



ST. MARGARET
OF SCOTLAND
EPISCOPAL SCHOOL

2011-2012
UPPER SCHOOL
CURRICULUM GUIDE

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 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: Astronomy, Conceptual Physics, Engineering, Physics, AP Physics, Chemistry and AP Chemistry
Biological sciences include: Biology, AP Biology, AP Environmental Science, Marine Science and Physiology
- ◆ 3 years History (World History and U.S. History required)
- ◆ World Language completion through level III of same language (minimum of two years taken in the Upper School)
- ◆ 3 semesters Religion and Philosophy (one semester of scripture-Bible as Literature I or II -- required)
- ◆ 1 yearlong course in the Arts (Performing or Visual)
- ◆ 2 years Physical Education (including one semester of Health and Human Development) completed by the end of grade 10
- ◆ 1 year advanced study (1.0 credit beyond the graduation requirement in any discipline)
- ◆ Successful completion of the technology proficiency assessment or Computer Applications in grade 9.
- ◆ Students must complete seventy (70) hours of community service based on grade level requirements
- ◆ Successful completion of an approved Independent Senior Project

DEPARTMENTAL COURSES

Courses are year-long courses except where noted otherwise.

Arts

Performing Arts

Concert Choir
Dance
Musicianship
Orchestra
Theatre

AP Music Theory

Semester courses:

Advanced Dance
Advanced Musicianship
Advanced Theatre

Visual Arts

Clay Hand Building
Photography
Studio Art
AP Art History
AP Studio Art (2D-Design)
AP Studio Art (3D-Design)
AP Studio Art (Drawing)

Semester courses:

Intermediate Clay Hand Building
Advanced Clay Hand Building
Advanced Photography
Digital Media I & II
Studio Art III & IV

Computer Science

AP Computer Science

Quarter course:

Computer Applications

Semester courses:

Computer Programming
Digital Media: Tartan Productions

English

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

Semester courses:

English IV - Electives

World Language

Chinese I, II, III, IV
AP Chinese Language

French I, II, III, IV

French III Honors

AP French Language

Japanese I, II, III, IV

AP Japanese Language

Latin I, II, III, IV

Latin III Honors

AP Latin: Vergil

Spanish I, II, III, IV

Spanish III Honors

Spanish IV Honors

AP Spanish Language

AP Spanish Literature

History

World History

Modern Global Studies

United States History

AP United States History

AP U.S. Government

AP Human Geography

AP European History

AP World History

Semester courses:

Anthropology

Constitutional Law

Contemporary Issues

Economics

Psychology

Mathematics

Algebra I (B),

Geometry or Geometry Honors

Algebra II or Algebra II Honors

Algebra III

Precalculus or Precalculus Honors

Calculus I

AP Calculus AB

AP Calculus BC

Physical Education

Quarter courses:

Physical Education I or II

Semester courses:

Dance for PE I or II

Health and Human Development

Sports Medicine

Religion/Philosophy

Scripture courses: (semester)

Bible As Literature I or II

Elective courses: (semester)

World Religions

Philosophy

Prophetic Voice

Science

Conceptual Physics

Biology

Chemistry

Chemistry Honors

Introduction to Engineering

Physics

Physiology

AP Biology

AP Chemistry

AP Environmental Science

AP Physics B

Semester courses:

Astronomy

Marine Science

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 Pre-Calculus/Honors	Algebra II/Honors Algebra III Pre-Calculus/Honors Calculus I AP Calculus AB AP Calculus BC	Algebra III Pre-calculus Calculus I AP Calculus AB AP Calculus BC
Science	Conceptual Physics Biology	Biology Chemistry Honors Astronomy Marine Science	Chemistry/Honors Astronomy/Marine Science Introduction to Engineering AP Biology AP Chemistry AP Environmental Science	Astronomy AP Biology AP Chemistry AP Environmental Science Marine Science Physics/AP Physics Physiology
History	World History	Modern Global Studies AP Human Geography AP World History	U.S. History AP U.S. History	AP Human Geography AP U.S. Government AP European Hist AP World History History electives
World Languages	Chinese I, II French I, II Japanese I, II Latin I, II Spanish I, II	Chinese II, III French II, III/Honors Japanese II, III Latin III/Honors Spanish II, III, III Honors	Chinese III, IV French III/Honors, IV, AP Japanese III, IV Latin III IV, AP Latin Vergil Spanish III/Honors, Spanish IV/Honors, AP	Chinese IV, AP Chinese French IV, AP French Japanese IV, AP Japanese Latin IV, AP Latin Vergil Spanish IV, IV Honors, AP Spanish Language
Religion or Arts	Bible as Literature I, II World Religions Choir, Concert Band, Clay Handbuilding, Dance, Guitar Ensemble, Jazz Combo, Orchestra, Photography Studio Art, Theatre	Bible as Literature I, II World Religions Choir, Concert Band, Clay Handbuilding, Dance, Guitar Ensemble, Jazz Combo, Orchestra, Photography Studio Art, Theatre	Bible as Literature I, II World Religions Philosophy Prophetic Voice <i>Study Block/Elective</i> Advanced Art Elective Advanced Placement Art	Bible as Literature I, II World Religions Philosophy Prophetic Voice <i>Study Block/Elective</i> Advanced Art Elective Advanced Placement Art
Physical Education/ Other	Physical Education I Dance for PE I Health & Human Development SMES Athletic Team Computer Applications <i>Study Block</i>	Physical Education II Dance for PE II Health & Human Development SMES Athletic Team Intro to Comp Prog <i>Study Block</i>	<i>Study Block</i> Newspaper Yearbook Intro to Comp Prog AP Computer Science <i>Any Elective</i>	<i>Study Block</i> Newspaper Yearbook Intro to Comp Prog AP Computer Science <i>Any Elective</i>

