic institutions change. The primary goal of the course is to increase understanding of the different political institutions, values, and structures of different governmental systems. Students will become more familiar with these institutions through examining case studies of Great Britain, Nigeria, Mexico, Iran, China, and Russia.

**Advanced Placement Psychology (11, 12)**
**2107350**
**Year Course, 1.0 Credit**
AP Psychology is 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.

**Law College Prep or Honors (10-12)**
**2106350**
**Semester Course, 0.5 credit**
This course is designed to introduce students to the study of law through a brief look at how law developed, the legal system in the United States, the functions of the federal and state court systems, and civil and criminal law. Students will have the option to complete a portfolio project during the semester for honors credit.

**Psychology College Prep (10-12)**
**2107300**
**Semester Course, 0.5 credit**
This course will provide students with an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. These will better prepare them to understand their own behavior and the behavior of others. The content includes major theories and orientations of psychology, psychological methodology, cognition, human growth and development, stress/coping strategies and mental health.

**Advanced Placement Business with Personal Finance (10-12)**
**200395**
**Year Course, 1.0 credit**
AP Business with Personal Finance is a yearlong high school business and personal finance course that aligns closely with a college-level introduction to business course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business applications, case studies, and project based learning. In addition, students learn and apply all the National Standards for Personal Financial Education created by the Council for Economic Education and the Jump$tart Coalition for Personal Financial Literacy. (source)

# Chapter 15 - Theology

## Theology Scope and Sequence - 4 credits required

| | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|---|---|---|---|---|
| Fall | Introduction to Catholicism | Sacred Scripture: New Testament | Christian Morality | Christian Lifestyles |
| Spring | Sacred Scripture: Old Testament | Ecclesiology | Catholic Social Teaching | Elective Choice: World Religions Women in the Church |
| Year | | | | Peer Ministry (elective - application process) |

### Theology Philosophy

The definitive aim of catechesis is to put people not only in touch but in communion, in intimacy, with Jesus Christ (Catechesi Tradendae, 5). The Christological centrality of the theology curriculum is designed to form the content of instruction as well as to be a vehicle for growth in one's relationship with the Lord so that each may come to know him and live according to the truth he has given to us. Students begin by understanding God's revelation to humanity through Scripture, Tradition, and the Magisterium. Later courses enable students to apply their understanding of faith and spiritual formation as missionary disciples to events and circumstances throughout their lives. Four years of theological education is required.

**Introduction to Catholicism (required) (9)**
**2010000**
**Semester Course (Fall), 0.5 credit**
This course provides an introduction to Catholic teachings and traditions. Students will examine the Apostles' Creed as both a treasury of faith and an invitation to entrust oneself more completely to God. Additionally, the course will aim to develop a basic understanding of Catholic theology, philosophy, and morality in order to foster the students' ability in considering and addressing many of life's biggest questions and issues.

**Sacred Scripture: Old Testament (required) (9)**
**2015320**
**Semester Course (Spring), 0.5 credit**
The purpose of this course is to provide students a general knowledge and appreciation of the Sacred Scriptures. Students will learn the Catholic Church's criteria and scholarship for analyzing and

interpreting scripture, how scripture is divinely revealed and inspired, the canon of the Old Testament, and the literary styles and sources of specific books and sections of the Old Testament. Throughout the course, students will examine the reasons for studying scripture, including how to incorporate scripture into prayer and its value to people throughout the world and history.

**Sacred Scripture: New Testament (required) (10)**
**209390**
**Semester Course (fall), 0.5 credit**
Students will examine the historical, cultural, and religious contexts in which the New Testament was written, gaining an appreciation for both its human authors and its divine inspiration. Students will examine how the promises and covenants of the Old Testament are fulfilled through Christ in the New Testament. The course provides an overview of the life and teachings of Jesus Christ, the formation of the early Church, and the key themes found in the Gospels, Acts of the Apostles, the Pauline and Catholic Letters, and the Book of Revelation. Students will learn methods of Catholic biblical interpretation as well as examine the reasons for studying scripture, including how to incorporate scripture into prayer and its value to people throughout the world and history.

