

introduction

The faculty of the Upper School is committed to creating a challenging learning environment and to supporting students in ways commensurate with those challenges. We come together as a community for shared spiritual, academic, and social purposes. Our students come to us prepared to accept this commission and to assume responsibility for the consideration that we extend to them. In doing so, students become enabled to recognize and apply their potential as thinkers, leaders, and citizens.

course selection

Course selection for the next academic year occurs early in the spring. The curriculum in grades 9-12 gives you the ability to make choices and decisions regarding your education at St. Margaret's. Each year your course progression will allow more choices and you will have the opportunity to make more decisions regarding your classes than you did during the previous year.

Discerning the "right" classes and the "right" schedule for the "right" reasons is an important, difficult and sometimes complex process. The selection of courses requires your careful attention, a considerable amount of time, and patient conversation with your teachers, parents, advisor, department chairpersons, administrators, and, if appropriate, the college counselors. The time that you focus on your schedule now is certainly time well spent.

Your years at St. Margaret's are critical in your development. These are the times when you develop particular attitudes and skills which last a lifetime: the excitement for learning, a joyful enthusiasm for life, the passionate desire to grow in maturity, wisdom, and ethical sensitivities, and the realization of and appreciation for your own, and others' dignity, gifts, and personal uniqueness. As you review next year's program, please consider the many, varied and exciting possibilities available and how these will bring out the best in you. Remember, there is no "perfect" schedule; there is, however, a combination of courses that matches up well with your talents, your commitments, and your future goals.

As you begin the process of planning your schedule, please know that all of us, faculty and administrators, are eager to help you in this process. St. Margaret's encourages you to discuss your interests and tentative selections with us at this time. Don't be afraid to ask questions. Read all the available information (including this Curriculum Guide!)

carefully and thoroughly. Your personal initiative in understanding the information and seeking answers to questions will help you make good decisions regarding your schedule for next year.

SELECTING YOUR COURSES FOR NEXT YEAR

In planning your schedule, please:

1. familiarize yourself with the academic program for each year, the graduation requirements and the suggested sequence of courses in each department;
2. read the course descriptions and talk to the instructors of the courses for information about expectations, workload, and prerequisites;
3. discuss specific courses, your interests, and possible course selections for next year with your current teachers, prospective teachers, department chairpersons, advisor, dean, college counselor, your parents, and administrators;
4. consider the possibility of taking honors level (Honors and Advanced Placement) courses, but check the requirements, the increased workload and the additional time needed (please check the *Honors Section* in this Guide for more information and the AP/honors application process);
5. consider the many opportunities that you have to pursue interesting, fun and challenging school activities in addition to your academic program; when you plan your schedule, please do not underestimate either your interest in these activities or the time that they demand.
6. be mindful that our commitment to small, balanced classes means that requests for individual teachers or specific periods cannot be accommodated. In addition, schedule changes are not made for non-educational reasons. Students and their parents should not attempt to resolve temporary personal conflicts by changing classes or manipulate the schedule for their convenience.

ADVANCED PLACEMENT and HONORS COURSES

Students who demonstrate the ability to excel in Advanced Placement and honors courses, as exhibited by superior achievement and high academic motivation in previous course work, are considered through an application process in early spring. Decisions are returned to students before their course request submission. Admission is based upon the department's assessment of the applicant's grades, teacher recommendations, and in some disciplines, sample writings from courses. Academic departments may set additional prerequisites for gaining admittance to AP/honors level courses where appropriate.

upper school curriculum

SMES GRADUATION REQUIREMENTS

Successful completion of a four-year program including the following minimum requisites is required for graduation.

- ◆ 4 years English (3 progressive levels; 2 semesters English IV or AP English)
- ◆ Mathematics completion through Algebra II as a minimum
- ◆ 3 years Lab Science (one year of physical science and one year of biological science required)
Physical sciences include: Conceptual Physics, Physics, AP Physics, Chemistry and AP Chemistry
Biological sciences include: Biology, AP Biology, AP Environmental Science and Physiology
- ◆ 3 years History (must include World Civilizations to 1750 and U.S. History for Class of 2007 - 2008)

(must include World History and U.S. History for Class of 2009 and beyond)

- ◆ Foreign Language completion through level III
- ◆ 3 semesters Religion and Philosophy (one semester of scripture required)
- ◆ 1 year advanced study (1.0 credit beyond the graduation requirement in any discipline)
- ◆ 1 yearlong course in Fine Arts
- ◆ 2 years Physical Education (including one semester of Human Development) completed by the end of 10th grade
- ◆ Successful completion of the technology proficiency assessment or Computer Applications (formerly Research Methods & Technology) in 9th grade
- ◆ Students must complete seventy (70) hours of community service based on grade level requirements.

DEPARTMENTAL COURSES - Courses are year-long courses except where noted otherwise.

Computer Science

AP Computer Science

Semester courses:

- Business Solutions
- Computer Applications
- Computer Programming
- Digital Media
- Integrated Technology
- Information Systems Development

English

English I, II, III,
English II Honors
English III Honors
AP English Literature

Semester courses:

- English IV - Electives

Fine Arts

Clay Hand Building
Concert Choir
Dance
Musicianship
Orchestra
Photography
Studio Art
Theatre
AP Art History
AP Music Theory
AP Studio Art (2D-Design)
AP Studio Art (3D-Design)
AP Studio Art (Drawing)
Semester courses:
Acting for Film
Advanced Dance
Advanced Musicianship
Advanced Photography
Advanced Theatre
Studio Art III; Studio Art IV

Foreign Language

French I, II, III, IV
AP French Language
Japanese I, II, III, IV, V
AP Japanese Language
Latin I, II, III, IV
Latin III Honors
AP Latin: Vergil
Spanish I, II, III, IV, V
Spanish III Honors
Spanish IV Honors
AP Spanish Language

History

World History
Modern Global Studies
International Relations/Military History
United States History
AP United States History
AP American Government
AP Human Geography
AP Modern European History
AP World History
Semester courses:
Anthropology
Constitutional Law
Contemporary US History
Economics
Psychology

Mathematics

Algebra I (B)
Geometry
Geometry Honors
Algebra II, IIA, IIB
Algebra II Honors
Algebra III
Pre-Calculus
Pre-Calculus Honors

Mathematics (continued)

Advanced Math
AP Calculus AB
AP Calculus BC

Physical Education

Physical Education I or II (quarter)
Dance for PE I or II (semester)
Human Development (semester)

Religion/Philosophy

Scripture courses: (semester)
Bible As Literature I or II
Elective courses: (semester)
World Religions
Philosophy

Science

Conceptual Physics
Biology
Chemistry
Chemistry Honors
Physics
Physiology
AP Biology
AP Chemistry
AP Environmental Science
AP Physics B

Other

Yearbook
Newspaper

A TYPICAL FOUR YEAR PROGRESSION

The matrix below represents the typical progression of courses for an Upper School student. Variations will occur from student to student based on individual abilities and preferences. Students have seven blocks in their schedules. In their freshman and sophomore years, one of these blocks is Physical Education. It is not unusual to have one or two study blocks in the upper level grades due to the increased rigor of the courses in those years.

	9th Grade	10th Grade	11th Grade	12th Grade
English	English I	English II/Honors	English III/Honors	English IV electives AP English
Mathematics	Algebra I (B) Geometry/Honors	Geometry/Honors Algebra II/Honors	Algebra II/Honors Pre-Calculus/Honors AP Calculus AB AP Calculus BC	Algebra III Pre-calculus/Honors Advanced Math AP Calculus AB AP Calculus BC
Science	Conceptual Physics Biology	Biology Chemistry Chemistry Honors	Chemistry/Honors AP Biology AP Chemistry AP Environmental Science Physics/AP Physics Physiology	AP Biology AP Chemistry AP Environmental Science Physics/AP Physics Physiology
History	World Civilizations (Class of 2006-8) World History (Class of 2009 and beyond)	Modern Global Studies International Relations and Military History AP Human Geography AP Modern European	U.S. History AP U.S. History	AP Human Geography AP Amer Government AP Modern European Hist AP World History History electives
Language	French I , II Japanese I, II Latin I, II Spanish I, II	French II , III Japanese II, III Latin III, III Honors Spanish II, III, III Honors	French III, IV, AP Japanese III, IV, V Latin III/Honors IV, AP Spanish III/Honors, Spanish IV/Honors, V, AP	French IV, AP French Japanese IV, V Latin IV, AP Latin Vergil Spanish IV, IV Honors, V, AP Spanish Language
Religion or Fine Arts	Bible as Literature I, II Choir, Clay Handbuilding, Dance, Musicianship, Orchestra, Studio Art, Theatre	Bible as Literature I, II World Religions Choir, Clay Handbuilding, Dance, Musicianship, Orchestra, Studio Art, Theatre	Bible as Literature I, II World Religions Philosophy <i>Study Block/Elective</i> Photography or Advanced Art Elective	Bible as Literature I, II World Religions Philosophy <i>Study Block/Elective</i> Photography or Advanced Art Elective
Physical Education/ Other	Physical Education I Dance for PE I Human Development SMES Athletic Team Computer Applications <i>Study Block</i>	Physical Education II Dance for PE II Human Development SMES Athletic Team Integrated Technology Digital Media <i>Study Block</i>	<i>Study Block</i> Newspaper Yearbook Business Solutions Information Systems Dev. AP Computer Science <i>Any Elective</i>	<i>Study Block</i> Newspaper Yearbook Information Systems Development AP Computer Science <i>Any Elective</i>

community service program

St. Margaret's is committed to helping students use their gifts to acquire a better understanding of and keener sensitivity to the needs and realities of their immediate and extended community. Community service provides such opportunities. As students serve others, they will learn profound and life-changing lessons. Those seemingly in need of help often give back far more than they are given. In the Episcopal tradition, service to others is both our responsibility and our blessing, for it is God who has first served us.

REQUIREMENTS

St. Margaret's requires all its students to participate in the community service program by completing a minimum grade level requirement for grades nine through twelve. Hours served in excess of the required hours may be used toward the succeeding year's requirement if they meet the specific requirements for that succeeding year. Service hours may be used to fill the requirements for a service organization like National Charity League OR for the St. Margaret's school requirements, but the service hours may not count for both. Students must complete the minimum

course offerings 2006-2007

(N.B. some courses listed may not be offered during the year)

COMPUTER SCIENCE

The SMES community is empowered by emerging technologies without boundaries, transcending traditional approaches to teaching and learning by integrating technology into established disciplines and campus life. Through a process that promotes experiential, collaborative and creative learning, we demystify the complexities often associated with technology by assuaging fears and promoting the freedom to explore.

Students, faculty and staff will develop a greater capacity for problem solving, expand competencies to translate and communicate ideas through a variety of electronic tools, and engage in research and scholarship which will be applied to life-long pursuits and participation in the global community.

grade level requirement each year before they are allowed to begin classes in the fall. Seniors will not receive their diploma until their grade level requirement is completed.

1. Ninth Grade - Service Starts at Home: Fifteen (15) hours of service within the St. Margaret's school community, to be completed by June 1st of the ninth grade year.
2. Tenth Grade - We Learn from Those We Serve: Fifteen (15) hours of person-to-person service to the "special needs" community to be completed by June 1st before the eleventh grade year. Special needs include: the disabled, poor, those "at risk" and the elderly.
3. Eleventh and Twelfth Grades (combined) - Personalizing Your Commitment: Forty (40) hours of service to one non-profit organization of choice. The requirement must be fulfilled by May 1st before graduation. The majority of these service hours should be person-to-person unless specifically approved by the Community Service Director US. The only exceptions to the non-profit policy are medical or elder care facilities.

A complete description of the program and service opportunities may be found at:

<http://www.smes.org/upper/service/service.htm>.

Consequently, the Computer Technology Department seeks to impart to its students through its K-12 curriculum an enduring understanding of specific knowledge, principles, and habits of mind such as:

- ◆ Select appropriate technologies and critically examine sources
- ◆ Engage in research and problem-solving utilizing technologies applicable to each curricular area
- ◆ Learn in a collaborative community that is connected to the world at large
- ◆ Become confident in using technology to enhance the learning processes and utilize as a life long tool
- ◆ Facilitate the development of being student and teacher of life long skills

Graduation Requirement: Successful completion of the Technology Proficiency Assessment or Computer Applications

BUSINESS SOLUTIONS THROUGH TECHNOLOGY (one semester)

This course seeks to provide students with a "hands-on" experience and in-depth understanding of assessing and implementing

technology into a business environment. Students create a business plan focused on the use of technology for a fictitious company. Solutions are implemented through a series of detailed projects that explore and utilize Internet-based technologies, messaging and information management, and database creation. Marketing research, analysis and reporting, desktop publishing, and basic technological planning and problem solving are included.

Prerequisites: Computer Applications or Research Methods & Technology)

An elective course for students in grades eleven or twelve

COMPUTER APPLICATIONS (one semester)

The objective of this course is to introduce students to basic computer applications that are utilized throughout academic and business environments. The course focuses on developing advanced Internet research skills, research organization and application, word processing, spreadsheet design utilizing graphs, and creating a multimedia presentation. In addition, MLA citation guidelines are mastered. The class is project based, emphasizing collaborative learning while utilizing acquired basic computer skills.

An elective course for Upper School students

COMPUTER PROGRAMMING (one semester)

Problem-solving with the aid of technology is an essential skill. This course is designed for the student with little or no programming experience, but who has the desire to learn the fundamentals of a programming language and system design techniques. All programs are developed using Java programming language, providing the student with the ability to solve interesting real-world problems.

Prerequisites: Enrollment in Algebra II, successful completion of technology proficiency assessment, or permission of the instructor

DIGITAL MEDIA (one semester)

This course is designed to give students an introduction to the video editing process. Participants view sample clips from a variety of media, discuss the techniques used, develop a set of editing standards, and undertake a variety of multimedia projects. In addition, the basics of digital photography will be introduced.

An elective course for Upper School students

INTEGRATED TECHNOLOGY (one semester)

A hands-on integrated approach in a laboratory-oriented course working in teams and individually, allowing the student to become familiar with computer hardware and software. In addition to the basic configurations, the student will explore Internet technologies, web design, computer programming, graphic design and wireless technology.

An elective course for Upper School students

INFORMATION SYSTEMS DEVELOPMENT (one semester)

The objective of this course is to teach students how information specialists design and develop computer applications using the information systems development cycle. Extensive use of "real world" case studies of business problems will be used to help students develop fundamental problem solving techniques to illustrate each phase of the systems development process. These case studies will also be used to illustrate how hardware, software, data, and networks are used to develop technology solutions to business problems with a heavy emphasis on collaborative learning and developing organizational skills. The class will explore prototyping applications using common spreadsheet and database management packages.

An elective course for students in grades eleven and twelve.

ADVANCED PLACEMENT COMPUTER SCIENCE (one year)

The objectives of AP Computer Science are to raise the student's programming skills to a high level of proficiency and to prepare the student for the AP Computer Science A and AB exams. The course covers the curriculum recommended by The College Board. The first semester covers program structure and documentation. Debugging and editing techniques are included. The second semester concentrates on data storage, retrieval and manipulation, development of a variety of searching and sorting algorithms, and the development of numerical analysis and recursive algorithms.

Prerequisite: Introduction to Computer Programming or equivalent and instructor approval.