community service program

The St. Margaret's mission is to educate the hearts and minds of young people for lives of learning, leadership, and service. The Community Service Program 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. As students serve others, they will learn profound and life-changing lessons. In the Episcopal tradition, service to others is both our responsibility and our blessing, for it is God who 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 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, other than SMES. 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://calendar.smes.org/main/upper/service.html>

independent senior projects

"Senior year is a crucial transition time, when students begin to develop a sense of independence and responsibility for their own learning. Far from 'tuning out', students should be wrapping up their senior year with a sense of accomplishment, focusing on interdisciplinary experiences that emphasize hands-on application of the skills learned in high school." - Tim Ellis, NAIS

At St. Margaret's the Independent Senior Project program is a self-designed educational experience that provides a meaningful transition to the independent environment of college. The seniors should be able to apply four years of classroom learning to real-life situations, whether it is time management, a specific subject application, a philosophical approach, or simply diligence, responsibility and a strong work ethic. This ISP experience is also an opportunity for all divisions of the school to see the outcome of the high school experience, essentially giving them a model for the end of their career at St. Margaret's.

REQUIREMENTS

In the final weeks of the seniors' careers at St. Margaret's Episcopal School, they participate in Independent Senior Projects (ISP). The main goal of the ISP program is to create a transition for the seniors from the structure of high school to the independence of college. We hope to give students a chance to apply their in-school learning to real world experiences outside the classroom, and to realize what life is like outside of the school setting. There are three project categories from which seniors choose:

- internships with a business or organization
- community service projects through an organization, or
- creative projects with well-defined supervision and guidance.

Each senior is required to complete 60 hours during the senior project and submit journal entries as well as a final project. The projects begin at the conclusion of AP exams in the middle of May and finish in early June.

course offerings 2011-2012

(N.B. some courses listed may not be offered during a particular year due to resources and demand)

ARTS

Graduation Requirement:

One year of an introductory yearlong 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.

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 rts or Physical Education credit.*

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

CHAMBER MUSIC (one year)

Chamber Music encompasses all kinds of small-ensemble instrumental groups like String Quartet, Classical Guitar Quartet, Piano Trio, and Sonata pairs that rehearse and perform without a conductor. Students develop a variety of unique musical and technical skills in the study and performance of chamber music repertoire, conduct research to understand the history and performance practices of the works they are studying, and present two formal concerts each season.

Prerequisites: This course is designed for intermediate to advanced string, woodwind, brass, percussion, and piano players. Enrollment is open to students by audition with the course instructor.

An elective course for Upper School students

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

ORCHESTRA (one year)

The Orchestra is an advanced-level symphonic ensemble that studies and performs repertoire from Haydn, Mozart, and Beethoven to the present. String, woodwind, brass, and percussion students develop technical and musical skills in the interpretation of pieces for full orchestra through rehearsals, three major seasonal concert performances, and in collaborative works with Drama and Dance. In addition, the Orchestra performs in support of the Arts Department and the School at numerous civic functions throughout the school year.

Prerequisites: Three years of ensemble music and/or equivalent ability. Private lessons are strongly recommended.

AP MUSIC THEORY (one year)

This class prepares students for the Advanced Placement 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 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

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

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.

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

INTERMEDIATE CLAY HANDBUILDING (one semester)

The intent of this course is to further build upon the basic handbuilding skills of coiling, pinching, and slab construction. This course will focus on a limited number of projects in order to allow students to explore the creative process with greater depth and vigor. A greater emphasis will be placed on the relationship between the surface and form of the ceramic object. Application and incorporation of the principles of design, as well as the continued search for personal expression through the ceramic medium, will be stressed. In addition to maintaining a sketchbook to document their progress, students will be required to participate in both written and oral critiques.

Prerequisite: Clay Handbuilding or portfolio review of 3D work and department approval.

An elective course for Upper School students

ADVANCED CLAY HANDBUILDING (one semester)

The intent of this course is to continue building upon the handbuilding skills of coiling, pinching, and slab construction. Advanced Clay Handbuilding course will focus on the creation of a ceramic mural, from its initial conceptual phrase through its execution. In addition to maintaining a sketchbook to document their progress, students will be required to participate in both written and oral critiques.

Prerequisite: Intermediate Clay Handbuilding or portfolio review of 3D work and department approval.