**Ecclesiology (required) (10)**
**2109400**
**Semester Course (Fall), 0.5 credit**
The purpose of this course is to supply the students with a general knowledge of the Church's history from apostolic times to the present. They will be introduced to the fact that the Church was founded by Christ through the Apostles and is sustained by him throughout history through the Holy Spirit. The students will come to know that the Church is the living Body of Christ today and, as such, has both divine and human elements. In this course, students will learn about the Church's 2,000 years of history and about how the Church is led and governed by the successors of the Apostles.

**Christian Morality (required) (11)**
**2105311**
**Semester Course (Fall), 0.5 credit**
The purpose of this course is to help students understand that it is only through Christ that they can fully live out God's plans for their lives. Students are to learn the moral concepts and precepts that govern the lives of Christ's disciples. Life in Christ through the teachings of the Gospels forms the foundation for Christian morality. Course topics are organized through the lens of the Ten Commandments and according to the teachings promulgated in the Catechism of the Catholic Church.

**Catholic Social Teaching (required) (11)**
**2105350**
**Semester Course (Spring), 0.5 credit**
The purpose of this course is to introduce students to the Church's social teaching. In this course, students learn how Christ's concern for others, especially the poor and needy, is present today in the Church's social

teaching and mission. Students utilize their knowledge of the pillars of Catholic Social Teaching along with the interdisciplinary skills necessary to meet their responsibilities as citizens of their community, state and nation in an increasingly interdependent and complex global society. Using the Christian vision as a basis for a hopeful and committed response in order to build a just society and world, students complete a semester-long capstone project about a self-selected research question and report findings through a paper, presentation, and infographic.

**Christian Lifestyles (required) (12)**
**2105360**
**Semester Course (fall), 0.5 credit**
The senior theology course builds on the knowledge, understanding, and experience of foundational theology courses to engage students in applying theological principles to their everyday lives. Students learn to understand the vocations of life: how Christ calls us to live and to make forward-looking, healthy decisions about the future in light of Scripture and Church

**World Religions (elective) (12)**
**2105350**
**Semester Course (spring), 0.5 credit**
This course provides students the opportunity to acquire an understanding of the ways people in different cultures seek to satisfy their spiritual needs. Implicit in this is an understanding of the place of religion in culture, the importance that has been attached to religion in peoples' lives, and the relationship between religion and other social institutions. Appropriate concepts and skills are developed in connection with content. Content includes an understanding of the sources of religion, the basis for peoples' religious beliefs and knowledge of the major living religious traditions and practices, such as Christianity, Judaism, Islam, Hinduism, Buddhism, Confucianism, and Taoism.

**Women in the Church (elective) (12)**
**2105340**
**Semester Course (spring), 0.5 credit**
Through an historical survey of Christian Spirituality that explores the prayer and action of women saints, religious, and contemporaries in the canonization process, students will develop a personal spirituality portfolio: a collection of writings, prayers, and stories about these holy women and how their lives inspire students' own prayer and action as young women of faith graduating into the world. Students will engage in primary and secondary resources that include original writings and prayer practices by saints like Hildegard of Bingen, Catherine of Siena, Teresa of Avila, and Therese of Lisieux. They will come to understand the evolution in which women lived the faith, from virginity and martyrdom in the early Christian church to monasticism and apostolic works in the medieval through modern day. Through analysis and reflection on the lives of Catholic women, as well as exploring their styles of prayer, students will be poised to synthesize and articulate their personal theology, adopted prayer practices, and principles for action, as well as their own personal mission statement. Essentially, students will source the spirituality of Catholic women as inspiration for their on-going development in their own relationship with God and discernment of who God calls them to be in the world and for the world.

**Peer Ministry (elective) (12)**
**2105370**
**Year Course, 1.0 credit**
This year-long elective senior theology course is an opportunity for students to respond to their baptismal call to be a priest (servant), prophet (faith witness) and king (leader) among their peers. Students in Peer Ministry will primarily focus on their personal growth as communicators, leaders, and persons of faith and justice. These students are committed to building up the Body of Christ at Academy of the Holy Names in their formal roles in retreat ministry, as well as informally by their good example in daily student life. Peer Ministers should possess a willingness to serve, care for others, an ability to interact with peers, clergy, adult ministry members and/or leaders, model Catholic values, and a desire to grow in faith. Key skills taught include personal prayer, evangelization, faith witnessing, and group facilitation.