An elective course for Upper School students

ENGLISH

The St. Margaret's Episcopal School English department seeks to develop in each student the ability to write clear and persuasive prose, the skills required to read and interpret literature, and the power to make full use of his or her written and spoken language. We are consistent in our use of the process approach to writing. We help students put their written work through a thoughtful and often time-consuming process of drafting and revision. Through repeated emphasis on critical thinking and writing, students encounter both themselves and differing voices in small group environments that encourage discussion; they thereby gain a lifelong appreciation for the complexity of the human condition. Through the study of literature, students experience diversity in voice and develop empathy for the alternative narratives of the human experience. In the end, the study of literature invites the ongoing questions: who am I in the world, and what does it mean to be human?

Consequently, the English Department seeks to impart to its students through its K-12 curriculum an enduring understanding of specific knowledge, principles, and habits of mind such as:

- ◆ Expand vocabulary and master skills in reading, writing, speaking
- ◆ Analyze texts, interpret, and read for subtext, hidden meaning, paradox
- ◆ Develop art of communication and personal expression
- ◆ Read actively and connect to previous knowledge and experience
- ◆ Understand one's own process of learning
- ◆ Empathize with the stories of others and alternative narratives of human expression
- ◆ Discover and develop insight and personal identity through literature
- ◆ Think critically and utilize research as a life-long tool

The department conducts a vocabulary enrichment program in freshman and sophomore years, with particular support given to SAT I and II (Writing Test) preparation in the junior year.

Graduation Requirement: 3 progressive levels; 2 semesters of English IV or AP English

ENGLISH I (one year)

This course introduces students to traditional literary works and genres and establishes competence in expository forms, which will continue to be assigned throughout the high school years. A theme of the course is self-discovery. Works read may include *The Odyssey*, *Lord of The Flies*, *Raisin in the Sun*, and *Catcher in the Rye*.

A required course for students in grade nine

ENGLISH II (one year)

This course continues practice in the literary forms introduced in the ninth grade, although the texts studied are frequently more elaborate and complex. Readings draw primarily from English and Classical literature and may include *Oedipus Rex*, *Antigone*, and *Macbeth*. Several themes unite the course, converging on questions of identity and responsibility.

A required course for students in grade ten

ENGLISH II Honors (one year)

The themes, readings, and assignments of English II form the basis of this class. Students in the honors section will also be expected to read supporting texts, perform research, and write papers and journals that are somewhat more complex and longer than those assigned in the regular sections. Students seeking to join this class should be self-disciplined, confident students who enjoy the exchange of ideas in literature.

A course that meets the English requirement for grade ten

ENGLISH III (one year)

This course emphasizes American literature in poetry, drama, fiction, and nonfiction. Beginning with an examination of American literature's Puritan roots, the course readings examine the themes of racial and gender identity, the politics of individualism, and the decay and renewal of American modernism. Readings may include *The Scarlet Letter*, *Song of Solomon*, *The Great Gatsby*, and *Slaughterhouse Five*. Critical, descriptive, and narrative essays are routinely assigned.

A required course for students in grade eleven

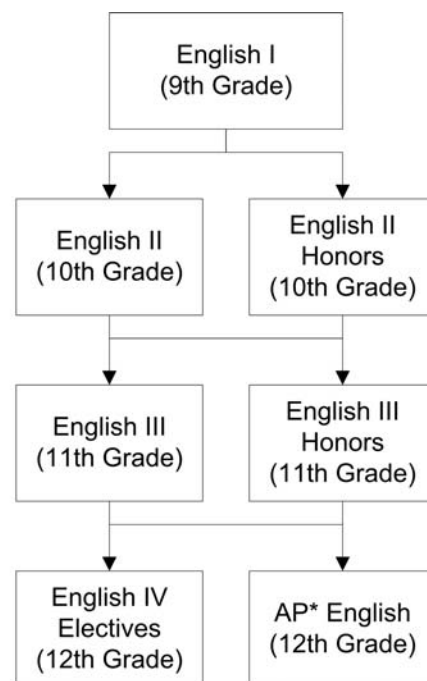
ENGLISH III HONORS (one year)

The purpose of this course is to give an in-depth experience with significant works of American literature in the nineteenth and twentieth centuries. The experience occurs through class discussion, thoughtful journal analysis, and essay writing. There are both primary and secondary texts; everyone will study the primary texts while the secondary texts are studied in groups. Readings may include works by Thoreau, Morrison, Faulkner, Whitman, and Melville. Admission to the course is limited to those whose grades, recommendations, and writing samples meet the standards of the department.

A course that meets the English requirement for students in grade eleven

ENGLISH IV (one year)

English IV consists of two semester-length "topic" classes, one in the fall, and one in the spring. Titles and descriptions of these courses will be made available at the beginning of the course registration period and preferences will be noted but not guaranteed. Topics next year may include *Advanced Composition*, *Modern Poetry*, *American Lives*, *Modern*



COURSE FLOWCHART: ENGLISH

Fiction, Comic Literature, Contemporary Literature, and Short Story.

A required course for students in grade twelve

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION (one year)

This course prepares students for the Advanced Placement examination in English. It is designed as a rigorous, college-level course in literature and composition. Admission to the course is limited to those whose grades, recommendations, and writing samples meet the standards set by the department.

A course that meets the English requirement for students in grade twelve

FINE ARTS

Graduation Requirement: One year of an introductory year-long course

Performing Arts

At St. Margaret's School, we believe that everyone is on an artistic journey. Through experiences in Dance, Music, and Theater, students discover and nurture the artist within. As students are introduced to the fundamentals of art form, they learn HOW to learn. As their skill increases through practice, they become comfortable viewing their own work - as well as the work of others - as a journey, not a destination.

We believe that the power of the whole is greater than the sum of its parts. As members of ensembles, students celebrate their own work and the work of their peers.

The transforming power of the Arts is vividly experienced as students become conduits, connecting their humanity to generations of artists and audience.

Consequently, the Performing Arts Department seeks to impart to its students through its K-12 curriculum an enduring understanding of specific knowledge, principles, and habits of mind such as:

- ◆ Learn and apply fundamentals skills and techniques such as the reading of music
- ◆ Understand art as humanity - an experience with who we are while remembering others before us
- ◆ Understand art as community - in ensemble-building, the whole is greater than the sum of its parts
- ◆ Appreciate art as a creative and critical process
- ◆ Experience art as a powerful form of personal communication and expression

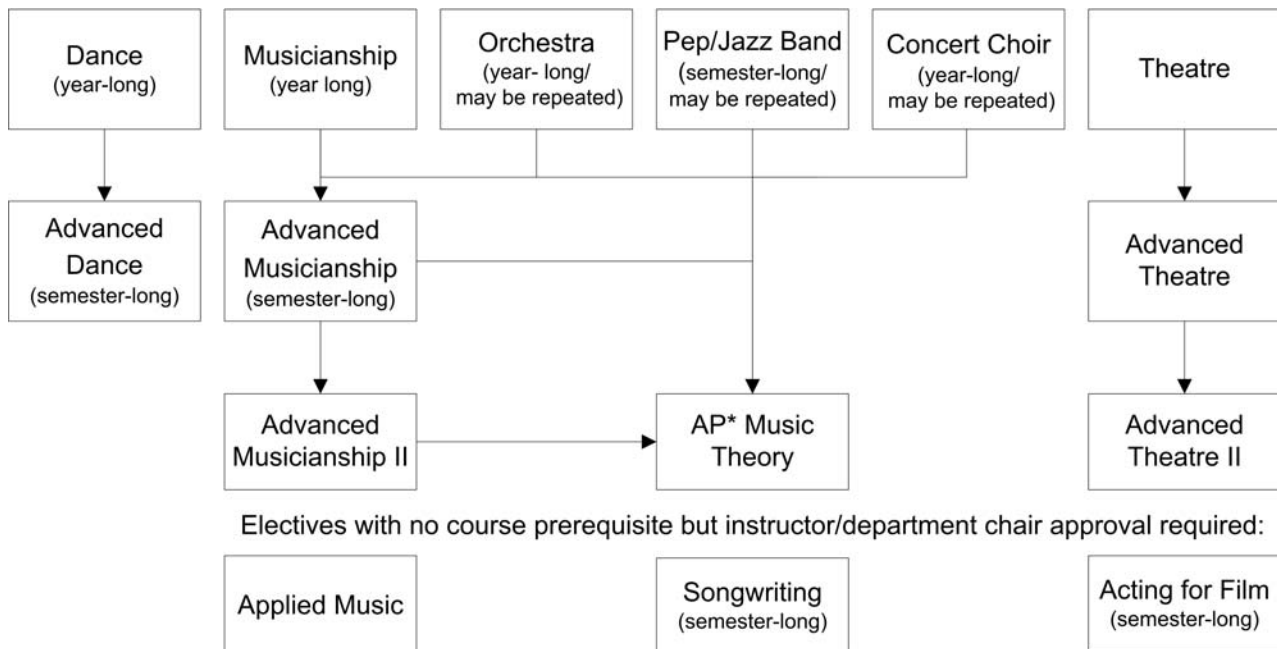
I. Dance

DANCE (one year)

Dance introduces the basic technical and interpretive skill of various dance forms including but not limited to ballet, jazz, tap, hip-hop, Pilates, and lyrical jazz. Students will increase their coordination, concentration, flexibility, strength, postural alignment, self-discipline, musicality, and appreciation for dance as a live art form. Safe use of the body is emphasized in order to prevent injuries and assure a life-long ability to enjoy dance. Basic dance vocabulary and history are also taught. Students are required to perform at scheduled concerts. Additionally, they will have the opportunity to audition their own choreography to be presented in the concert.

*A repeatable elective course for Upper School students
This course may be taken for Fine Arts or Physical Education credit.*

COURSE FLOWCHART: PERFORMING ARTS



ADVANCED DANCE (one semester)

Dance builds upon the technical and artistic foundations developed in Dance. Critical thinking is emphasized by analyzing and integrating increasingly complicated movement combinations into the students' dance vocabulary. Students are required to perform at scheduled concerts as well as compose written critiques of those performances.

*Prerequisite: Dance or instructor approval
A repeatable elective course for Upper School students
This course may be taken for Fine Arts or Physical Education credit.*

II. Music and Musicianship

MUSICIANSHIP (one year)

This course is designed to widen the range of the beginning musician by the introduction of performance skills that enhance musicianship and allow the performer to achieve a level of comfort while performing. Theory, ear training, sight singing, writing/reading, and instrument positioning are all elements used to bring the student to this performance level. Students are expected to perform on assigned occasions.

An elective course for Upper School students

ADVANCED MUSICIANSHIP (one semester)

Musicianship II further explores theory and its applications in performance enhancement. Students develop a greater sense of self-esteem and confidence. Students are expected to perform on assigned occasions.

*Prerequisites: Musicianship and audition with instructor
An elective course for Upper School students*

ADVANCED MUSICIANSHIP II (one semester)

This is an advanced performance class where students analyze, compare, and discuss the performance of popular instrumentalists. In some cases, students integrate these observations into their own performances. Students at this level are expected to perform as soloists or in small ensembles.

*Prerequisites: Advanced Musicianship and audition with instructor
An elective course for Upper School students*

AP MUSIC THEORY (one year)

This class prepares students for the Advanced Placement examination in Music. The course emphasizes part writing, sight singing, scale and chord construction, and dictation of played or recorded musical passages.

*Prerequisites: one full-year, or two semesters of an ensemble ie. orchestra, choir, musicianship jazz/pep band or instructor approval
An elective course for Upper School students*

APPLIED MUSIC (one year course for one semester general elective credit)

Students are given individual lessons on woodwinds, guitars, brass, piano and percussion instruments. Students will study specific repertoire, tone production, interpretation, stylization and theory. Each lesson is specifically geared to the individual student. Students will meet one time each week with the instructor and present a recital and jury at the conclusion of each semester.

This course does not fulfill the Fine Art graduation requirement. Students may, however, earn .50 of general elective credit for each year of participation.

Admission to the class requires an interview and/or audition with the instructor.

An additional class fee is required for Applied Music.

CONCERT CHOIR (one year)

The class provides an opportunity for students to participate in varied vocal ensembles. In addition to scheduled concerts, students perform in chapel, the community, and in international festival competitions. Emphasis is placed upon proper vocal techniques, comprehension of basic music theory, and fundamentals. Students sing varied genres and languages.

*Prerequisite: Instructor approval
A repeatable elective course for Upper School students*

SONG WRITING (one semester)

A course designed for musicians as well as non-instrumentalists. Students learn how to capture and develop song ideas, build lyric worksheets, build musical worksheets, and then create songs. Student compositions are performed and recorded in class.

*Prerequisites: Instructor approval
An elective course for Upper School students*

III. Theater Arts

THEATRE (one year)

This course is an introduction to theatre that explores a wide range of theatrical areas, including acting, production, theatre history and functions. Through performance, class discussion, and individual projects, students expand their imaginations, strengthen their communicative and interpretative skills, and gain an appreciation of the theatre as a living art form.

An elective course for Upper School students

ADVANCED THEATRE (one semester)

Theatre II is a basic level acting class designed to build on the skills introduced in Theatre I. Through participation in a variety of theatre games, exercises, improvisations, and scenes, students learn fundamentals of acting. Exercises that expand students' imaginations are continued and work that strengthens students' concentration and ability to relax are added.

*Prerequisite: Theatre or instructor and departmental approval
An elective course for Upper School students*

ADVANCED THEATRE II (one semester)

Theatre III is an advanced acting class that builds on the fundamentals learned in Theatre II through fully realized performance pieces and advanced craft exercises. A higher level of personal responsibility and commitment to acting is required as students are expected to work independently and in small groups on projects outside the classroom.

*Prerequisite: Advanced Theatre and instructor approval
An elective course for Upper School students*

ACTING FOR FILM (one semester)

In this course, students learn first-hand the skills necessary in film acting. By experiencing being taped in various shots (close-ups, tracking shots, two shots, etc.), students learn the differences between stage and film acting. Students are supported in overcoming performance anxiety through acting in scenes and improvisations in virtually every class.

*Prerequisite: Theatre preferred or instructor and departmental approval
An elective course for Upper School students*

Visual Arts

The Visual Arts Faculty recognizes and values the creative spirit, an essence at the core of all humanity. Through our courses and classes, students will discover their artistic abilities, develop an on-going knowledge of elements and principles, and experience confidence in self-expression. Heritage, aesthetic criticism, and skills in art-making are inherent throughout the visual art program. Students will develop greater awareness of personal potential, communicate thoughts and feelings through a variety of media, and better perceive and appreciate the world in which they live.

Consequently, the Visual Arts Department seeks to impart to its students through its K-12 curriculum an enduring understanding of specific knowledge, principles, and habits of mind such as:

Artistic Skills

- ◆ Understand the concepts of art making including the use of art elements and composition techniques
- ◆ Increase fluency in art vocabulary
- ◆ Explore and use a variety of media

Personal Growth

- ◆ Develop confidence with the creative process and pride in the results

- ◆ Strive for excellence through practice and patience
- ◆ Students will discover and develop innate creative abilities to a higher level
- ◆ Discover areas of interest, personal strengths, personal discovery through self expression
- ◆ Recognize that creativity is transferable to other areas of life and other disciplines

Appreciation of Art and Artists

- ◆ Develop an awareness of artists and art practices
- ◆ Understand that art is the communication of ideas and emotions which emerge from the soul
- ◆ Develop greater understanding and appreciation for arts and humanity over time

CLAY HANDBUILDING (one year)

This course is designed for the student with a strong interest in ceramics and three-dimensional design. A variety of techniques are covered with an emphasis on pinch pots, coiling, draping and folding free forms, slab construction, surface embellishment, colored clay, and sculptural form. Creative thinking and problem solving are important aspects of the course as well as a concern for craftsmanship and quality. There is also an emphasis on learning to analyze and write about art. An overview of the history of ceramics in various cultures is also presented.