An elective course for Upper School students

DIGITAL MEDIA - Film-Making Basics (one semester)

This class is intended to introduce students to the art of visual communication through digital video. The history of the moving image will be addressed and an appreciation of film making as an art form will be studied through classic film. Students will analyze critique and reflect upon historical and

modern film.

The use of a variety of digital editing software will be used to further enhance the communication of student produced work.

Students will learn the film making process which will include pre production activities such as storyboarding and shot lists, execution of the idea and post production editing. Other important aspects of video and film to be covered will be topics such as composition, lighting, sound and film techniques.

An elective course for Upper School students

FILM STUDIES (one semester)

Students in this course study film as both an art form and a vehicle of communication. They are taught to view a film by analyzing its narrative structure, genre conventions, subtext, technical and artistic merits, and purpose. Emphasis in this course is placed on the various techniques used by filmmakers to convey meaning. The course concentrates specifically on the evolution of American cinema. In addition, students examine how films often reflect the times and conditions in which they are made, and conversely, how motion pictures sometimes help shape attitudes and values in society.

Beginning with the creation of the Hollywood model of film-making, attention is then turned to the creative changes that have shaped American film from the second-half of the twentieth century to the present. These developments include (but are not limited to) the emergence of Film Noir, the role of the director as visual artist, the war-film genre as a vehicle of political statement, and the rise of unconventional (i.e., non-linear) narratives as examples of post-modern artistry.

Prerequisites: Full year of Studio Art, Clay Handbuilding Photography, Theatre or instructor/department approval.

An elective course for Upper School students

STUDIO ART (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 fourth quarter, 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 both on and off of the computer.

An elective course for Upper School students

INTERMEDIATE STUDIO ART (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 focus on drawing and design skill development as they continue to investigate a variety of media. More emphasis is placed on concept development and composition. While drawing, students will focus more on shading, texture, reflective surface, and artist styles. Topics such as pattern structure, gradation, typography, graphic design will also be covered. Students use traditional art media but are also encouraged to use the computer as an art tool. media.

Prerequisites: Full year of Studio Art, Clay Handbuilding or Photography with portfolio presentation, and department approval.

An elective course for Upper School students

ADVANCED STUDIO ART (one semester, repeatable)

This advanced level course is designed for students who wish to continue improving their art skills. Students with an interest in taking AP Studio classes or art in college are also encouraged to take this course to better prepare their portfolios. This course is often scheduled at the same time as the AP course. Students will begin to focus more in either drawing, or two-dimensional design. The goals and requirements are similar to the AP course, but fewer assignments are required. studio course in the future.

*Prerequisite: Intermediate Studio Art or department approval
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: Intermediate or Advanced Studio Art, 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 range of 2D design issues. The course involves a great deal of visual problem solving, recognition of the creative process and requires to students to think critically and creatively. The elements and principles are used to communicate a concept.

A variety of art forms may be explored such as graphic design, digital photography, collage, fabric design, weaving and printmaking. Ultimately students may choose to specialize in

digital photography or studio art.

The portfolio serves as the AP examination and contains three sections 1. Breadth, 2. Quality and 3. Concentration.

Prerequisites: Intermediate or Advanced, or Advanced Photography, a formal portfolio presentation, and instructor approval

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 three-dimensional design issues. The 3D 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 and conceptual sculpture, architecture, ceramics, three dimensional mixed media work, 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 is designed to 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 art 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)

Foundations in digital photography is an in depth study of the art of digital SLR photography with a strong emphasis on high quality camera work. Emphasis is also placed upon understanding the anatomy and functions of the camera as well as being able to control the outcome of imagery based on a thorough knowledge and use of manual features.

Composition and the creative process are integral to this course along with a good foundation in the elements of art and principles of design. Along with design issues camera techniques such as stop motion, depth of field, exposure and light are

addressed.

Photoshop CS3 and Bridge are computer applications used to manipulate photographic imagery.

Visual literacy and the importance of historical and contemporary photographers are an ongoing component of this course. In support of these strands, gallery visits are a required component of the course. In order to give an understanding of photography as it is relative to the work place guest speakers in the photographic field will share their experience and knowledge with the classes.

Critiques, self reflection, assessment of growth and use of the sketchbook are integral to the learning process.

*The school may provide cameras
An elective course for Upper School students*

ADVANCED PHOTOGRAPHY (one semester)

This class is intended for students who wish to improve their photographic skills and work with advanced Photoshop techniques and alternative processes.

A large emphasis is placed upon students using prior technical knowledge and skills and beginning to explore and communicate concepts through the medium of photography. Composition will continue to be a focus as a students use its principles to communicate ideas.

Critiques, self reflection, written analysis and assessment of growth and use of the sketchbook are integral to the learning process.

*Prerequisite: Photography
Students are required to have a digital SLR camera
An elective course for Upper School students*

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.

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

COMPUTER APPLICATIONS (first semester only)

The objective of this quarter-long course is to introduce students to basic computer applications that are utilized throughout academic and business environments: word processing, spreadsheet design utilizing graphs, and creating, multimedia presentations. The class is project based, emphasizing collaborative learning while utilizing acquired basic computer skills.