*Students are selected through an application process during spring of junior year, which includes reflection questions, approval by a parent or guardian, and an interview. Students need not be Catholic to apply, but must have attended an overnight Kairos retreat to be eligible for consideration. Attendance at the Peer Ministry retreat (date provided when accepted into the course) is a requirement of the course. Peer Ministry students can hold no more than one other leadership position.*

# Chapter 16 - World Language

## World Language Scope and Sequence - 3 consecutive credits required; 4 years recommended

| | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|---|---|---|---|---|
| **French** | French I College Prep, French II Honors | French II/III College Prep, Honors | French III/IV College Prep, Honors<br>AP French | French IV College Prep, Honors<br>AP French |
| **Latin** | Latin I College Prep<br>Latin II Honors | Latin II/III College Prep, Honors | Latin III/IV College Prep, Honors<br>AP Latin | Latin IV College Prep, Honors<br>AP Latin |
| **Spanish** | Spanish I College Prep<br>Spanish II Honors | Spanish II/III College Prep, Honors | Spanish III/IV College Prep, Honors<br>AP Spanish | Spanish III/IV College Prep, Honors<br>AP Spanish Language or Literature<br>Spanish V Honors |

### World Language Philosophy

The AHN World Language Department aims to create an intellectually challenging and diverse academic environment to broaden a student's intercultural perspective and enable her to communicate confidently in another language. We seek to foster an appreciation for the importance of language study, world cultures, and literature, both ancient and modern. Three languages are offered: French, Latin and Spanish. Our Modern Language courses are communication based and emphasize mastery of reading, writing, speaking and listening. Latin courses are reading-based and emphasize the understanding of the language, culture and history of the Roman Empire.

### Choosing a World Language

Rising freshmen are encouraged to give serious thought to each of the World Language options prior to selecting a course of study as three consecutive years in the same language in the high school are required for graduation. A freshman may choose to change to a different world language going into sophomore year, however that language must be taken through senior year to satisfy the three consecutive year graduation requirement.

Below are some program benefits for French, Latin and Spanish. Overall, being bilingual improves cognitive skills unrelated to language.

**French**

French allows students to compete effectively in the global economy as it is the official language of the U.N. It is widely used in international non-profit organizations and diplomacy, and is also the language of fashion, cuisine, architecture, theater, art and dance. French is spoken by more than 200 million people in over 56 countries on five continents. French is easy to learn and is a natural choice for Spanish speakers because of common roots. Students who have taken French are better-prepared for college courses in history, literature and art.

**Latin**

Learning Latin improves English grammar as the language forces the student to break down and comprehend how each word functions in a sentence. Studying Latin expands students' vocabulary as 60 percent of English words are derived from Latin. The grammar and vocabulary boost improves students' writing ability and verbal scores. Latin is useful for students who aspire to become doctors or lawyers as most medical and legal terms are in Latin.

**Spanish**

There are approximately 330 million Spanish speakers worldwide, putting it second only to Chinese for the total number of native speakers. Spanish is the official language of 21 countries and is especially prominent in the Western Hemisphere. It is the third most commonly used language on the Internet, after English and Chinese. Spanish is the second-most spoken language in the United States. As a result, more employers are looking for bilingual workers to meet the needs of their clients.

# French

**French I College Prep (9-10)**
**0701320**
**Year Course, 1 credit**
This course will introduce students to the language and diverse cultures of the French speaking world. Students will acquire the skills necessary to communicate through speaking, reading, writing and listening. The ACTFL (American Council on the Teaching of Foreign Language) proficiency goal is Novice-Mid where students will be able to express themselves on familiar topics using a variety of phrases and simple sentences.

**French II College Prep (10-11)**
**0701330**
**Year Course, 1 credit**
**Prerequisite: French I**
In the second phase of language development, the reading, writing, listening and speaking skills established in the first level are reinforced and extended to include a more detailed examination of grammatical patterns and the building of a wider vocabulary. This course is performance-based. Students will be assessed across the three modes of communication: interpretive, interpersonal, and presentational through reading, speaking,

listening and writing. The ACTFL proficiency goal is Novice High, where students will be able to express themselves on familiar topics using simple sentences and questions using new grammatical concepts.