An elective course for Upper School students

STUDIO ART (I-II one year)

This course emphasizes hands-on exploration of a variety of media and techniques, including design, and drawing. Students work with and learn about art elements and visual organization, as well as basic art concepts. Creativity, self-expression, and craftsmanship are stressed. There is also an emphasis on learning to write about and analyze works of art. An overview of the historical periods in art is also presented. During the second semester, students have the opportunity to focus more on the development of drawing skills or two-dimensional design. Those students who select drawing learn more about drawing in proportion and shading. Those who select design focus more on visual problem solving and graphic imagery.

An elective course for Upper School students

STUDIO ART III (one semester)

This course is intended for students who wish to prepare for Advanced Placement Drawing or Design or who simply have a desire to continue exploring and improving their art ability. Students will either focus on drawing or design skill development as they continue to explore a variety of media. More emphasis is placed on concept development and composition. Drawing students will focus more on shading, texture, reflective surface, and artist styles. Design students will cover topics such as pattern

structure, gradation, typography, graphic and logo design. Design students use traditional media as well as the computer.

*Prerequisite: Full year of Studio Art or Clay Hand Building
An elective course for Upper School students*

STUDIO ART IV (one year or one semester)

This advanced level course is designed for students who wish to continue improving their art skills. This course is scheduled at the same time as the AP studio class and the curriculum for both courses is similar, yet fewer assignments are required in Studio Art IV. Students will focus either on drawing, 2-D or 3-D design projects. See the AP course descriptions for more details.

*Prerequisite: Studio Art III
An elective course for Upper School students*

ADVANCED PLACEMENT STUDIO ART: DRAWING (one year)

This college-level course is intended for the highly motivated student and is designed to address a broad variety of drawing issues and media. Light and shade, line quality, rendering of form, composition, illusion of depth, and surface quality are concepts that will be explored. A variety of media will be used as students create both observational and inventive works. In addition to assigned projects, the student is expected to develop a specific area of concentration that will result in a series of projects. Concept development and a concern for quality are basic goals in this course.

*Prerequisites: Studio Art III or IV, a formal portfolio presentation, and instructor approval
An elective course for students in grades eleven and twelve*

ADVANCED PLACEMENT STUDIO ART: TWO-DIMENSIONAL DESIGN (one year)

This college-level course is intended for the highly motivated

student and is designed to address a broad variety of 2-D design issues. This course involves visual problem solving using the elements and principles of art in order to communicate content. A variety of art forms will be explored and may include graphic design, typography, digital imaging, photography, collage, fabric design, weaving, printmaking, etc. In addition to assigned projects, the student is expected to develop a specific area of concentration that will result in a series of projects. Concept development and a concern for quality are basic goals in this course.

*Prerequisites: Studio Art III or IV, a formal portfolio presentation, and instructor approval or Advanced Photography
An elective course for students in grades eleven and twelve*

ADVANCED PLACEMENT STUDIO ART: THREE-DIMENSIONAL DESIGN (one year)

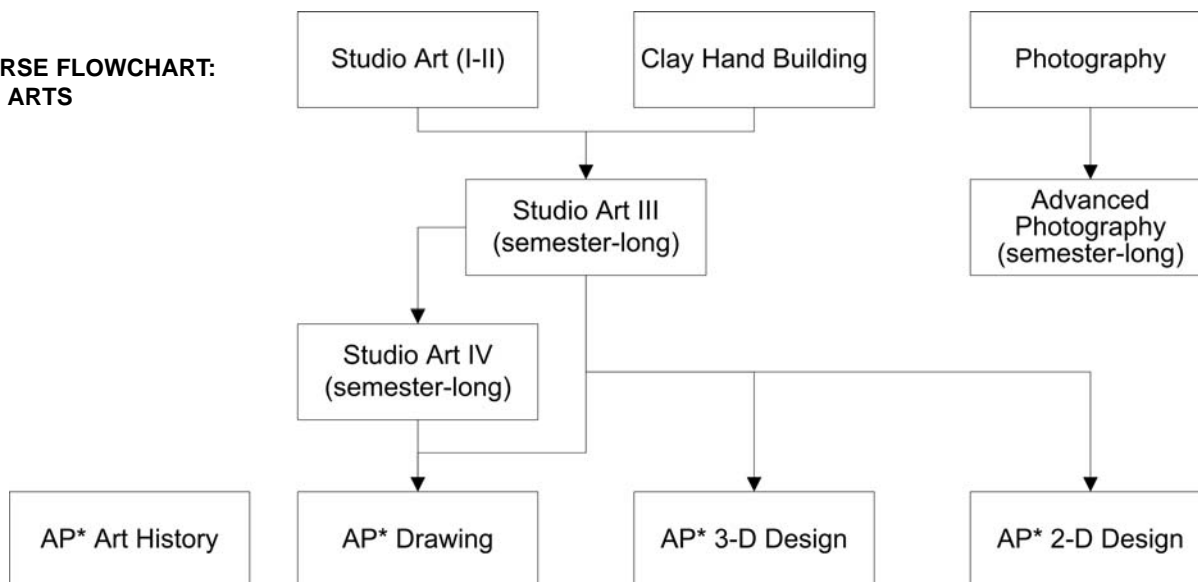
This college level course is intended for the highly motivated student and is designed to address a range of 3-D design issues. The 3-D portfolio addresses a broad interpretation of sculptural issues in depth and space. These may include mass, volume, form, plane, light and texture. Such elements and concepts may be articulated through additive, subtractive, and/or fabrication processes. Examples of approaches could include traditional sculpture as well as conceptual, architectural form, ceramics, 3-D fiber arts among others. In addition to assigned projects, the student is expected to develop a specific area of concentration that will result in a series of projects. Concept development and a concern for quality are basic goals in this course.

*Prerequisites: Studio Art III or IV, a formal portfolio presentation, and instructor approval
An elective course for students in grades eleven and twelve*

ADVANCED PLACEMENT ART HISTORY (one year)

The Advanced Placement in Art History course is designed to

**COURSE FLOWCHART:
FINE ARTS**



provide an understanding and enjoyment of architecture, sculpture, painting, and other art forms within historical and cultural contexts. In this course, students examine major forms of artistic expression from the ancient past to the present from a variety of cultures. Students learn to look at works of art critically, with intelligence and sensitivity, and to analyze what they see. No prior experience in the history of art is necessary to take this course. Students who do well in history and literature or studio arts are encouraged to enroll. This course requires a high degree of commitment to academic work.

An elective course for students in grades eleven and twelve

PHOTOGRAPHY (one year)

This course is designed for the student with an interest in learning the art of black and white photography through the use of a 35 mm SLR camera and darkroom technique. Emphasis is placed on photographic composition, lighting, viewpoint, balance and cropping while exploring a variety of forms of photography including portraiture and landscape. Students learn about camera types, principle lenses, aperture, depth of field, shutter speed, exposure, and film characteristics along with film developing techniques. Critiques are held and students learn to analyze various aspects of their work and the work of others. Creativity, self-expression, and skill development are stressed.

The school may provide cameras while students are responsible for film, photographic paper and film processing costs.

An elective course for Upper School students

ADVANCED PHOTOGRAPHY (one semester)

This course is intended for students who wish to continue to improve their skills in photography. An emphasis will be placed on artificial/studio lighting with projects on still life, product photography, portraiture and basic digital photography. Students will also have an opportunity to write a comparative analysis of two works of contemporary photography artists. The student will compile a portfolio of finished works by the end of this course.

Prerequisite: Photography

Students are required to have a 35 mm SLR or a digital camera with 4 mega pixels or more. Students are responsible for film, photographic paper and film processing costs.

An elective course for Upper School students

FOREIGN LANGUAGE

The Foreign Language Department understands that an educated individual is enriched through the pursuit of Modern and Classical Languages. Our vision is to bring life to languages and cultures. In the Modern Languages, we want our students to be culturally competent as they savor their acquisition of the target language. We seek to develop proficiency, with equal emphasis on

reading, writing, speaking and listening. In the Classical Languages, the emphasis is placed on reading and speaking. Through embracing diversity and celebrating similarity, students come to appreciate various cultures and histories. They become more involved and sensitive to the world outside their own familiar sphere giving them a healthier perspective, and a deeper understanding of people. A study of language heightens an individual's awareness of their responsibilities and commitments as global citizens.

Consequently, the Foreign Language Department seeks to impart to its students through its K-12 curriculum an enduring understanding of specific knowledge, principles, and habits of mind such as:

In our Modern Language Department, at each level we want our students to:

- ◆ Be active communicators appropriately proficient in reading, writing, listening, and speaking
- ◆ Be culturally sensitive and globally aware
- ◆ Become life long learners of language and culture.
- ◆ Know when and where to say what to whom.

In the Classical Language Department, at each level we want our students to:

- ◆ Be proficient in listening, reading comprehension and pronunciation.
- ◆ Be aware of the Hellenistic and Roman influences on Western civilization, culture and languages.
- ◆ Develop a life long appreciation of other cultures and languages both modern and ancient.

Graduation Requirement: completion of Level III of the same foreign language

Students must receive a grade of at least "C-" for the second semester in order to continue on to the next level of language study.

To assure the proper placement of all students, it is important that a student take a placement exam if they have extensive outside experience in a particular language.

I. French Language and Literature

FRENCH I (one year)

In this first-year course, students begin to attain proficiency in the four skills of listening, speaking, reading, and writing the French language. Students are introduced to French culture via short readings of various types. Videos of native speakers in a variety of settings, audio CDs, and French television are integrated into the curriculum. Language structure concepts

are developed by using contemporary reading selections, comprehension exercises, and vocabulary expansion activities. Conducted primarily in French.

An elective course for Upper School students

FRENCH II (one year)

French II students are encouraged to speak only French in the classroom. Fluency is practiced with question/answer sessions on daily life situations. Audio CDs, and French television via satellite continue to reinforce the curriculum. Reading comprehension is increased by assignments which build vocabulary and grammar skills and require short written compositions. Cultural studies expand to include the francophone world. Conducted almost exclusively in French.

Prerequisite: French I

An elective course for Upper School students

FRENCH III (one year)

French III continues to develop a higher level of reading ability, conversation, and writing skills in the French language. The student develops a comprehensive view of French grammar and becomes aware of interrelationships between different grammatical structures. Active communication skills are encouraged by student participation in debates, discussions, and "explication du texte." The focus of this course is reading, grammar and composition. Conducted in French.

Prerequisite: French II

An elective course for Upper School students

FRENCH III HONORS (one year)

This course offers a quickly paced, intensive study of French grammar, syntax, and the spoken word and holds rigorous standards for assessing the mastery of the skills. In addition to grammatical studies, the student explores French civilization through assigned reading and research on specific topics related to French culture. Extensive reading in French literature is designed to increase vocabulary and ease of expression. Admission to the course is limited to those students whose grades, recommendations, and writing samples meet the standards of the department. Conducted in French.

Prerequisite: French II and departmental approval

An elective course for Upper School students

FRENCH IV (one year)

French IV requires a high degree of competency in listening, speaking, reading, and writing the French language. Selected literary works in a variety of genres acquaint the student with French and Francophone literature. Historical readings increase understanding of the development of French-speaking countries. Oral proficiency is attained through vocabulary and idiomatic expressions taken from French periodicals, magazines, and film. Students write directed compositions, practice oral drills using prompts from audio CDs, but are able also to converse freely on

subjects of their choosing. Emphasis is on grammar, vocabulary and modern French conversation.

Prerequisite: French III and departmental approval

An elective course for Upper School students

ADVANCED PLACEMENT FRENCH LANGUAGE (one year)

Advanced Placement French Language is an advanced level course which prepares the student for the AP and SAT II Exams in French. The course focuses on proficiency in language, grammar, and composition. Students who enroll should have a strong command of grammar and considerable competence in listening, reading, speaking, and writing skills. Emphasis is on the use of language for active communication. The student is required to understand spoken French in various conversational situations; develop a French vocabulary which facilitates the reading of newspapers, magazine articles, library references, and other "non-technical" writing without the need of a dictionary; and express advanced concepts in French with accuracy and fluency in speech and in writing. Students read two novels during the school year and take turns giving presentations on the chapters. Advanced grammar lessons prepare students for the formal test sections they will encounter.

Prerequisite: French III and/or IV and departmental approval

An elective course for Upper School students

II. Japanese Language

JAPANESE I (one year)

Japanese I is an introductory course in which students learn to listen, speak, read, and write simple daily conversational Japanese. Students develop an understanding of basic grammatical structures and study verb tenses in the polite form of speech. Students learn basic vocabulary and useful idiomatic expressions based on several different themes and perform a number of interactive and role-playing activities. Students acquire communicative skills to convey and comprehend mostly factual information on a variety of familiar topics. Students are also familiarized with many elements of Japanese culture such as their lifestyle, annual holidays, food and traditional arts.

An elective course for Upper School students

JAPANESE II (one year)

Japanese II reinforces the mastery of the three written forms (Hiragana, Katakana, and Kanji) through further review and addition of new vocabulary, expressions, and characters. Students continue to perform interactive and role-playing activities and write an increased number of compositions. Students expand their conversational topics and further develop their communicative skills. Plain verb forms, honorific, and humble expressions are introduced along with more advanced grammatical structures. Students learn to construct more complex sentences and start to incorporate them in speech and

writing. A wide range of cultural topics are explored and more closely examined and students develop their own areas of interest.

Prerequisite: Japanese I

An elective course for Upper School students

JAPANESE III (one year)

Japanese III students learn an increased number of new vocabulary, Kanji characters, and more complex grammatical concepts at a faster pace. The emphasis of this course is simultaneously placed on all aspects of language skills (writing, reading, speaking, and listening) to develop balanced language proficiency. Students acquire a greater ability to comprehend others and express themselves through active interactions, role-playing activities, and more frequent listening exercises. There is a student laboratory program used at home for additional practice. Students also complete projects, reading, and writing assignments to improve their literacy skills. Students continue to learn many aspects of Japanese culture through relevant readings and authentic audio-visual cultural materials.