This course fulfills the technology proficiency requirement. It may be taken in lieu of the proficiency assessment or as an elective.

INTRODUCTION TO PROGRAMMING WITH ROBOTICS (Spring semester)

This introductory course in computer science helps students to develop an understanding of the basics of computer programming through building, designing, and programming their own robots with the LEGO MindStorms System.

*Prerequisites: successful completion of technology proficiency assessment
An elective course for Upper School Students*

INTRODUCTION TO COMPUTER PROGRAMMING (Fall semester)

Problem-solving with the aid of technology is an essential skill. This course is an introduction to the programming language Java designed for the student who has the desire to learn the fundamentals of a programming language and system design techniques. Students are presented with the fundamentals of problem-solving in a computational environment, including data input/output, variables, conditional control structures,

loops, debugging, and methods/functions.

Prerequisites: successful completion of technology proficiency assessment

An elective course for Upper School Students

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 exam. The course continues the study of the Java programming language and covers more advanced topics including object-oriented programming, algorithm design, data structures and recursion.

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

An elective course for Upper School students

INTRODUCTION TO SOFTWARE ENGINEERING (one semester)

For students who have completed AP Computer Science, this project-based course is a survey into contemporary software engineering techniques. Using the popular Android smartphone platform, students will work in teams to develop a variety of software applications to improve mobile access to campus resources.

Prerequisite: AP Computer Science

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 often are placed into 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?

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, and speaking
- ◆ Analyze texts, interpret, and read for subtexts, hidden meanings, and paradoxes
- ◆ Develop the 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:

**4 years of English (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*, *The Secret Life of Bees*, 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 World literature and may include *Things Fall Apart*, *Frankenstein*, *The Iliad*, and *Macbeth*. Several themes unite the course, converging on questions of paradox 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 additional supporting texts and write papers and journals that are 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 and debates, thoughtful journal analysis, and essay writing. Readings may include works by Emerson, Thoreau, Morrison, Twain, Whitman, McCullers 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, 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. Works may include texts by Tolstoy, Faulkner, Woolf, Dickinson, Shakespeare, Beckett and DeLillo.

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

HISTORY AND SOCIAL SCIENCE

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.

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 (World History and US History required)

WORLD HISTORY: RENAISSANCE TO 1900 (one year)

This course surveys the most important events and developments in world history from 1450 to the end of the 19th century, including the global impact of revolution, the growth of commerce, industrialization, and imperialism leading up to World War I.

A required course for students in grade nine

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 and topics, including World War I and 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, 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

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 present. 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, each student takes the Advanced Placement examination in United States History. Although not a prerequisite, the department strongly recommends that students take AP European History to prepare for this course.