**French II Honors (9-11)**
**0701335**
**Year Course, 1 credit**
**Prerequisite: French I** (*Class of 2028 by placement only)*
This course offers a rigorous grammatical study along with intensive oral/aural practice in the language. This course requires dedication and desire to be challenged, as well as the ability to work well as a team and independently. A strong emphasis is placed on reading, writing and communication skills as well as the study of Francophone culture. This course is performance-based and students will be assessed across the three modes of communication: interpretive, interpersonal, and presentational through reading, speaking, listening and writing. The ACTFL proficiency goal is Novice High and above where students will be able to express themselves on familiar topics using simple and complex sentences and questions and will begin to create new language using new grammatical concepts.

**French III College Prep (10-11)**
**0701340**
**Year Course, 1 credit**
**Prerequisite: French II**
In this phase of language development, the reading, writing, listening and speaking skills established in the first two levels are reinforced and extended to include a more detailed examination of grammatical patterns and the building of a wider vocabulary. This course is performance-based. Students will be assessed across the three modes of communication: interpretive, interpersonal, and presentational through reading, speaking, listening and writing. The ACTFL proficiency target for this class is Intermediate Low. Intermediate Low users of the language can communicate information and express opinions about familiar topics using complete and varied sentences. Intermediate Low students can consistently create language and combine it with memorized fragments. Intermediate Low users can use transitions and narrate events in the past. Students will be expected to write short essays and/or present orally.

**French III Honors (10-11)**
**0701345**
**Year Course, 1 credit**
**Prerequisite: French II**
This course offers a rigorous grammatical study along with intensive oral/aural practice in the language. This course requires dedication and desire to be challenged as well as the ability to work well as a team and independently. A strong emphasis is placed on reading, writing and communication skills as well as the study of Francophone culture. This course is performance-based and students will be assessed across the three modes of communication: interpretive, interpersonal, and presentational through reading, speaking, listening and writing. The ACTFL proficiency level for this class is Intermediate Mid. Intermediate Mid users of the language can participate in conversations and oral and written presentations on a wide variety of familiar topics using sentences and series of sentences. Intermediate Mid users can use transitions and narrate events in the past. Students can understand the main idea in messages and presentations on familiar topics, personal interest and studies.

**French IV College Prep (11-12)**
**0701348**
**Year course, 1 credit**
**Prerequisite: French III**
This course aims at developing and improving French syntax and sentence structure through reading and writing projects and styles: including letters, journals, narrative, opinion and persuasive forms of writing. This course emphasizes communicating formally and informally, expanding survival language skills and examining the French-speaking world through the internet, films, newspapers, magazines, art, poetry and literature. The ACTFL proficiency level for this class is Intermediate Mid. Intermediate Mid users of the language can participate in conversations and presentations on a wide variety of familiar topics using sentences and series of sentences. Intermediate Mid users can use transitions and narrate events in the past. Students can understand the main idea in messages and presentations on familiar topics, personal interests and studies.

**French IV Honors (11-12)**
**0701350**
**Year Course, 1 credit**
**Prerequisite: French III**
This course is aimed at improving French syntax and sentence structure through intensive and extensive reading and writing projects and styles: including letters, journals, narrative, opinion and persuasive forms of writing. This course emphasizes communicating formally and informally, expanding survival language skills and examining the French-speaking world through the internet, films, newspapers, art, poetry and literature. The ACTFL proficiency level for this class is Intermediate High. Intermediate High students can consistently describe, explain, and narrate in all major time frames, distinguish between formal and informal registers, consistently use complex sentences to express themselves in paragraph-length discourse with advanced transitions and connectors, and occasionally discuss hypothetical situations.