Prerequisite: Japanese II

An elective course for Upper School students

JAPANESE IV (one year)

Japanese IV offers a comprehensive review of vocabulary, Kanji characters, and grammatical concepts studied at Japanese III level. Students expand and deepen their knowledge of vocabulary, Kanji characters, and various verb forms and improve

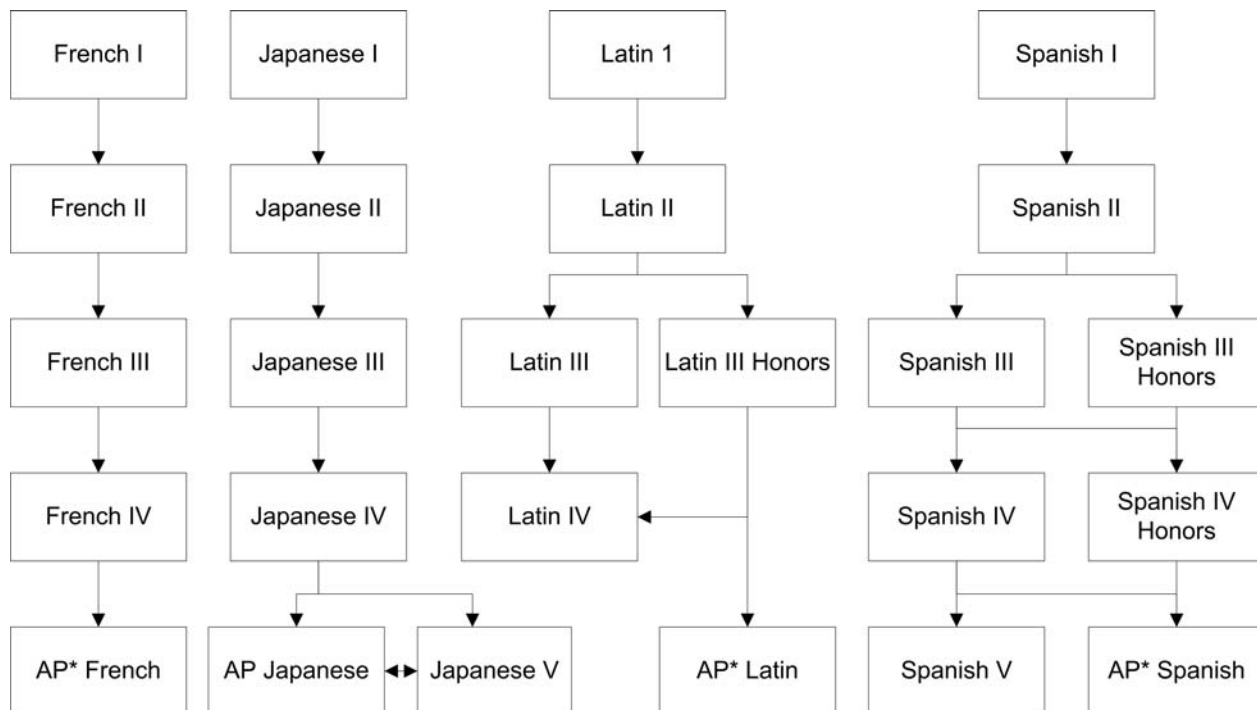
their comprehension level in both spoken and written language. Students are introduced to different levels and characteristics of speech and become familiarized with the appropriate language usage in a variety of social situations. Students complete a variety of writing assignments, projects, and reading and listening exercises with authentic materials. Active participation and interaction in the target language is continuously encouraged. Students continue to expand their knowledge and understanding of Japanese culture through audio-visual materials, culturally relevant readings, and discussions.

Prerequisite: Japanese III

An elective course for Upper School students

JAPANESE V (one year)

Japanese V is a course designed to help students to attain greater language proficiency and prepare them for further advancement in the future. This course begins with a comprehensive review or previously studied grammatical concepts, vocabulary and Kanji characters. Students continue to develop and integrate all language skills at a higher cognitive level. Students understand different forms and characteristics of speech and use appropriate communicative styles in various settings. The conversational topics range broadly from personal to general interests and discussions become more detailed and in depth. Students are expected and encouraged to continuously expand their vocabulary and repertoire of expressions through spontaneous conversations, class discussions, and journal entries. Students complete several projects and a variety of relevant readings to



COURSE FLOWCHART: FOREIGN LANGUAGE

further deepen their understanding of cultural practices and perspectives.

Prerequisite: Japanese IV or Japanese IV Honors
An elective course for Upper School students

ADVANCED PLACEMENT JAPANESE (one year)

The AP Japanese Language and Culture course is designed to be comparable to college/university Japanese courses in which students complete approximately 300 hours of college-level classroom instruction. Like the corresponding college courses, the AP course supports students as they develop the productive, receptive, and cultural skills necessary to communicate with native speakers of Japanese. Students' proficiency levels at the end of the course are expected to reach the Intermediate Low to Intermediate Mid range, as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

Students therefore develop an expanded ability to communicate in culturally appropriate manners and in increasingly widening contexts. They develop the capacity to appreciate different ways of thinking about the world in general; and they come to a richer understanding of their own language and culture. By developing strategies for the continued development of their own bilingualism, they are able to connect with local Japanese-speaking communities and use technology to connect with Japanese speakers elsewhere.

Prerequisite: Japanese IV and departmental approval
An elective course for Upper School students

III. Latin Language and Literature

LATIN I (one year)

Latin I is an introduction to Latin for the high school student of any level with no prior knowledge of the language. The curriculum leads the student through the first two books of the Cambridge Latin Course (CLS), designed to engage the student in the literary, artistic, and linguistic heritage of Roman civilization. Transparent Language and other computer programs and audiotapes provide assistance. Students explore a cultural progression from Pompeii to Roman Britain to the East (Alexandria) and, finally, to the city of Rome itself. Latin I serves as a bridge to original Latin in prose and verse.

An elective course for Upper School students

LATIN II (one year)

Unit 3 of the Cambridge Latin Course consolidates the essential grammar, vocabulary, and structure of Latin. Toward the end of the year, original texts are introduced to develop facility with more advanced forms of expression, interpretation, and

translation of passages from Roman mythology and literature. A key component is active use of Transparent Language software and audiotapes. Students continue to explore the cultural heritage of the Roman Empire.

Prerequisite: Latin IA/B (with departmental approval) or Latin I

An elective course for Upper School students

LATIN III (one year)

While continuing to stress the more advanced aspects of Latin grammar and syntax, this course concentrates on the goal of cultivating fluency in translation and analysis of writings, especially in prose and poetry. In particular, attention is focused on constructions not already introduced in the Cambridge Latin Course, Unit Three. Students read Caesar's de Bello Gallico. The goal is to read aloud with expression and comprehension with an eye to interpretation. In the second semester, students read Cicero's First Speech against Catiline. They analyze the author's style, and some emphasis is put on the history of the Roman republic.

Prerequisite: Latin II

An elective course for Upper School students

LATIN III HONORS (one year)

Latin III Honors is an accelerated course that presumes an excellent mastery of Latin I and Latin II. The syllabus makes no provision for review on grammar and syntax. In the first semester students learn to read Caesar's de Bello Gallico. Attention is focused on stylistic analysis, Roman military history, and Julius Caesar's life, personality, and accomplishments. In the second semester students read Cicero's Pro Caelio, one of the most engaging and entertaining of Cicero's speeches. Emphasis in the second semester is given to reading aloud with comprehension and appreciation, while continuing to build the Latin vocabulary needed to succeed in AP Latin. This course serves as a suitable transition to AP Latin.

Prerequisite: Latin II with a minimum B+ average and departmental approval

An elective course for Upper School students

LATIN IV (one year)

This is an elective course for the student who has successfully completed three years of the Latin curriculum. It presumes competency with Latin grammar, syntax, and extensive vocabulary. In the first semester the student learns how to scan poetry and read aloud with expression and understanding. Readings include Ovid's Daedalus and Icarus, Pyramus and Thisbe, and Deucalion and Pyrrha. In the second semester the course readings include Martial, Catullus, and Vergil. This course may serve as a bridge to AP Latin.

Prerequisite: Latin III and departmental approval

An elective course for Upper School students

AP LATIN VERGIL (one year)

Advanced Placement Latin is a college-level course designed to prepare the student for the AP and SAT II exams in Latin. Basic objectives include reading, understanding, and interpreting the Aeneid in its original form. The AP Vergil Examination requires and reflects two semesters of college-level study. Students are expected to translate accurately the poetry they read from Latin into English and demonstrate a grasp of the grammatical structures and vocabulary that the author has used. Literary techniques such as stylistic analysis are an integral part of the advanced work.

*Prerequisite: Latin III and/or IV and departmental approval
An elective course for Upper School students*

III. Spanish Language and Literature

SPANISH I (one year)

Spanish I is a comprehensive basic course in which the student achieves facility in all aspects of listening, understanding, speaking, writing, and reading of the first-year lessons. Films of native speakers in a variety of settings, audio CDs, and software are integrated into the curriculum. Idiomatic expressions and verb conjugations are stressed in addition to other grammatical concepts. Hispanic history and civilization are introduced in conjunction with customs as a supplement to the text. Conducted primarily in Spanish.

An elective course for Upper School students

SPANISH II (one year)

The course reinforces the structure, vocabulary and grammar from level I then moves on to more complex forms including the subjunctive mood. Videos, audio CDs, and software enhance the curriculum. Composition writing is introduced, and the student begins to read short excerpts pertaining to civilization, art, famous novelists, and literary movements. There also is emphasis on oral presentations. Conducted primarily in Spanish.

*Prerequisite: Spanish I
An elective course for Upper School students*

SPANISH III (one year)

Spanish III is devoted to a complete and thorough review and mastery of Spanish grammar, syntax, and communication strategies. The student explores the Spanish speaking world through assigned reading and research on specific topics related to Hispanic culture and civilization. Selected works of Spanish literature are read to increase vocabulary and ease of expression. Conducted in Spanish.

*Prerequisite: Spanish II
An elective course for Upper School students*

SPANISH III HONORS (one year)

This course offers an accelerated intensive study of Spanish grammar, syntax, and communication strategies. The student

explores the Spanish speaking world through assigned reading and research on specific topics related to Hispanic culture and civilization. Extensive reading in Spanish literature is designed to increase vocabulary and ease of expression. Admission to the course is limited to those students whose grades, recommendations, and writing samples meet the standards of the department. Conducted in Spanish.

*Prerequisite: Spanish II and department approval
An elective course for Upper School students*

SPANISH IV (one year)

Spanish IV is conducted entirely in Spanish and is structured as a college-level language-in-context course. Conversation is prompted by reading selected works of literature and watching contemporary film shorts. Speaking skills are developed through class discussion, reading aloud, and by student presentations. Outside readings and presentations in theater, art, music, and varied cultural interests provide for the enhancement of competency in listening, speaking, writing, and reading.

*Prerequisite: Minimum grade of C- in Spanish III and departmental approval
An elective course for Upper School students*

SPANISH IV HONORS (one year)

This course seeks to further develop language proficiency while deepening the student's insight into Hispanic culture. This is an intensive class designed for the advanced student. The course covers the work of the regular Spanish IV in more depth. Since students work at an accelerated pace, more time is available to develop strategies used to sustain conversation, broaden vocabulary and increase grammatical accuracy. Using a thematic approach, equal emphasis is given to aural/oral skills, composition, reading and writing.

*Prerequisite: Grade of B or above in Spanish III and departmental approval
An elective course for Upper School students*

SPANISH V ADVANCED CONVERSATION AND COMPOSITION (may be taken for a semester or one year)

This is a course in cultural literacy in conversation and composition. This course is designed to provide the advanced student with an analytical grasp of the traditions and complexities of the Spanish speaking world. The rich cultural and literary expressions which students will study will provide the context for a classroom environment that builds strong conversational skills and immerses the student in intensive language use.

Prerequisite: Grade of B or above in Spanish IV, IV Honors or Spanish AP and departmental approval

ADVANCED PLACEMENT SPANISH LANGUAGE (one year)

The Advanced Placement Course is designed to hone language

skills while preparing the student for the National Advanced Placement Exam to be taken at the end of the academic year. This course seeks to further develop language proficiency while deepening the student's insight into Hispanic culture. The student will be exposed to the art treasures (both classic and contemporary) of the Spanish speaking world and will be reading newspapers and works by modern writers. Through readings dealing with historical events, topics of human interest, biographies, artistic expressions and music, the student will develop an awareness that other cultures are constantly in transition as their customs evolve. Using a thematic approach, equal emphasis is given to aural/oral skills, composition, reading and grammar.

Prerequisite: Grade of B or above in Spanish IV or IV Honors and departmental approval

An elective course for Upper School students which requires a high level of competence in listening, speaking, reading, and writing skills

HISTORY

The history department consists of active historians, students and teachers, who believe that knowledge of the past is necessary to comprehend the present and to forge the future thoughtfully and deliberately. We foster the sheer enjoyment of the adventure of historical discovery and study, seeing ourselves in the present as interconnected with people of the past—our families, fellow citizens, and humanity around the globe. In our work as historians, we develop the requisite skills to embrace purposefully life's journey and challenges as we learn to understand ourselves and humanity.

Consequently, the History Department seeks to impart to its students through its K-12 curriculum an enduring understanding of specific knowledge, principles, and habits of mind including ways to:

- ◆ Learn facts, think carefully and precisely, and articulate thinking in oral and written form.
- ◆ Conduct research: inquire thoughtfully, read critically, analyze and synthesize data, document findings, format a paper
- ◆ Create and prove a thesis
- ◆ Develop an awareness of oneself and to be able to express oneself confidently, while understanding the dangers of ethnocentrism and egocentrism
- ◆ Empathize and respect differences in individuals, communities, religions, values, and cultures of the past, present, and future
- ◆ Take responsibility for cultivating individual character and formation as life-long learners

Graduation Requirement: 3 years (This must include World History and US History)

WORLD HISTORY: RENAISSANCE TO PRESENT

(one year)

This course surveys the most important events and developments in world history from 1450 to the present. The global impact of revolution, the growth of commerce, industrialization, imperialism, world wars, peace, and the present world provide the focuses of study.

A required course for students in grade nine, Class of 2009 and beyond

MODERN GLOBAL STUDIES (one year)

Modern Global Studies picks up the story of World History where the 9th grade course leaves off, namely, the twentieth century. The course will focus on specific regions, which may include Mediterranean Africa, Sub-Saharan Africa, Western Asia (The Middle East), Eastern Asia, South Asia (India, Pakistan, Afghanistan), Latin America, North America, and Europe. Some topics may include: World War II, war in the era of nuclear weapons, NATO and the UN, global interrelatedness, technology and its impact on history, post-colonialism and neocolonialism, democratic movements (in China, the Soviet Union and its satellites, and Latin America), the role of Islam in the modern world, industrialization, the impact of the United States on the cultures of the world, the impact of East-West rivalries on global issues of the 21st century, and the histories of race, class, and gender.

An elective course for students in grade ten

INTERNATIONAL RELATIONS (one semester to be taken in conjunction with Military History)

Students study international politics from a global/diplomatic perspective. Students develop an understanding of major developments of the world and their significance. This course is taught in conjunction with, but not exclusive to, the Model United Nations program.

An elective course for students in grade ten

MILITARY HISTORY (one semester to be taken in conjunction with International Relations)

In this semester-long course, we will examine military history from the Napoleonic Wars through the Gulf War in 1991. Because it is a survey course, we will not have the opportunity to give as attention to every important, interesting, and controversial topic. However, we will discuss a wide range of issues about which students will be expected to think and form his or her own opinions. Military history is about more than generals and battles, and we will discuss many topics, including technology, professionalism, strategy, administration, and military policy -- the less glamorous but equally important components of a balanced overview of military history.

An elective course for students in grade ten

UNITED STATES HISTORY (one year)

This course focuses on the political, economic, geographic, social, and cultural developments of United States history from Reconstruction to the Persian Gulf War. The course will closely examine how the United States Constitution has offered protection and a sense of national purpose throughout our history. Semester one covers the foundations of the Constitution, Reconstruction and the Jim Crow South, the conquest of the West, the Gilded Age, imperialism, the Great Depression, and the world wars. Semester two covers the Cold War, Civil Rights, the social and cultural upheavals of the 1960s and 1970s, the Vietnam War, the Nixon Years and Watergate, the Ford and Carter presidencies, the Iranian Hostage Crisis, the Reagan presidency, and the Persian Gulf War.