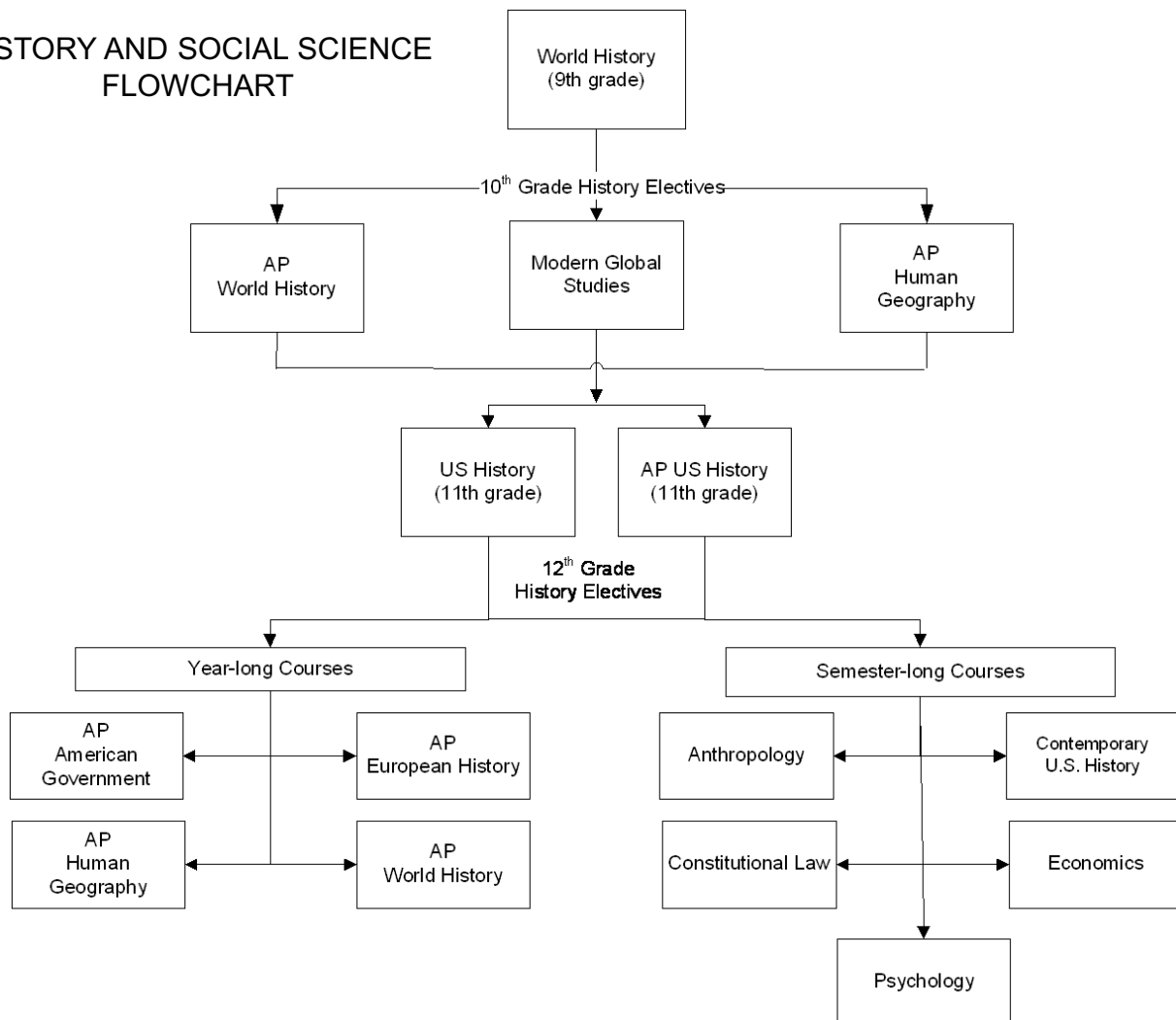
Prerequisite: departmental approval

A course that meets the History requirement for grade eleven

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

HISTORY AND SOCIAL SCIENCE FLOWCHART



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 EUROPEAN HISTORY (one year)

This course provides a chronological survey of modern European history from 1350 to the present. Students develop an understanding of 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 European History.

Prerequisite: World History or equivalent and departmental approval

An elective course for students in grades ten to twelve

ADVANCED PLACEMENT U.S. 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 part of the academic year, the course focuses on the background and creation of American government. In the latter half of the year, students examine government in action: the machinery of government, including staffs, bureaucracy, the media, special interest groups, and political parties; 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)

TAP World History course content is structured around the investigation of five course themes and 19 key concepts in six different chronological periods, from approximately 8000 B.C.E. to the present. Students are trained to view history through a truly global perspective and place particular value on point of view. Analysis of primary and secondary sources is a key component of the course as is the ability to examine a source from multiple perspectives and draw a balanced, personal conclusion. Particular time and energy will be given to analyzing change and continuity over time, comparisons among major societies and peoples, the institutions and values of societies, and the way institutions and values are affected as a result of interactions among peoples. In assigned readings, assignments, and class discussions, there will be an emphasis on critical thinking and writing.

Prerequisite: departmental approval

An elective course for students in grades ten or 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 have 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.

An elective course for students in grade twelve

CONTEMPORARY UNITED STATES HISTORY (one semester elective)

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 elective)

This introductory psychology course will introduce students to the basic psychological concepts underlying human and

animal behavior. Major topics include the history of psychology, personality, psychological disorders, states of consciousness, motivation, therapy, and social psychology.

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.

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 provides 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 while solving equations, polynomials, factoring, algebraic fractions, systems of linear equations, functions, rational and irrational numbers, and graphing linear and quadratic equations.

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 lines, angles and 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 are explored, including transformational, coordinate, and three-dimensional geometries. Concepts are explored in depth with an emphasis on independent learning; 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 and departmental approval.

This course fulfills the Geometry requirement.

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 polynomial equations and inequalities, graphing, and data analysis. Topics covered include functions, rational and irrational numbers, conic sections, logarithms and exponents, and sequences and series. Graphing calculators are utilized throughout the course. Emphasis is placed on problem solving techniques and real life applications.

Prerequisites: Algebra I and Geometry

A required course for Upper School students

ALGEBRA II HONORS (one year)

This Algebra II Honors course emphasizes the derivations and theory behind each topic covered in Algebra II. This course emphasizes the connection between algebraic and graphical interpretations of functions; concepts are explored in depth with an emphasis on critical thought. Graphing calculators are required for this class. 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 or Geometry Honors and departmental approval
This course fulfills the Algebra II requirement

ALGEBRA III (one year)

The emphasis of Algebra III is the mastery of Algebra II concepts in preparation for Precalculus Topics include:

polynomial, exponential, and logarithmic functions, polynomial equations, matrices, determinants, and systems of linear equations, sequences, series, mathematical induction, permutations, combinations, the binomial theorem, and conic sections.