**Advanced Placement French Language (11-12)**
**0701380**
**Year Course, 1 credit**
**Prerequisite: French  III Honors**
The AP French and Language examination measures the student's proficiency in the interpersonal, interpretive and presentational modes (i.e. persuasive essays). Primarily conducted in French, this course will emphasize cultural comparisons that allow the students to discuss products, practices and perspectives of the French-speaking world. The ACTFL proficiency target is Intermediate High/Advanced Low. These students can consistently describe, explain and narrate in all major time frames. They can use complex sentences to express themselves in paragraph-length discourse with advanced transitions and occasionally discuss hypothetical situations. They will be able to express themselves on familiar topics as well as some concrete social, academic and professional topics. The six AP themes are Families and Communities, Science and Technology, Beauty and Esthetics, Contemporary Life, Global Challenges and Personal and Public Identities.

# Latin

**Latin I College Prep (9-10)**
**0706300**
**Year Course, 1 credit**
This course introduces students to fundamental Latin vocabulary, grammar, syntax and classical culture. It stresses the basic grammatical structures of the language and builds fundamental Latin vocabulary, with attention to words in English that are derived from Latin. Simple stories are read and translated into English and discussed. Attention is given to the study of Roman life in Pompeii and Rome's influence throughout its far-reaching Empire in Britton and Alexandria. According to the American Classical League, students completing Level I will be considered Novice Level.

**Latin II College Prep (10-11)**
**0706311**
**Year Course, 1 credit**
**Prerequisite: Latin I**
This course continues the student's study of the Latin language and Roman culture. Content includes the grammar and vocabulary necessary for the reading and appreciation of Latin authors. Stories are read in Latin and discussed in English to enhance the student's understanding of Latin sentence structure, vocabulary, and Roman history/culture. According to the American Classical League, students completing Level II will be considered Intermediate Level.

**Latin II Honors (9-11)**
**0706315**
**Year Course, 1 credit**
**Prerequisite: Latin I** (*Class of 2028 by placement only)*
This course provides an intensive study of the Latin language for students who excelled in Latin I. Content includes the mastery of grammar and vocabulary necessary for the reading and appreciation of Latin authors. Stories are read in Latin then discussed and analyzed in English to enhance the student's understanding of Latin sentence structure, vocabulary, and Roman history/culture. According to the American Classical League, students completing Level II will be considered Intermediate Level.

**Latin III College Prep (11-12)**
**0706320**
**Year Course, 1 credit**
**Prerequisite: Latin II**
This course expands the skills learned in Latin I and II through the readings of Latin prose and poetry authors. Students study and analyze the history and culture of the Republic and Empire through the study of primary texts. Students will learn and analyze the authors' different styles and rhetoric. According to the American Classical League, students completing Level III will be considered Advanced Level.

**Latin III Honors (11-12)**
**0706330**
**Year Course, 1 credit**

**Prerequisite: Latin II**
This course provides an intensive study of the Latin language for students who excelled in Latin II. The students master the skills learned in Latin I and II through the readings of Latin prose and poetry authors. Students study and analyze the history and culture of the Republic and Empire through the study of primary texts. Students will show mastery of the authors' different styles and rhetoric. According to the American Classical League, students completing Level III will be considered Advanced Level.

**Latin IV Honors (11-12)**
**0706330**
**Year Course, 1 credit**
**Prerequisite: Latin III**
This course provides an intensive study of the Latin language for students who excelled in Latin III. The students are expected to have skills learned in Latin I, II, and III mastered. Students will study and analyze the original writing of Vergil and Julius Caesar. The history, culture and philosophy, as they affect the works of the authors, are discussed as well as stylistic devices and poetic meters. According to the American Classical League, students completing Level IV will be considered Advanced Level.

**Advanced Placement Latin (11-12)**
**0706370**
**Year Course, 1 credit**
**Prerequisite: Latin III Honors or IV Honors**
This course is for students who are exceptional in Latin III and IV. AP Latin requires outside reading, summer work, and class work. This is an in-depth, college level course covering the original writing of Vergil and Julius Caesar. All of the skills previously learned are sharpened and the Latin vocabulary is expanded. The history, culture and philosophy, as they affect the works of the authors, are discussed as well as stylistic devices and poetic meters. Students regularly practice multiple choice, sight-reading, writing critical essays, translations, and short answer questions. According to the American Classical League, students completing AP will be considered Superior Level.