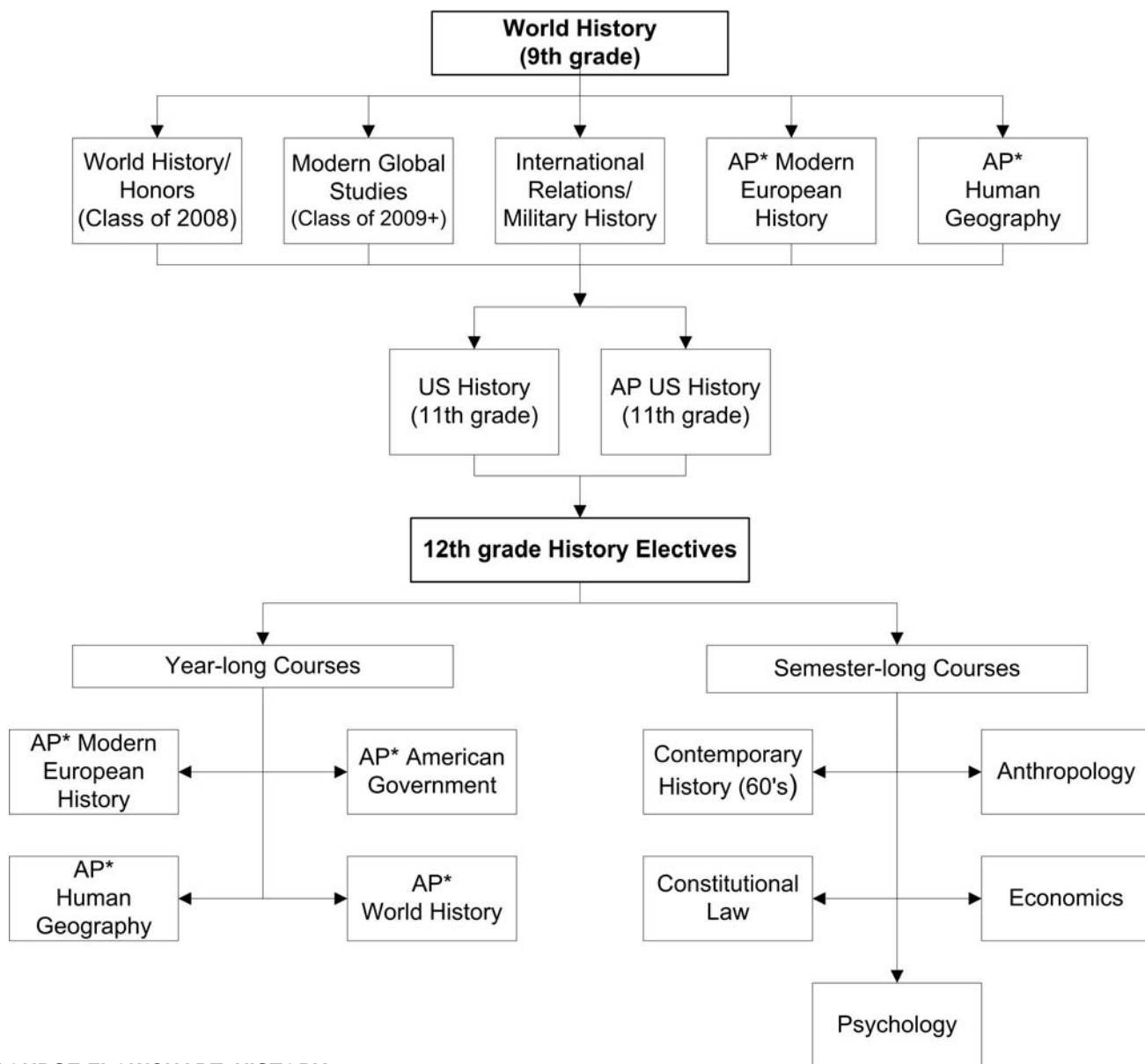
A required course for students in grade eleven

ADVANCED PLACEMENT UNITED STATES HISTORY (one year)

This course treats our Nation's past both chronologically and thematically by examining the political, economic, social, and cultural issues that make up the American experience. Students use a textbook, supplementary books, and primary sources to develop a critical analysis of the history of the United States based on informed judgment. There is extensive use of primary source material requiring essay responses. Upon completion, the student takes the Advanced Placement examination in American History. Although not a prerequisite, the department strongly recommends that students take AP Modern European History or World History Honors to prepare for this course.

Prerequisite: departmental approval

A course that meets the History requirement for grade eleven



COURSE FLOWCHART: HISTORY

ADVANCED PLACEMENT HUMAN GEOGRAPHY

(one year)

AP Human Geography is a “systematic study of the patterns and processes that have shaped human understanding, use, and alteration of the earth’s surface.” This course will examine demographic, physical, economic, political, and social characteristics of human populations in order to grasp the broader patterns throughout the world. Students should gain an ability to synthesize diverse criteria to make complex and subtle evaluations of cultures. The course views human geography through a regional approach, so students gain a very specific knowledge of a variety of countries. Upon completion, students take the Advanced Placement examination in Human Geography.

Prerequisite: departmental approval

An elective course for students in grades ten or twelve

ADVANCED PLACEMENT MODERN EUROPEAN HISTORY

(one year)

This course provides a chronological survey of the facts and concepts of modern European history from 1450 to the present. Students develop an understanding of the principal themes in modern European history and learn to analyze historical evidence. A textbook, supplementary books, and copies of original documents help students explore the cultural, economic, and political aspects of modern European history. Upon completion, students take the Advanced Placement examination in Modern European History.

Prerequisite: World History or equivalent and departmental approval

An elective course for students in grades ten or twelve

ADVANCED PLACEMENT AMERICAN GOVERNMENT

(one year)

This course provides an in-depth study of the foundations and functions of the American system of government as it relates to the major political systems of the world today. During the first semester, the course focuses on the background and creation of American government. In the second semester, students turn to examine government in action. First, students examine the machinery of government, including staffs, bureaucracy, the media, special interest groups, and political parties. Then, they examine the role of government in civil and human rights, the economy, health care, the environment, and foreign policy. Upon completion of this course, students take the Advanced Placement examination in American Government.

Prerequisite: departmental approval

An elective course for students in grade twelve

ADVANCED PLACEMENT WORLD HISTORY (one year)

AP World History is a senior seminar. The course builds on an understanding of the cultural, institutional, and technological precedents that, along with geography, set the human stage. We will focus on several overarching themes: Interaction between

major societies, change and continuity over time, the impact of technology and demography on people and their environment, systems of social structure (including gender), cultural and intellectual developments, interactions among and within societies, and the changes in functions and structures of states. Upon completion, students take the Advanced Placement examination in World History.

Prerequisite: departmental approval

An elective course for students in grade twelve

ANTHROPOLOGY (spring semester only)

This one semester course is a naturalistic description and interpretation of the diverse peoples of the world, literate and pre-literate. Both individual and collective patterns of human behavior are studied to increase an understanding of cultural differences today. Students also compare the specialization of the body, in conjunction with the modifications of behavior and the environment that have become survival adaptations for our species.

An elective course for students in grade twelve

CONSTITUTIONAL LAW (fall semester only)

Constitutional Law focuses on the role that the Constitution of the United States has played in defining our legal world. Through a study of the Constitution itself and numerous Supreme Court cases, the course strives to illustrate how the establishment of certain “inalienable” rights and changing times has created today’s legal framework. This course strives to provide students with an opportunity to examine the Constitution of the United States as a document of fundamental law as well as an organic entity changing and adjusting to the complexities and peculiarities of the times. Through this examination the course strives to provide a basis from which students will be able to evaluate and analyze Constitutional issues of today and the future. The course is primarily discussion oriented although on occasion this format will be altered to allow for lectures, guest speakers and films. Students will be expected to come to class prepared to engage in meaningful discussion about the reading and the issues being raised. Students will be evaluated on the quality of their participation in class discussions, a mid-term and final exam or project, at least three assigned essays and periodic quizzes.

An elective course for students in grade twelve

CONTEMPORARY UNITED STATES HISTORY

(fall semester only)

This course focuses on major developments from World War II to the present. America’s foreign policy, the Cold War, Civil Rights, and the impact of the Vietnam War on American society are assessed. This course offers a critical and systematic analysis of the events that have profoundly affected the national scene.

An elective course for students in grade twelve

ECONOMICS (one semester)

This course concentrates on the basic principles of economics and the individual's role as consumer, producer, and investor. Students develop an understanding of economic vocabulary as well as the principles of supply and demand, monetary policy, the use of resources, and the national economy. Finally, the role of free enterprise/capitalism is discussed in relation to other nations' economic policies.

An elective course for students in grade twelve

PSYCHOLOGY (one semester)

This introductory psychology course will expose students to the basic psychological concepts underlying human and animal behavior. Topics covered will include learning, motivation, development, personality, social, clinical, and abnormal behavior. Some of the best known theorists (Piaget, Freud, etc.) and clinical practitioners (Rogers, Beck, etc.) in the history of psychology will be covered in this class. Additionally, students will learn the rudimentary skills of conducting psychotherapy.

An elective course for students in grade twelve

MATHEMATICS

It is the conviction of the Mathematics Department at St. Margaret's Episcopal School that mathematics is not an isolated discipline, but a tool necessary to understand many other fields and to make informed decisions in an increasingly technological world. To this end, we strive to develop in our students personal and intellectual habits in an environment that encourages individual and collaborative learning.

While we value the mastery and fluency of computational techniques, we stress the understanding of the conceptual underpinnings and the examination of the reasonableness of results. Acknowledging and valuing the sustained intellectual efforts required by the discipline, we motivate our students to persevere through the challenges inherent in rigorous mathematics. Our instructors create a community of learners in which students learn from each other both in and out of the classroom. It is our fervent hope to provide a supportive environment for the development of an enduring conceptual understanding of mathematics which is necessary for success in a rapidly evolving, technological world.

Consequently, the Mathematics Department seeks to impart to its students through its K-12 curriculum an enduring understanding of specific knowledge, principles, and habits of mind such as:

- ◆ Develop computational proficiency and skills using traditional algorithms

- ◆ Problem-solve, reason, and think critically and conceptually
- ◆ Engage as a community of learners in the reasoning, application, and appreciation of mathematics
- ◆ Integrate technology into the learning of mathematics without developing a dependence upon the technology
- ◆ Grow personally through the struggle and mastery of an academic discipline
- ◆ Develop a multi-representational approach to mathematics where results are expressed verbally (articulating the answer in writing), analytically (using symbols and equations), numerically (finding the answer), and graphically (using a graphing calculator)

Graduation Requirements: Algebra I, Geometry, Algebra II

Algebra I consists of Algebra I A and Algebra I B. Algebra I A is the first semester of Algebra I and is typically completed in our middle school. Algebra I B is the second semester of Algebra I and may be completed in middle school or summer school.

Students must receive a grade of at least C- for the second semester in order to continue on to the next level of mathematics study.

To assure the proper placement of all new students, a math placement exam is required.

The department sponsors Mu Alpha Theta, the national mathematics honor society, which features national mathematics competitions and individual tutoring.

ALGEBRA I (B) (one year)

Algebra I (B) is designed to reinforce basic algebra skills while developing logical thinking. Problem-solving techniques are used extensively with solving equations, polynomials, factoring, algebraic fractions, systems of linear equations, functions, rational and irrational numbers.

Prerequisite: Algebra I A

A required course for Upper School students

GEOMETRY (one year)

Geometry stresses inductive and deductive reasoning and higher level thinking skills. Through the use of theorems, postulates, and definitions, students use their reasoning skills to prove theorems about basic geometric shapes, e.g., triangles, quadrilaterals, and circles. Throughout the year, both plane and solid geometric applications are stressed. Skills previously introduced in algebra are maintained through the solution of various types of geometry problems.

Prerequisite: Algebra I

A required course for Upper School students

GEOMETRY HONORS (one year)

Honors Geometry stresses the principles of logical reasoning, utilizing deductive and inductive reasoning skills. Euclidean and non-Euclidean geometries will be explored, including transfor-

mational, coordinate, and three-dimensional geometries throughout. An accelerated pace, emphasis on independent learning, use of computer technology, and multi-faceted problems will be central to this challenging course. Students are selected based upon their aptitude and performance in Algebra I. The student must maintain a “B” average to remain in the course.

Prerequisite: Algebra I, placement exam, and departmental approval

An elective course for Upper School students

ALGEBRA II (one year)

Algebra II is an extension of Algebra I both in depth of topics covered as well as new topics introduced. Students become more adept at solving equations and inequalities, graphing, data analysis, and operations with matrices. Programmable graphing calculators and computer graphics software are utilized throughout the course, placing the emphasis on problem solving techniques

and real life applications.

Prerequisite: Algebra I and Geometry

A required course for Upper School students

ALGEBRA II HONORS (one year)

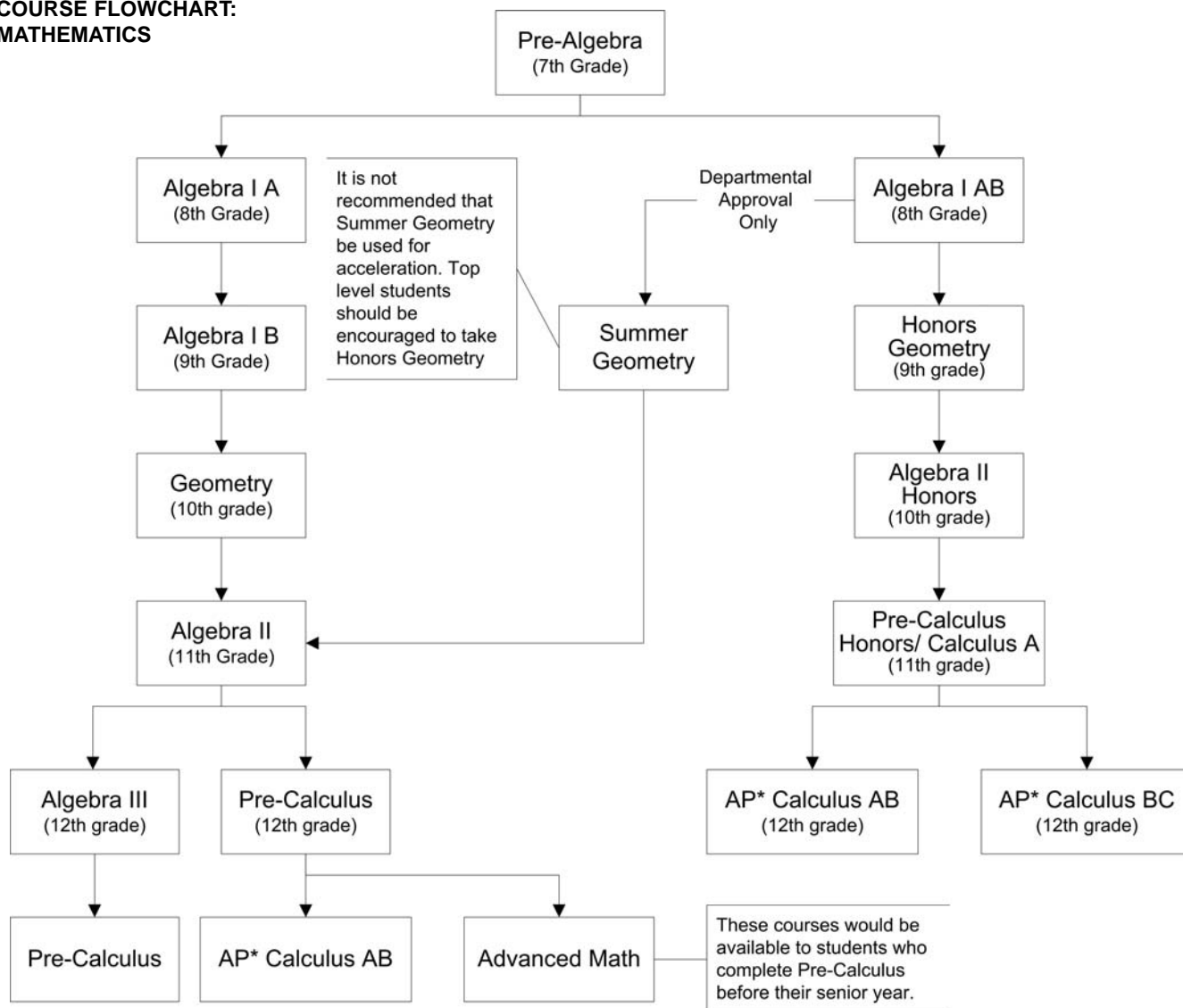
This course covers the same material as Algebra II with additional emphasis on the derivations and theory behind each topic. Students will be selected for this course based on their aptitude and performance in Algebra I and Geometry or Geometry Honors. The student must maintain a “B” average to continue in the course.