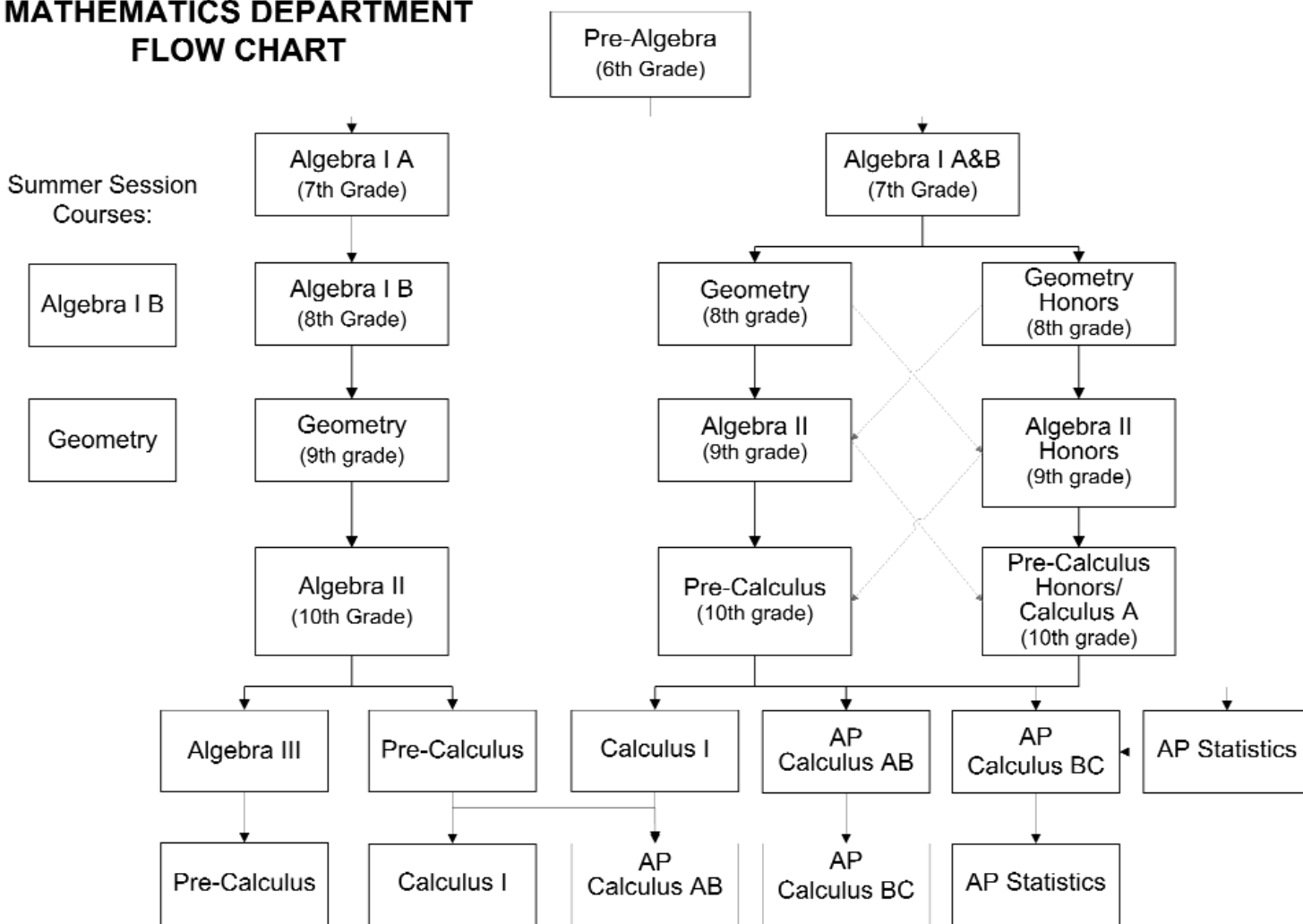
Prerequisite: Algebra II and departmental approval
An elective course for Upper School students

PRECALCULUS (one year)

Precalculus is the study of functions, with a particular emphasis on trigonometry, rational functions, logarithmic functions, and analytic geometry. A successful student in Precalculus may apply to take AP Calculus through the AP/honors application process.

Prerequisite: Algebra II, and departmental approval
An elective course for Upper School students

**MATHEMATICS DEPARTMENT
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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 advanced algebra, trigonometry, vectors, the limit process, differentiation and basic integration. Students will be introduced to the foundations 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 or Algebra II Honors and departmental approval
An elective course for Upper School students*

CALCULUS I (one year)

The course begins with a review of precalculus and then continues with an introduction to limits and continuity, differential calculus of algebraic, exponential, and logarithmic functions and ending with integration. This course will stress the practical rather than theoretical aspects of calculus emphasizing the use of real life applications and data to show the students how calculus is applied to solve problems in virtually all fields. The graphing calculator will be used extensively as a learning tool and is required for the course.

*Prerequisite: Precalculus and departmental approval
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, the limit process, differential and integral calculus, sequences and series, and elementary differential equations.

*Prerequisite: Precalculus or Precalculus Honors and departmental approval
An elective course for Upper School students*

ADVANCED PLACEMENT CALCULUS BC (one year)

Advanced Placement Calculus BC is a rigorous college-level course intended to prepare students for the AP Calculus BC exam. This course is an extension of all of the topics 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 Precalculus Honors and departmental approval
An elective course for Upper School students*

ADVANCED PLACEMENT STATISTICS

The purpose of the AP course in statistics is to introduce

students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

Students who successfully complete the course and exam may receive credit, advanced placement, or both for a one-semester introductory college statistics course.