## Spanish

**Spanish I College Prep (9-10)**
**0708340**
**Year Course, 1 credit**
This course begins the development of the four basic communication skills: speaking, listening, reading, and writing. Students acquire terminology and sentence structure for everyday and travel usage, and practice familiar topics through oral presentations, dialogues, classroom conversations, and short compositions. The culture and geography of Hispanic countries are an integral part of the course. According to the American Council on the Teaching of Foreign Language (ACTFL), students completing Level I will be considered Novice-Mid Level. Specifically, they will be able to, "reproduce from memory a modest number of words and phrases in context, supply limited information on simple forms and documents, and other basic biographical information, and exhibit a high degree of accuracy when writing on well-practiced, familiar topics."

**Spanish II College Prep (10-11)**
**0708350**
**Year Course, 1 credit**
**Prerequisite: Spanish I**
In the second phase of language development, the reading, writing, listening and speaking skills established in the first level are reinforced and extended to include a more detailed examination of grammatical patterns and the building of a wider vocabulary. The ACTFL proficiency goal is Novice High where students will be able to express themselves on familiar topics using simple sentences and questions using new grammatical concepts. This course will prepare students for the next CP level Spanish course.

**Spanish II Honors (9-11)**
**0708355**
**Year course, 1 credit**
**Prerequisite: Spanish I** (*Class of 2028 by placement only)*
This course is intended as a preparation for the motivated student who intends to continue through AP Spanish and offers a rigorous grammatical study along with intensive oral/aural practice in the language. This course requires dedication and desire to be challenged as well as the ability to work well as a team and independently. A strong emphasis is placed on reading, writing and communication skills as well as the study of Hispanic culture. This course is performance-based and students will be assessed across the three modes of communication: interpretive, interpersonal, and presentational through reading, speaking, listening and writing. The ACTFL proficiency goal is Novice High and above where students will be able to express themselves on familiar topics using simple and complex sentences and questions and will begin to create new language using new grammatical concepts.

**Spanish III College Prep (11-12)**
**0708357**
**Year Course, 1 credit**
**Prerequisite: Spanish II**
This course, primarily conducted in Spanish and continues to emphasize the four language skills: speaking, listening, reading and writing. The ACTFL proficiency target for this class is Intermediate Low. Intermediate Low users of the language can communicate information and express opinions about familiar topics using simple sentences. Intermediate Low students can consistently create language and combine it with memorized fragments. Intermediate Low users can occasionally use transitions and narrate events in the past, albeit with errors. Students will be expected to write short essays and/or present orally.

**Spanish III Honors (11-12)**
**0708360**
**Year Course, 1 credit**
**Prerequisite: Spanish II**
This course, conducted primarily in Spanish, continues the intensive preparation across the three modes of communication: interpretive, interpersonal, and presentational through reading, speaking, listening and writing. Students will build additional vocabulary and increase their knowledge of the culture, history, arts, traditions and peoples of the Spanish-speaking world. The ACTFL proficiency level for this class is Intermediate Mid. Intermediate Mid users of the language can participate in conversations and presentations on

a wide variety of familiar topics using sentences and series of sentences. Intermediate Mid users can use transitions and narrate events in the past. Students can understand the main idea in messages and presentations on familiar topics, personal interests and studies.

**Spanish IV College Prep (11-12)**
**0708365**
**Year Course, 1 credit**
**Prerequisite: Spanish III**
This course aims at developing and improving Spanish syntax and sentence structure through reading and writing projects and styles, including letters, journals, narrative, opinion and persuasive forms of writing. This course emphasizes communicating formally and informally, expanding survival language skills and examining the Spanish-speaking world through the internet, films, newspapers, magazines, art, poetry and literature. The ACTFL proficiency level for this class is Intermediate Mid. Intermediate Mid users of the language can participate in conversations and presentations on a wide variety of familiar topics using sentences and series of sentences. Intermediate Mid users can use transitions and narrate events in the past. Students can understand the main idea in messages and presentations on familiar topics, personal interests and studies.

**Spanish IV Honors (11-12)**
**0708370**
**Year Course, 1 credit**
**Prerequisite: Spanish III**
This course is aimed at improving Spanish syntax and sentence structure through intensive and extensive reading and writing projects and styles: including letters, journals, narrative, opinion and persuasive forms of writing. This course emphasizes communicating formally and informally, expanding survival language skills and examining the Spanish-speaking world through the internet, films, newspapers, art, poetry and literature. The ACTFL proficiency level for this class is Intermediate High. Intermediate High students can consistently describe, explain, and narrate in all major time frames, distinguish between formal and informal registers, consistently use complex sentences to express themselves in paragraph-length discourse with advanced transitions and connectors, and occasionally discuss hypothetical situations.