Prerequisite: Algebra I, Geometry, placement exam, and departmental approval

ALGEBRA III (one year)

Topics include: polynomial, exponential, and logarithmic functions, polynomial equations, matrices, determinants, and systems of linear equations, sequences, series, mathematical

COURSE FLOWCHART: MATHEMATICS



induction, permutations, combinations, the binomial theorem, and conic sections.

Prerequisite: Algebra II

An elective course for Upper School students

PRE-CALCULUS (one year)

Pre-calculus is an extension of Algebra II, with a particular emphasis on trigonometry, rational functions, logarithmic functions, and analytic geometry. A successful student in Pre-Calculus may apply to take AP Calculus through the AP/honors application process.

Prerequisite: Algebra II, with a grade of B or higher

An elective course for Upper School students

PRE-CALCULUS HONORS/CALCULUS A (one year)

Pre-calculus Honors is a rigorous, fast paced course designed to prepare students who have demonstrated proficiency in previous mathematics courses for the AP Calculus courses. Topics include trigonometric functions, composite and inverse functions, vectors, complex numbers, limits, derivative of poly-nomials, use of derivatives in curve sketching, solving maximum problems, graphs of rational functions, and method of exhaustion. Students will be introduced to the concepts of Calculus which will allow well-prepared students to be considered for placement into BC Calculus with department approval. Students are selected based upon their aptitude and performance in Algebra II or Algebra II Honors. Students must maintain a "B" average to remain in the course.

Prerequisite: Algebra II, placement exam, and departmental approval

An elective course for Upper School students

ADVANCED MATH (one year)

This course introduces the elementary concepts of calculus combined with a review of algebraic skills. After an initial study of functions and limits, students investigate the differentiation and integration of algebraic and exponential functions and the practical applications of these functions. In addition an introduction to probability and statistics is presented.

Prerequisite: Pre-Calculus

An elective course for Upper School students

ADVANCED PLACEMENT CALCULUS AB (one year)

Advanced Placement Calculus is a rigorous college-level course intended to prepare students for the AP Calculus AB exam. Topics include elementary functions, differential and integral calculus, sequences and series, and elementary differential equations.

Prerequisite: Pre-calculus or Pre-Calculus Honors and departmental approval

An elective course for Upper School students

ADVANCED PLACEMENT CALCULUS BC (one year)

This course contains all of the topics listed in Calculus AB. In addition, the course covers techniques of integration, L'Hopital's rule, parametric equations, infinite series, and vector analysis.

Prerequisite: AP Calculus AB with a score of 3 or higher on the exam and departmental approval, or completion of Pre-Calculus Honors and departmental approval

An elective course for Upper School students

PHYSICAL EDUCATION AND ATHLETICS

The philosophy of the Physical Education Department is based on the belief that an individual's physical and social development is as important as their academic growth. The Department encourages students to learn skills for participation in a variety of aerobic and anaerobic activities, to gain an understanding of movement and spatial awareness, and to improve personal strength and endurance in order to develop an appreciation for a healthy, active lifestyle. Students will develop sportsmanship, teamwork, and leadership abilities through developmentally appropriate competition. Play Fair; Play Hard, Play Together.

Consequently, the Physical Education Department seeks to impart to its students through its K-12 curriculum an enduring understanding of specific knowledge, principles, and habits of mind such as:

- ◆ Participate as a member of a team, acquire leadership abilities, understand good citizenship and friendly competition
- ◆ Develop kinesthetic, coordination, and loco-motor skills to play and live actively
- ◆ Provide character education and personal development opportunities: challenge one's personal limits and express care and appreciation for others
- ◆ Establish habits for life-long fitness and well-being
- ◆ Instill a love of game and sport from both a spectator and participant perspective

Graduation Requirement: six quarters of Physical Education or Interscholastic Athletics (non-academic) and one semester of Health and Human Development (academic) to be completed by the end of the tenth grade year

HEALTH AND HUMAN DEVELOPMENT (one semester)

Health and Human Development is designed to engage students in discussion and reflection on various aspects of health and life as they begin their high school years. The course focuses on helping students become more aware of themselves (emotionally, physically, socially, and spiritually) and the world around them

while they make the transition from adolescence to adulthood. Students are taught how to make appropriate and responsible choices when they are faced with the many challenges of adolescence. Health topics include: self-esteem, nutrition and eating disorders, suicide and depression, personal health, interpersonal relationships, sexually transmitted diseases, substance abuse including alcohol, nicotine and drugs. personal direction and responsibility.

The course is discussion driven and allows students the freedom to speak openly in a supportive environment and provides opportunities for students to define their fundamental values, examine their personal health, priorities, goals and use of time and reflect on their relationships.

A required course which must be completed by the end of tenth grade

UPPER SCHOOL INTERSCHOLASTIC ATHLETICS

St. Margaret's offers interscholastic CIF competition in the following sports:

Fall Season:

Boys' Cross Country
Girls' Cross Country
Football
Girls' Golf
Girls' Tennis
Girls' Volleyball
Equestrian Team*
Cheerleading*

Winter Season:

Boys' Basketball
Girls' Basketball
Boys' Soccer
Girls' Soccer
Boys' Wrestling*
Equestrian Team*
Cheerleading*

Spring Season:

Boys' Baseball
Girls' Softball
Boys' Golf
Boys' Lacrosse*
Girls' Lacrosse*
Boys' Swimming
Girls' Swimming
Boys' Tennis
Boys' Track and Field
Girls' Track and Field
Boys' Volleyball
Equestrian Team*
Cheerleading*

*Not CIF

RELIGION AND PHILOSOPHY

As we believe all people are made in the image of God, our community seeks to explore these questions:

How can we know God?

Who are we in relation to God and how do we grow and nurture that relationship?

How have others encountered God in different places?

Why is this important for me to learn?

Our goal as an Episcopal School is to nurture the spiritual development of each person, to welcome everyone into our community, and to seek Jesus Christ in all people, loving our neighbors as ourselves.

Consequently, the Religion Department seeks to impart to its students through its K-12 curriculum an enduring understanding of specific knowledge, principles, and habits of mind such as:

- ◆ Fostering a relationship with God; hearing from others about their faith as one comes to develop their own faith story
- ◆ Know the vocabulary and basic tenants of Christian faith
- ◆ Develop and ever-increasing understanding of how course material can help them in everyday life
- ◆ Live examined lives and explore faith as a life-changing activity, not about rules
- ◆ Curious about differences; self and others

Graduation Requirement: Three semesters of electives, one of which must be a course in Scripture

One of the three elective courses must focus on the origin and significance of the writings that compose the two major ethical and religious systems which influence Western traditions: Judaism and Christianity. During the junior or senior year, students may elect an introductory course in philosophy; this course refines the students' familiarity with and competence in philosophical and ethical methods of inquiry, analysis, and expression.

BIBLE AS LITERATURE I - OLD TESTAMENT (one semester)

This course surveys the History of Israel, acquainting students with the structure and narrative of the Hebrew Bible. We examine the formation of the Israelite nation, Covenant Traditions, the Development of the Monarchy, and the History of the People to the Exile. This course requires outside reading of the Biblical text and parts of an additional text book.

*An elective course for Upper School students
This course fulfills the scripture requirement.*

BIBLE AS LITERATURE II - NEW TESTAMENT (one semester)

Biblical Literature II is a one semester course designed for a multi-religious classroom community. Students will explore the content, context, and interpretation of the Gospels, Acts, and selected Epistles. Discussions will focus on various literary, historical and theological interpretations of the text. The basic tenets of the Christian faith will be highlighted through looking at the Apostles' Creed. This course requires outside reading of the Biblical text and parts of an additional text book.

*An elective course for Upper School students
This course fulfills the scripture requirement.*

WORLD RELIGIONS (one semester)

This course focuses upon the role of religious belief and ritual behavior in the shaping of human self-understanding. Special attention is directed toward the way in which Hinduism,

Buddhism, Confucianism and Taoism employ stories (not just in their telling but also in their representation and enactment) in order to portray what they imagine to be profoundly true about human experience.

Please note: Field trips are a required component of this course.

Prerequisite: Bible as Literature I or II

An elective course for students in grades ten through twelve

PHILOSOPHY (one semester)

The purpose of this course is to provide an introduction to the nature of philosophical and ethical reasoning. This will primarily be accomplished through 1) a historical survey of western philosophical thought and 2) the study of ethical cases. During the course of the historical survey, students will engage the major thinkers and schools of philosophical thought that have shaped western culture. Figures such as Plato, Aquinas, Descartes, and Sartre will be introduced. Examples of the various schools of thought that will be examined include monism, dualism, rationalism, neo-platonism, existentialism, and post-modernism. This course furthermore seeks to develop the student's moral compass and faculties through the study of major moral issues confronting our society today. Examples of issues we may discuss include: abortion, reproductive technologies, animal rights, world poverty, and war. Throughout both components of this class, a special emphasis will be placed on the cultivation of the student's own ability to reason.

Prerequisite: Bible as Literature I or II

An elective course for students in grades eleven and twelve

SCIENCE

Science is a process rooted in curiosity, awe, understanding and respect for the natural world in which we live. In science courses at St. Margaret's, students are encouraged to become autonomous learners in a collaborative environment. We teach students to be critical thinkers who use logic, experimental design, and problem solving as vehicles for discovery. Our students are asked to demonstrate scientific literacy and effective communication skills. With this background, we hope students will mature into responsible stewards of the Earth and build a life-long interest in science.

Under these principles, the Science Department seeks to impart to its students through its K-12 curriculum, an enduring understanding of how to approach problems or questions of interest. Our students learn how to:

- ◆ apply the scientific method
 1. ask an interesting question
 2. research the question, learn theory, make observations

3. formulate an educated guess (hypothesis) and make predictions based upon the hypothesis
4. design a controlled experiment to test the hypothesis
5. conduct the experiment
6. draw and evaluate conclusions
7. report their results in well articulated written and oral expression

◆ build the foundations of scientific literacy and work to make bridges across the curriculum

◆ think logically and critically

◆ become independent learners while recognizing the value of collaboration and communication

◆ make connections to their inner and outer environments

Graduation Requirements: 3 years, including one year of physical and one year of biological science

Physical Sciences include: Conceptual Physics, Physics, AP Physics, Chemistry, and AP Chemistry.

Biological Sciences include: Biology, AP Biology, AP Environmental Science, and Physiology.

The traditional course of study begins with Conceptual Physics in the ninth grade followed by Biology in the tenth grade. Students, with the help of Departmental consultation, may then branch out into Chemistry, Physics, or Advanced Placement courses.

CONCEPTUAL PHYSICS (one year)

Conceptual Physics is the required introductory course for the high school science curriculum. The purpose of the course is to ground students in the fundamentals of physics and chemistry. Demonstrations, hands-on activities, and computer-aided labs are used to understand chemical and physical laws conceptually. Students will become familiar with the history of science and the thoughts and biographies of several great scientists. Equations are used initially as "guides to thinking" rather than for numerical problem solving. As the year progresses, students are expected to become more proficient in mathematical application. In the second semester, students learn to analyze chemical reactions, both qualitatively and quantitatively. It is the goal of this course to equip students with cognitive and laboratory skills, and a basic understanding of the fundamental laws upon which physics and chemistry are based.

A required course for students in grade nine

BIOLOGY (one year)

Biology provides a college-preparatory introduction to the basic principles of biology. Topics include cell theory, mitosis, (genetics, evolution, microbiology, plant structure and function, invertebrate and vertebrate biology, human anatomy and physiology, and ecological relationships. Biology emphasizes inductive reasoning and an analysis/problem-solving approach to critical thinking. Material is introduced through lecture,

discussion, models, charts, and living or preserved specimens.

Prerequisite: Conceptual Physics or equivalent

ADVANCED PLACEMENT BIOLOGY (one year)

The goal of Advanced Placement Biology is to provide advanced preparation in biology and to meet the objectives of a college-level general biology course. Topics include cellular/molecular biology, genetics, microbiology, plant structure and function, general zoology, human anatomy and physiology, evolution, and ecology. The instruction relies on lecture/discussion and in-depth laboratory activities. In addition, students are required to prepare a scientific research report on a prearranged topic of interest, including a summary of recently published scientific literature. This course prepares students for the Advanced Placement exam in biology.

Prerequisite: Biology, Chemistry, and departmental approval through an AP/honors application

CHEMISTRY (one year)

In this course students develop an understanding of chemistry and the nature of science. This course provides students with an introduction to fundamental concepts and analytical skills in order to understand the “Central Science.” Lectures, demonstrations, laboratory work, and group problem solving

encourage students to improve in their skills and habits as students. The essential topics to be covered include atoms and atomic structure, stoichiometry, bonding, gases and states of matter, equilibrium and solution chemistry, acid-base chemistry, thermodynamics and basics of bio-chemical molecules.