*Prerequisite: Precalculus 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.

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: three semesters 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

SPORTS MEDICINE

The Upper School Sports Medicine Course is designed for students interested in the health sciences. The course covers a wide range of topics from career opportunities in sports medicine to recognition and treatment options for specific pathologies. The sports medicine class has a variety of components from classroom learning to field work. Upon completion of the coursework students are expected to be able to demonstrate skills appropriate to the field. Students may also apply for an internship into the Student Athletic Training Program at St. Margaret's.

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
Cheerleading*

Winter Season:

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

Spring Season:

Boys' Baseball
Boys' Golf
Boys' Lacrosse
Girls' Lacrosse
Boys' Swimming
Girls' Swimming

Boys' Tennis
Boys' Track and Field
Girls' Track and Field
Boys' Volleyball

Yearlong

Equestrian Team*

*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.

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 an 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

PROPHETIC VOICE: (one semester)

This course is rooted in the books of the Prophets in the Old and New Testaments. It seeks to explore how the biblical prophets shaped their cultures and continue to shape our current understandings of society, religion, minorities, oppressed cultures, and our relationship with God and each other. Discussions will emerge from our readings of the Bible and other prophetic literature and cover issues such as the

feminist perspective, economic divide, and moral issues in society. This course requires reading of the Biblical text and additional materials to be provided by the teacher.

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.

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, AP Chemistry and Astronomy.

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.

ASTRONOMY (one semester)

This course covers the history of astronomy and our view of the universe, as well as the latest discoveries and observations about the formation of Planet Earth, our solar system, and the universe. Students are required to participate by hands-on observations of day and night skies using a Meade LX-90 GPS telescope and by field trips to near-by observatories. The Orange County Astronomy Society and local telescope manufacturer representatives will be invited to participate with St. Margaret's in an observation open-house in order to provide a more complete picture of the equipment available today to astronomers of all levels of sophistication. Other laboratory experiences would include lens optics and telescope construction, spectroscopy, NASA data analysis, lunar phase activities, computer-based night sky simulations, and plate tectonics.

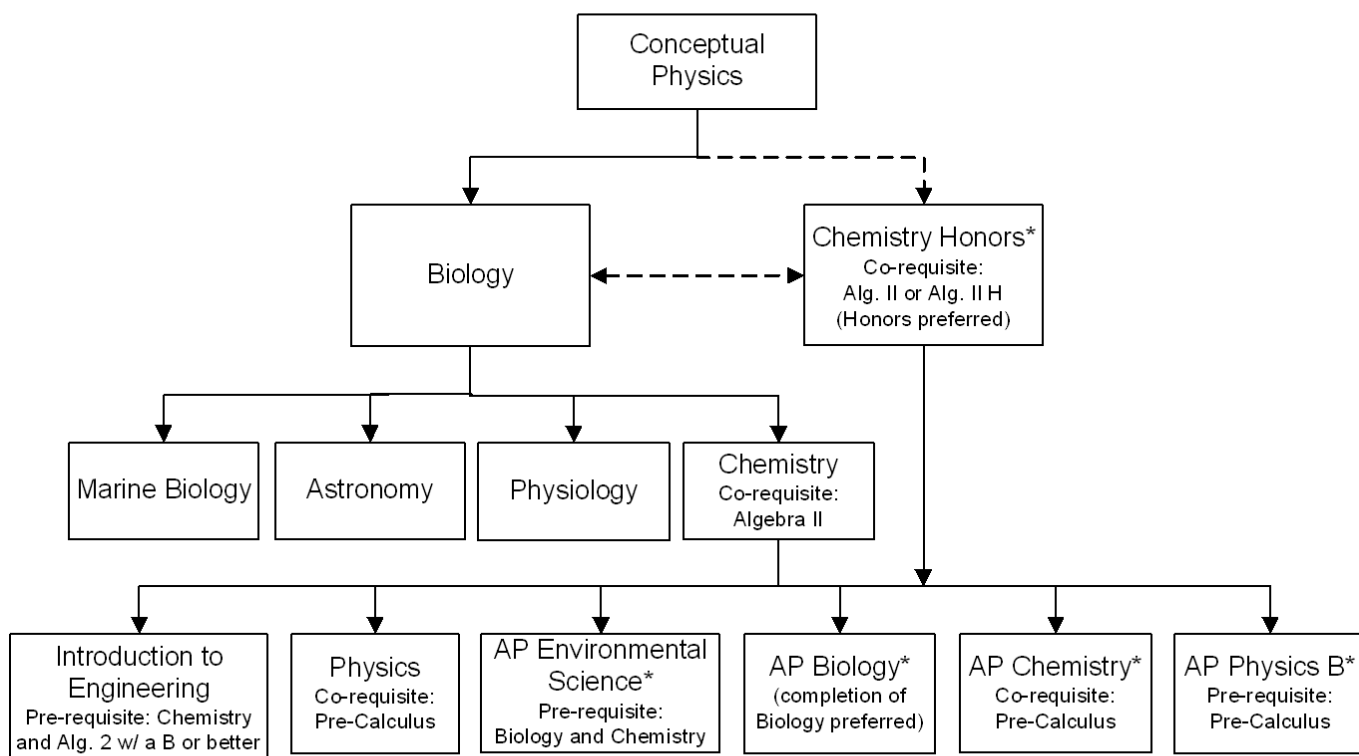
Prerequisite: Geometry and Biology

CONCEPTUAL PHYSICS (one year)