**Advanced Placement Spanish Language (11-12)**
**0708400**
**Year Course, 1 credit**
**Prerequisite: Spanish III Honors or Spanish IV Honors**
The AP Spanish and Language examination measures the student's proficiency in the interpersonal, interpretive and presentational modes (i.e. persuasive essays). This course, primarily conducted in Spanish, will emphasize cultural comparisons that allow the students to discuss products, practices and perspectives of the Spanish-speaking world. The ACTFL proficiency target is Intermediate High/Advanced Low. These students can consistently describe, explain and narrate in all major time frames. They can use complex sentences to express themselves in paragraph-length discourse with advanced transitions and occasionally discuss hypothetical situations. They will be able to express themselves on familiar topics as well as some concrete social, academic and professional topics. The six AP themes are Families and Communities, Science

and Technology, Beauty and Esthetics, Contemporary Life, Global Challenges and Personal and Public Identities.

**Spanish V Honors (12)**
**0708380**
**Year Course, 1 credit**
**Prerequisite: AP Spanish Language**
Spanish V Honors serves as an extension to the Spanish language sequence for students who have successfully completed AP Spanish Language and want to continue developing their language skills. This course will be conducted in Spanish only. In this course, students will read literary selections and news on culture and current events from different Spanish-speaking countries, as well as watch and discuss films that deal with delicate topics and situations. Topics will include economic development, ethnic and racial identity, religion, democracy assisted suicide and current events. This course includes a significant oral participation component, with formal presentations on pressing social issues of Spanish-speaking countries. The ACTFL proficiency target for this class is Intermediate High to Advanced Low. Intermediate High students can consistently describe, explain, and narrate in all major time frames, distinguish between formal and informal registers, consistently use complex sentences to express themselves in paragraph-length discourse with advanced transitions and connectors, and occasionally discuss hypothetical situations. Advanced Low students can easily describe, explain, and narrate in all major time frames, distinguish between and use formal and informal discourse, consistently and comfortably write paragraphs with advanced connectors and transitions, make conjectures and discuss hypothetical situations, handle unexpected turns of events and situations with complications, and easily express their point of view on a wide variety of topics.

**Advanced Placement Spanish Literature (12)**
**0708410**
**Year Course, 1 credit**
**Prerequisite: AP Spanish Language**
This course is a college-level introductory survey course of literature written in Spanish. It allows students to continue developing their interpretive, interpersonal, and presentational skills in the Spanish language. Students will use critical reading and analytical writing skills, at the Intermediate High to Advanced Mid of the American Council on the Teaching of Foreign Languages' (ACTFL's) Proficiency Guidelines, as they explore short stories, novels, plays, essays, and poetry from Spanish, Latin-American, and U.S. Hispanic authors of different periods.

# Chapter 17 - Study Hall

## Philosophy

AHN provides students with needs-specific study halls to encourage success at all levels. Students are scheduled for one block of time (set) over the course of two days to prepare for classes. Students may opt to replace a study hall with a credit course during the course request window. Freshmen are encouraged to keep a study hall in their schedule to acclimate to the high school culture.

**Independent Study Hall**
Moderated by faculty, students enrolled in a dual enrollment or external online course are scheduled an additional study hall for coursework. Students are expected to be in the classroom and dedicate their time to complete assignments for the course. Senior study hall privilege goes into effect when the online class is 100% completed.

**Study Hall**
Moderated by faculty, students are scheduled for one block of time (set) over the course of two days to prepare for classes. Seniors may opt, after submitting the release form to the Assistant Principal, to arrive late or leave early if their study hall falls at the first or last set of the day. Seniors must arrive in time for Advisory and must be present for Mass or other special programming. Sign in and sign out is required for both, mindful that the schedule will have a full rotation. The Administration reserves the right to suspend this privilege if the student has excessive tardies or absences, or is on academic and/or disciplinary probation.