Prerequisite: Conceptual Physics or equivalent

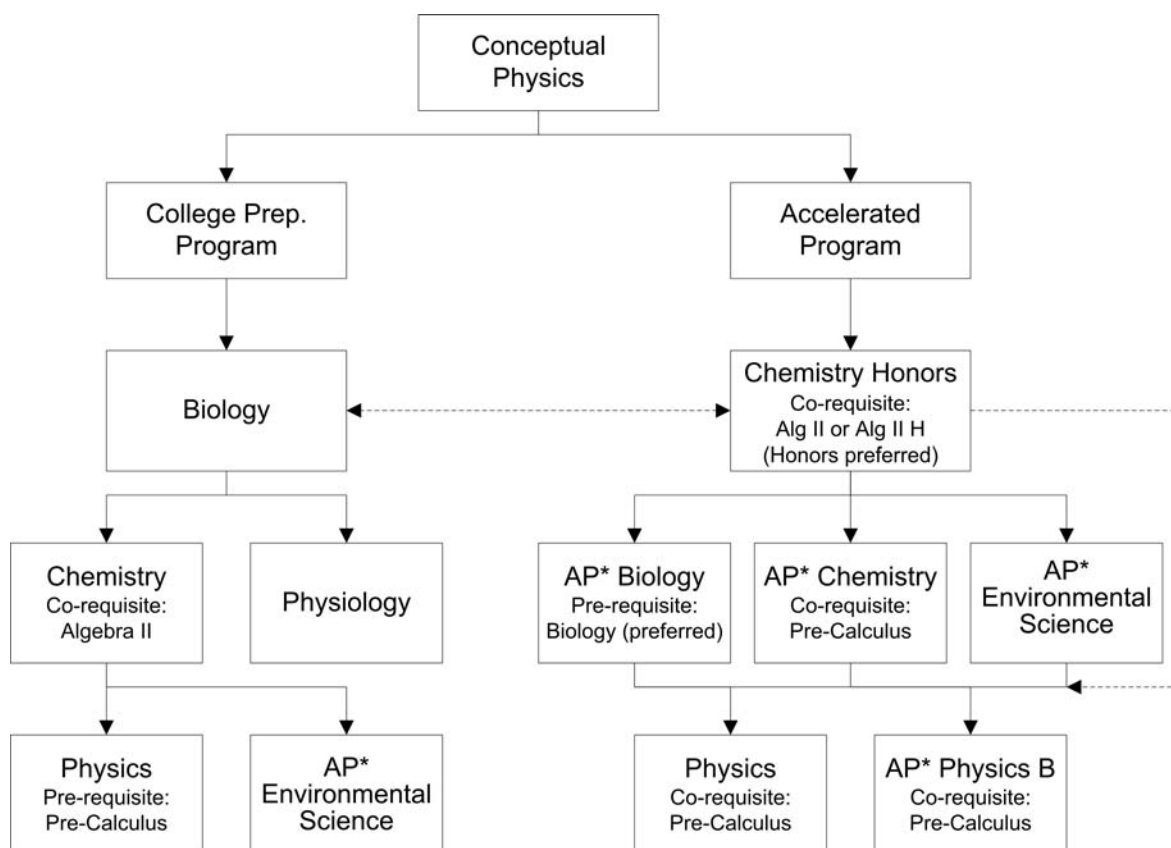
Corequisite: Algebra II

CHEMISTRY HONORS (one year)

Chemistry Honors is an accelerated course targeted for those students who have an interest in pursuing further courses in biological or physical sciences at the Advanced Placement level. This course seeks to provide students with a rigorous conceptual and analytical foundation in chemistry through lectures, demonstrations, laboratory work, and extensive problem solving. The course topics include: stoichiometry; properties of gases, liquids, solids, and solutions; chemical equilibria; chemical thermodynamics; atomic and molecular structure; chemical kinetics; periodic properties; nuclear chemistry; and descriptive chemistry of the elements, including organic chemistry and biochemistry. This course prepares students to take the SAT II test in Chemistry in June.

Prerequisite: Conceptual Physics and departmental approval

Corequisite: Algebra II



COURSE FLOWCHART: SCIENCE

ADVANCED PLACEMENT CHEMISTRY (one year)

The Advanced Placement Chemistry course is a second year high school chemistry course, intended to be equivalent to a first-year college course. In the process of working through the recommended AP Chemistry curriculum, students should learn to self-assess their own mastery of the material which they acquire through their use of a variety of available learning tools. Students explore the fundamentals of inorganic chemistry through lectures, laboratory investigation and group problem solving. They are assessed by AP questions and standards at all phases of the course. Topics such as atomic theory, molecular bonding, kinetic theory of matter, chemical equilibria, reaction kinetics, acid-base chemistry and thermodynamics are presented in depth and at a rapid pace. The course prepares the student for the Advanced Placement exam in May.

Prerequisite: Honors Chemistry (or Chemistry with recommendation) and departmental approval *Corequisite: Pre-calculus*

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (one year)

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. This course draws upon a broad scientific base, including biology, chemistry, earth sciences, geography, ecology, and physics. The topics are explored in a variety of formats and locations, including the laboratory, the outdoor environment, and the computer lab. This course has a large hands-on component, and students are required to become active participants in class activities. In addition, students are asked to explore and connect the various topics discussed throughout the year through individual projects and reports.

Prerequisite: Biology, Chemistry, and departmental approval

PHYSICS (one year)

This is an algebra-based, college-preparatory course. Lectures, demonstrations, and laboratory work complement rigorous problem solving. Topics include kinematics, dynamics, conservation principles, gravitation, and oscillations the first semester, followed by electrostatics, circuits and magnetism, the second semester.

Corequisite: Pre-Calculus

ADVANCED PLACEMENT PHYSICS B (one year)

The AP Physics B course is similar to college broad based survey courses. It will include a rigorous study of topics of both classical and modern physics. The knowledge of algebra and pre-calculus will be required. The course will cover five major areas. The topics will include Newtonian mechanics, fluid dynamics and thermodynamics, electricity and magnetism, waves and optics, atomic and nuclear physics. Students are expected to take the College Board AP Physics B examination in May.

Prerequisite: Conceptual Physics *Corequisite: Pre-Calculus*

PHYSIOLOGY (one year)

Physiology is the scientific discipline that deals with the vital processes or functions of living things. Students explore how the human body is organized and how it functions. Understanding, analyzing, and predicting responses of cells, tissues, organs, and organ systems to stimuli are the major goals of the course. The course also includes an anatomy component that studies anatomical structures, their microscopic organization, and the process by which anatomical structures develop. Individual dissection and examination of a representative mammal gives students the opportunity to apply information acquired through lecture and assigned reading to an actual organism.

Prerequisite: Biology

ADDITIONAL ELECTIVES

NEWSPAPER (one semester, repeatable for credit)

Students apply the basic tools of journalism to the publication of an Upper School student newspaper, the SMES PRESS. Staff members design, write, and produce the paper through the use of various computer programs, including Publisher, Printshop, Photoshop, and various Internet sources. Digital photography is an integral part of the course. Students develop expertise in the techniques of interviewing, polling, cartooning, journalistic writing, feature writing, sports writing, headlines, photography, artwork, and design. Curriculum includes instruction in advertising sales and layout, along with the budgeting and general business of a newspaper. The paper is printed here at St. Margaret's, so the printing process is also taught.

*Enrollment in this course requires the instructor's approval.
An elective course for Upper School students*

YEARBOOK (one year, non-academic)

Yearbook is offered as a scheduled class to a maximum of eight students. Students must submit an application during the course registration period in order to be considered for this course. Student selection is based on commitment, skills, the student application, and recommendations from faculty and administration. Students are each given an area of responsibility but are expected to work on all aspects of yearbook production. One or two editors oversee the entire project and are responsible for supervising the various sub-editors. Students work on concept development and layout design both on and off the computer. Knowledge of photography and computer graphics is a plus. Time outside of class is required to sell ads and take photos at various events. Students taking yearbook as a scheduled class receive a grade for the course in both semesters. Those students who are either not selected for the yearbook class or are not able to schedule it into their year may still participate in the yearbook production, contributing photos and attending Saturday meetings at various times during the year.

*Enrollment in this course requires the instructor's approval.
An elective course for Upper School students*

SMES LIBRARY PHILOSOPHY STATEMENT

The St. Margaret's Episcopal School Library promotes a life-long love of reading and learning. We are committed to train, assist, and inspire the school community to become effective users of ideas, information, and technology. Our dynamic Center is a stimulating place for all to seek knowledge and truth. Students will be motivated to use and appreciate libraries everywhere.

Consequently, the St. Margaret's Library seeks to impart to its students through its K-12 curriculum an enduring understanding of specific knowledge, principles, and habits of mind such as:

- ◆ Develop a life-long love of library, learning, and knowledge
- ◆ Read for pleasure, joy
- ◆ Provide open and accepting environment with moral guidelines that allow students to take ownership and responsibility for actions and ultimately reactions in order to develop character that will be valuable to self and others
- ◆ Learn skills and abilities to function in a library wherever they go
- ◆ Learn how to do research and think critically
- ◆ Integrate the teaching and learning of library skills and knowledge into the academic disciplines

ACADEMIC INFORMATION

General Information on Academic Programs

Please read all the available information (including this Curriculum Guide!) carefully and thoroughly. Don't be afraid to ask questions.

Although the record of St. Margaret's students in college admissions has been consistently excellent; the school believes that the admission of its students into college is the natural by-product of a secondary education that is both rigorous in its demands and broad in its range.

St. Margaret's seeks to develop those abilities and habits of mind—to read with insight, to ask critical questions, to express ideas, to do research, to analyze and solve complex problems, to develop an understanding of history and culture—which will prepare you for college and beyond.

Keeping the Right Focus While one of your future goals is “college,” please do not let it consume every waking moment and dominate every conversation that you may have

with your parents, teachers or friends! Often this singular focus leads to an inordinate preoccupation with grades at the exclusion of learning. Not only will this focus cause you needless anxiety, but also, frankly, it is a waste of precious time. Please remember that St. Margaret's is not a dress rehearsal for college or for life! Who you are and who you wish to become are forged by your daily choices that begin now and not in college. Instead, please focus on learning more about yourself, others and the world in which you live. Think deeply; read widely. Listen a lot during your St. Margaret's years. Work hard and long at becoming a clearer thinker, a better, more moral person, making yourself more interesting and developing the habit of learning and loving. Each day increase the readiness with which you approach learning and new ideas, undertaking challenges, and cultivating relationships. As you plan your schedule and as you begin each new course at St. Margaret's, please let these thoughts and goals guide you.

Student Performance From your entrance into St. Margaret's until your graduation, St. Margaret's expects you to do your best and to work for the highest grades commensurate with your abilities. Since St. Margaret's is a college preparatory school, there is a great deal of difference between passing grades and college recommending grades. From the beginning, therefore, you should work for the highest grades commensurate with your abilities. Not only do you experience the pride and satisfaction that come with doing your best work, but you also possess many more options with high grades.

In a similar vein, St. Margaret's is concerned that you pursue the educational and personal goals set down in the philosophy of St. Margaret's School and the school's Mission Statement. Students who are unwilling to pursue and respect the educational and personal goals prescribed in St. Margaret's Philosophy & Mission Statement jeopardize their positions in the school.

Restricted Options Since we construct the master schedule of courses with the information from registration, your choices at this time are extremely important. Specifically, many future schedule options may be eliminated because you did not exercise care or good judgment in selecting courses during registration. For example, if you change your mind about your schedule and decide to add or change a class in September, some courses may not be offered or will be closed to you because they conflict with other courses scheduled in the same block!

If you complete a formal application for an AP or honors level class, the school notifies you about the status of your application. Please meet the deadlines for the AP/honors application process because your application may not be considered after the deadline. Each department selects those students who may enroll in honors or Advanced Placement courses. In all cases, St. Margaret's Episcopal School determines course and section placement.

Honors and Advanced Placement Courses

St. Margaret's "typical" academic program is college preparatory. Specifically, a college preparatory program means that all St. Margaret's general courses are rigorous and exacting. We expect many of you to follow a "typical" program each year; a "typical" program does not include honors level-courses.

For the academically qualified and the highly motivated, St. Margaret's offers challenging AP and honors level courses; these courses are accelerated, demanding, stimulating and time-consuming. St. Margaret's expects some of you to choose these courses for the challenges and the rewards. Please consider the following questions and comments carefully as you weigh the possibility of an AP or honors course:

1. Why are you choosing an AP/honors course?

Do you want the intellectual stimulation? Do you want to learn more (and in more depth) than you would in a regular class? Motivation plays an important role in the selection process. Your intense desire to learn contributes to your success in a challenging course sometimes even more than your ability. If you are interested in a course, you are receptive to everything that takes place in the class and are willing to accept demanding requirements. How motivated are you? How motivated should you be? If you need to change your attitude, do so now; it is worth the effort! When you are focused and motivated to do well, you will enjoy what you are learning and deepen your understanding for the subject.

Are you choosing an AP/honors course only because it "looks good" on your transcript? If this is the only reason you are enrolling, your decision may blind you to some important consequences and, eventually, disappoint and frustrate you.

2. Can you handle the accelerated pace, increased workload, and the additional time required by an AP or honors course while at the same time pursue other school activities and interests inside and outside St. Margaret's?

When you choose an AP or honors course, you commit yourself to hard work; you commit yourself to more work at a higher level than a regular course. Are you prepared to make that commitment? Look specifically at the requirements of the course, especially the amount of time and effort needed. After reviewing these requirements, ask yourself: "Is there enough time in my day for everything that I want?" While you may be able to handle one honors course, will the cumulative effect of your choosing several courses overwhelm you with work and cause you to earn lower grades than you expected? Strength of program is important, but not at all costs; your other courses and activities should not suffer because you have chosen an honors course.

3. What is the expectation for grades in AP or honors courses?

Our "normal" expectations for students in these courses is that they will earn A and B grades. However, it is possible for students to continue in an AP or honors course with a C because we want to encourage students to seek academic challenges. Our concern with students who might earn a C grade is that the content of the course and the interaction among the students is too demanding for them. Please be realistic about your ability and your commitment.

4. Is it better to earn a B in an honors course rather than an A in a "regular" course?

Honestly, it is better to earn an A in the honors course! After saying that we can make several observations: a) it does not follow that if students are earning B grades in honors courses they will earn A grades in "regular" courses; our experience often suggests that students will work for a B no matter what the course; b) colleges, both public and private, care about a student's strength of program; a student's earning a B in an honors course contributes favorably toward strength of program and college admission; c) one grade in one course (no matter what the course) is not the deciding factor for determining future college options and eventual college admissions; a student's entire record determines options and admission; d) for some colleges earning all A grades in regular courses would be better than earning A and B grades in honors courses.

5. How many AP or honors courses should I take?

While there is no blueprint for determining the precise number of AP or honors courses to take or if you should take any at all, there are some helpful questions that you can ask. When you are considering an honors level course in history or English, ask yourself: "How well and quickly do I read?" If your reading rate is low and you are expected to read 50 pages a night, will you be able to complete your reading for the honors class and all your homework for your other courses? Another question to ask is, "How strong is my writing?" If you require many hours for each essay or writing assignment, will other assignments suffer? When you are considering an honors level course in Mathematics or Science, ask yourself: "How quickly do I comprehend new concepts?" If you take a long time to grasp new concepts, when will you have enough time to devote to your other courses?

6. Is enrollment in honors level courses limited?

Enrollment in an honors level course is limited. A student is allowed to enroll in only three AP/honors courses at any one time. There may be exceptions to this policy which will be determined on an individual basis by the dean and the administrators. Please complete your AP/honors application in a timely way or risk losing a place in the honors class. By definition, it is an honor for students to be enrolled in these courses. With this in mind, St. Margaret's expects that appropriate standards be maintained at all times.

7. What is the difference between honors and Advanced Placement courses?

Honors courses are accelerated and demanding. St. Margaret's courses are for the academically qualified and the highly motivated. Advanced Placement (AP) courses feature college level work for these same students. AP courses have prescribed, nationally determined curricula that culminate in national examinations that are given in May. As a result of your scores on these examinations, you can receive college credit for the particular courses. Obviously, when you take Advanced Placement courses in high school you should consider the reality of your having less free time for your course work than college students who take far fewer classes.

8. Are there special restrictions for honors courses?

Yes! Please consider carefully the important notes and restrictions that are listed below:

A. Only students who demonstrate the ability to excel in Advanced Placement and honors courses, as exhibited by superior achievement and high academic motivation in previous course work, are considered for AP/honors placement. In some cases, academic departments may set additional prerequisites for gaining admittance to an AP or honors level course. At the end of the first semester those students interested in taking AP or honors courses will be given information regarding the kinds of qualities each department is looking for in students who will be successful in these demanding courses. The students are then encouraged to go to their teachers independently and discuss their potential in specific courses and help determine what they might need to improve upon in order to be recommended for an AP or honors course.

B. Since the master schedule is based upon information provided by all students at registration, students who drop AP or honors level courses within the first week of the semester understand that possible alternative selections may be closed (because they are now full) or unavailable (because they now conflict with other required courses).

C. Even though you can drop an AP or honors level course at any time up to the Mid-Semester Progress Report without notation on the transcript, you cannot add elective courses after the second week of the semester. If you wish to drop AP or honors level courses after the first two weeks of the semester, you must enroll in the general section of the course or must have six or more academic courses in your schedule before dropping the AP or honors courses, since you must be enrolled in five academic courses each semester.

D. The only valid reasons for your dropping year-long AP or honors courses are: (1) medical excuses confirmed by a physician, (2) your receiving grades of "D" or below or (3) the teacher of the course recommends the drop.

E. All students enrolled in an Advanced Placement course are expected to sit for the AP examination in May. Students

who do not sit for the AP exam will not receive the AP designation on their transcript. They will still receive a weighted grade and the course will read as an honors course on their transcript.

F. As with all yearlong courses at SMES, AP classes continue to meet through the last scheduled class day of the second semester.

G. On the day of an AP exam, students have the option of not attending classes before or after the exam period; provided they have completed a "Notification of intended 'acknowledged' absence from school" form, and turned it in to the Attendance Officer prior to the day of the exam.

9. Will the school offer two honors or Advanced Placement sections/courses when enough students meet the qualifications?

Yes, St. Margaret's will offer more than one class when it has qualified students and faculty resources to support more than one class. However, the school needs a sufficient number of students who will not adversely impact regular classes should these students drop their AP/honors classes; as you know students may drop courses and teachers may need to move students out of the courses. The difficulties that arise when students move out (for whatever reason) of AP and honors classes are: a) an overload occurs in the regular class with the additional students; b) students may need to radically change their schedules to enroll in the regular class; c) few options for a new course that would replace the honors class may be open to the students.

10. Are there opportunities for students to enroll in honors and Advanced Placement courses even when they have not started out in the honors or accelerated track?

Yes, you can enroll in honors and Advanced Placement courses even if you have not started out in the honors track. The criteria are the same for both new and current students.

11. Are changes made to AP and honors classes after the students complete and submit their applications?

Yes, changes do occur in AP and honors classes after the March deadline. Obviously, when a teacher and/or department make a mistake they will reconsider a student's application. Also, the college counselors, the dean, and the administrators can recommend students for AP and honors classes after the deadline; these recommendations spring from discussions with students about their fall schedules for the new year. In the best of all possible worlds the discussions would take place prior to the application process and the student's registration; unfortunately, the discussion and identification of a change in course load is not possible at an earlier date. This discussion is the additional "net" that we provide in working with students. Please understand that the college counselors, the dean, and the administrators are making recommendations and not

assigning students to AP/honors classes. The particular students involved in the review will need to contact the appropriate teacher or chairperson and complete an application for the course.

12. Is there a potential downside to a student staying in and taking on the challenge of an AP or honors level course?

Yes, there is a potential downside because you may earn a grade that is disappointing or unsatisfactory. Unfortunately, while St. Margaret's expects students who enroll in these courses to earn A and B grades, teachers can offer no guarantees that students will earn these grades.

ACADEMIC POLICIES 2006-2007

ATTENDANCE Class attendance is absolutely requisite. A student with multiple unexcused absences can expect to be separated from the school for a period of time to be determined by the principal. If, for any reason, there are more than eight absences in any class in any one semester, credit for the course will be subject to review by the Upper School Executive Administration. A loss of academic credit can occur if a student's total absences from class approach a level that is felt by the school to significantly compromise her or his learning and the integrity of the course.

ACADEMIC CLASS MINIMUM A minimum load is 5 classes during the scheduled academic blocks each semester. Students must pass all classes each semester in order to graduate. Students who fail a course required for graduation must repeat and pass the course in order to graduate. If it is not a course necessary for graduation, the student must replace the unearned credit by taking 6 courses in a subsequent semester.

ACADEMIC STATUS AND ELIGIBILITY Eligibility for all extra-curricular activities, including but not limited to, ASB, athletics, cheerleading, and dramatic productions, is determined by using grades in academic courses (as defined in SMES graduation requirements) from the previous quarter grading period. The student must earn at least a 2.0 with no Fs. Students not meeting this minimum academic requirement will be placed on academic probation for a period of one academic quarter, effective forty-eight hours after quarter grades are posted. Extra-curricular participation may continue during this probationary period. If academic standards for extra-curricular eligibility are still not met at the end of the probationary quarter, the student will become ineligible for any extra-curricular activities until their quarter grades warrant the restoration of eligibility. Students who regain satisfactory academic standing will have their probationary or ineligible status removed within forty-eight hours after quarter grades are posted.

During the probationary period certain consequences may occur until the student raises a particular grade or overall GPA. These may include, but are not limited to:

- Mandatory study blocks in the Upper School office
- Revoked privileges for lunchtime and other free blocks
- Mandatory tutorial attendance to specific classes
- Weekly progress reports
- Round table meeting with parents and advisor

Such restrictions and obligations will be determined by the grade-level dean or administrators in concert with relevant faculty.

Students who are on probation or ineligible as a result of their fourth quarter grades may do course work over the summer at St. Margaret's which will be factored into the previous quarter's GPA in order to determine eligibility. This includes re-taking a course to replace a failing grade as well as raising the overall GPA of that quarter.

Incomplete grades: If a student is unable to complete the work for a course by the end of the quarter, a grade of Incomplete (INC) will be entered for that quarter's official grade. The teacher will then make an unofficial calculation of this student's grade based on all the work the student has completed in this course. This calculation will appear in a comment to the student and parent for that marking period, letting the student know that if the work is not made up, this will be the grade that is earned for the grading period. The student will then have two weeks from the beginning of the next quarter to make-up that deficiency. If the student is unable to complete this work, she will receive the grade earned based on the work completed for the course, as mentioned in the grade report.

When a student earns an incomplete grade, in order to determine academic eligibility, the GPA will be calculated using the unofficial grade from that course based upon the work completed in the course up to the end of that quarter. If the work is completed within two weeks of the beginning of the next quarter, the GPA will then be recalculated with the new grade based on the completed course work. The student's academic status will be reviewed at that time. The Registrar and administrators must approve any exceptions to this policy.

COURSES

Adding and dropping courses: Students may add, drop, or move from one semester or year-long course to another only during the first two weeks of the semester. Dropping a course after the second week will result in a notation on the transcript indicating that the student was allowed to either withdraw while passing (WP) or withdraw while failing (WF). This rule does not apply to changes within the same sequence (e.g. Algebra II to Algebra I). In such cases, no transcript notation will be recorded regarding the change.

Language and Mathematics progression restriction: In order to progress to the next course level in any foreign language or mathematics course, a grade of C- or higher for the

second semester is required. The Math or Languages department may reserve the right to require a student to complete remedial work over the summer in order to progress to the next level in that discipline.

Moving from an honors level course into a general course: In Advanced Placement and honors courses, a student may move from an accelerated program to the general course in a subject (e.g. AP US History to US History or Algebra II Honors to Algebra II) at any time during the semester without notation on the transcript regarding the drop of the AP or honors course. The *unadjusted* numerical average grade at the time of the change will be transferred from the AP or honors course to the general course. The extra grade point for an AP/honors course is *only* awarded and calculated into the weighted GPA if the student completes the semester of the honors level course.

Withdrawing from an honors level course: A student is allowed to *withdraw* from an AP/honors course up until the end of the first quarter only without notation on their transcript. The student must have five other academic courses in addition to this course, since it is not permitted to add another class this late in the semester. After the first quarter ends, a withdraw will be indicated on the transcript as a WP if the grade is above an F or a WF if the grade is a failing grade.

Independent Study Courses: Independent Study is an option reserved chiefly for those courses that either fall within the scope and sequence of a student's curriculum and exceed the school's scheduled course offerings or constitute an advanced topic of research or study which the student has identified in regularly offered courses and wishes to pursue under the direction of a member of the faculty.

Students may pursue the option of an independent study only after exhausting all other curricular options. Requests for Independent Study should be based upon a student/faculty conference and submitted to the relevant department chair who will confer with the sponsoring faculty member to recommend action. Independent Study contracts are available from the registrar. The administration determines final approval of the Independent Study contract. Completed contracts must be submitted to the registrar by the final day of the semester prior to the term when the proposed independent study is to begin.

Repeating Courses: A course cannot be repeated for credit at SMES unless the initial grade for the course is below a C-. In such cases the old letter grade will remain on the transcript and the new grade point will replace the original one in the GPA. If a course is repeated at St. Margaret's, only the most recent grade will be used in computing the GPA. Please be

advised, however, that colleges and universities may use different methods for computing the GPA.

Courses taken at other institutions: The St. Margaret's GPA is derived from courses taken at St. Margaret's while enrolled as a full-time student or during summer school at St. Margaret's. Any course taken outside of St. Margaret's will not be factored into the St. Margaret's GPA. This includes courses re-taken at another institution for the purpose of replacing a poor or failing grade obtained at St. Margaret's.

If a student takes a course at another institution the following requirements must be met in order for that course to be considered as fulfilling the student's St. Margaret's graduation requirement. No more than two courses may qualify under these conditions.

(a) Students must exhaust all institutional resources before being allowed to complete work off campus in order to fulfill SMES graduation requirements.

(b) Before enrolling in the course, students must petition in writing and secure administrative approval of any transfer course. Forms for this petition may be obtained from the registrar. In the petition, the student must justify the need to take the course at another institution, provide all necessary course descriptions, syllabus and copy of enrollment form in order for a determination to be made whether we will accept the course for credit. (Minimally, one which mimics the SMES curriculum and meets CSU/UC qualification)

(c) At the completion of the course and if the course serves as a prerequisite to other SMES courses, the student may be required to take an "exit" exam administered by SMES in order to verify competency in the subject area. If given, a minimum passing grade on the exam is 75%.

(d) SMES will show credit for the course in the student's file by means of a copy of the awarding institution's transcript attached to the SMES transcript. It is the student's responsibility to ensure that the registrar receives this transcript.

SEMESTER EXAMS are weighted, comprising between 15% and 20% of a student's semester grade. The exact weighting is determined by the teacher and announced to the class. Exams in grades nine through twelve are two hours in length. Traditionally, faculty members have been able to exempt second semester seniors from taking final exams if they have maintained at least a 'B' average in the course. This is strictly at the discretion of individual faculty members; they are in no way obligated to follow this tradition.

GPA CALCULATION For each semester grade recorded in the academic courses, assign the numerical equivalents listed in the Grade Points column of the grading scale below.

AP and honors courses typically earn an additional point in the computation of our internal GPA. To earn the AP designation students *must* sit for the AP examinations in May. The additional point will not be granted if the letter grade for the course is below a 'C-' or the semester of the course is not completed.

Add one point to the sum of the numerical equivalents for each Honors or AP course completed where the grade is above a D+. Divide this sum by the number of academic courses taken to determine the weighted GPA. Physical Education Courses are not calculated in the GPA.

AP and honors courses typically earn an additional point in the computation of our internal GPA. To earn the AP designation students must sit for the AP examinations in May. The additional point will not be granted if the letter grade for the course is below a 'C-' or the semester of the course is not completed.

It is important to note that the SMES *weighted* GPA is an internal GPA only. Many colleges unweight and recalculate the applicant's GPA based on their own standards and procedures.

GRADING SCALE

Grade	Range	Grade Points
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	<60	0.0
INC	Incomplete	
NG	No Grade	
WP	Withdraw while Passing	
WF	Withdraw while Failing	

University of California Grade Point Averages—

The majority of our courses are approved by the University of California system. What this means is they have been assessed by the UC system as adequate for the purpose of preparing an individual high school student to be successful at any of the UC/Cal State campuses. The UC schools will calculate a student's GPA only based on those courses that it has approved in this way.

Honor Roll determination: The Honor Roll calculation includes all academic courses as defined in the SMES graduation requirements. Generally, all courses are academic with the exception of Physical Education.

At the conclusion of each semester, students who have earned a grade point average of 3.0 to 3.49 are named to the Honor Roll.

Students who have earned a grade point average of 3.5 or higher receive Headmaster's Honors.

Valedictorian and Salutatorian determination:

St. Margaret's Upper School does not rank its students. Awards are given at graduation, however, for the Valedictorian and Salutatorian of the class. The criteria for these awards are as follows:

The Valedictorian and Salutatorian awards will be granted to the two seniors with the highest and the second highest academic grade point averages, respectively. The grade point average is based on 7 semesters of coursework: the 2 semesters of Freshman year, the 2 semesters of Sophomore year, the 2 semesters of Junior year, first semester of Senior year, and any summer school academic courses on their St. Margaret's Upper School transcript.

A student must attend St. Margaret's all four years of Upper School to be eligible for these awards. Only courses taken at St. Margaret's will be calculated in this GPA. All SMES academic course grades recorded on the transcript, which count towards college admission (including Religion and Fine Arts courses), will be counted in the calculation of the GPA for Valedictorian and Salutatorian. A minimum of 36 academic semester courses must be completed to be eligible for these awards.

GRADUATION REQUIREMENTS: WORKSHEET
List courses completed in each grade

Students must take 5 academic courses each semester. Academic classes are defined as any class which receives a grade, including electives, except Physical Education. Successful completion of a four-year program including the minimum requisites listed below is required for graduation.

	GRADE 9		GRADE 10		GRADE 11		GRADE 12	
	semester 1	semester 2	semester 1	semester 2	semester 1	semester 2	semester 1	semester 2
ENGLISH								
MATH								
SCIENCE								
HISTORY								
LANGUAGE								
RELIGION/PHILOSOPHY								
FINE ARTS								
PHYSICAL EDUCATION								
COMPUTER SCIENCE								
ELECTIVE								
SUMMER			8-9 grade				11-12 grade	
SUMMER			9-10 grade					

- 4 years English (3 progressive levels; 2 semesters English IV or AP English)
- Mathematics completion through Algebra II as a minimum
- 3 years Lab Science (one year each of a physical and a biological science required)
Physical sciences include:
Conceptual Physics, Physics, AP Physics, Chemistry and AP Chemistry
- Biological sciences include:
Biology, AP Biology, AP Environmental Science and Physiology
- 3 years History (must include World Civilizations to 1750 and U.S. History required for Class of 2006 - 2008)
(World History and U.S. History required for Class of 2009 and beyond)
- Foreign Language completion through level III
- 3 semesters Religion and Philosophy (one semester of scripture required)
- 1 year advanced study (1.0 credit beyond the graduation requirement in any discipline)
- 1 yearlong course in Fine Arts
- 2 years Physical Education (including one semester of Human Development) completed by the end of 10th grade
- Successful completion of the technology proficiency assessment or Computer Applications (formerly Research Methods & Technology) in 9th grade
- Students must complete seventy (70) hours of community service based on grade level requirements