Conceptual Physics is a required foundation course for future study in physics, chemistry, and biology. Students learn to think scientifically by studying basic concepts in Physical Science including statics, kinematics, the Scientific Method, Newton's Laws, Conservation Laws, elementary chemistry, and biochemistry. Students are guided by lecture, demonstration, and lab investigation through topics of historical interest to important scientists. Students explore these topics by reading, question & answer (journal), artistic rendering (portfolio) and problem-solving. Students present their understanding not only by traditional assessment, but also in PowerPoint presentations, model-making, computer simulation, and using Excel spreadsheets to present data. Students are asked to question topics like the scientists whose lives they study, with answers changing through the year. They learn basic laboratory skills, and apply mathematics to problem-solving, including ratio and proportion, scaling, formulas, vectors, graphing, slopes, and linear equation.

A required course for students in grade nine

SCIENCE FLOWCHART



(*) Course requires departmental approval; students who complete Chemistry Honors are more likely to be approved into these AP Science classes .

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

CHEMISTRY (one year)

There are two main goals for students in Chemistry. First, through this course students will 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." It is the second goal of this course to challenge students academically, while at the same time providing them with a variety of study tools with which they can meet this challenge. Through these challenges students will grow in their ability to handle academic stress, and they will become better students. Differing presentation styles including lectures, demonstrations, laboratory work and guided instructional activities encourage students to find out which tools are most helpful to them. Various assessment methods including quizzes, tests, essays, presentations and lab practicals allow students to demonstrate their understanding in a variety of ways. 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

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: Precalculus

INTRODUCTION TO ENGINEERING (one year)

This This two semester course builds upon the student's knowledge of science on a project approach.

The course will be a very student driven course with the instructor in the role of a mentor. The course will be built upon units of design from four different areas of engineering. The students will work together in project teams. Each quarter will have the project teams research a specific design topic. This will be followed by the various phases of project design that will entail PERT chart preparation, design phase, cost analysis. The teams will then carry out the construction of working prototypes of their design. Upon the completion of each quarter the project team will prepare a written report on the success or failure of their project to the mentor instructor. Teams will be required to make to formal 10 minute presentation reviewing the success of their project. This course may be taken by a student for a grade or by a junior or senior student as a pass/fail course grade.

The course is designed to engage high school students through

a combination of activities-based, project-based, and problem-based learning. Our objective is to incorporate the concept of 21st century learning. This approach to learning not only creates an environment for applying engineering concepts to real problems, but also prepares students to:

- " Solve problems
- " Participate as part of a team
- " Lead teams
- " Speak to a public audience
- " Conduct research
- " Understand real-world impacts
- " Analyze data
- " Learn outside the classroom
- " Apply real world concepts

Prerequisites: Completion of Algebra 2 with a B or better; concurrent in Pre-Calculus; completion of Conceptual Physics and Chemistry

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

MARINE SCIENCE (one semester)

Marine Science will provide an additional non-weighted, year-long or semester-long science elective, designed to encourage all students to complete four years of science in the Upper School. Topics discussed in class will cover life in a marine environment, the chemical and physical features of seawater, marine ecosystems, anatomy and physiology of marine organisms, and the human impact on the oceans. The course will be designed to train students in using the scientific method and in using proper scientific methodology for collecting, recording, analyzing and presenting data.

Prerequisite: Biology

An elective course for students in grades ten through twelve

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: 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

An elective course for students in grade twelve and, space permitting, grade eleven

WORLD LANGUAGES

The World Languages 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.

The World Languages 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:

- ◆ 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 through Level III of the same world language; at least two years must be completed in grades 9 - 12.

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. Chinese Language

CHINESE I (one year)

Chinese I introduces students to the language and culture of China. The goal is to develop basic listening, speaking, reading and writing abilities of Mandarin Chinese and to understand the customs and life aspects of modern Chinese. The course emphasizes effective and confident communication. The course objectives include the following:

Speaking: students perform accurate pronunciation through Pinyin system and good communication in daily dialogues.
Listening: students understand daily conversation
Reading: students are able to read over 120 Chinese characters and designated essays with or without Pinyin.
Writing: students write Chinese characters, and short sentences.

Cultural activities are arranged to provide each student with opportunities to enhance language and cultural learning; these activities include comic strip, movies, folk songs, performances, field trips. Students speak Chinese in every class. "Ni Hao-I" and "IQ Chinese Go-100" both are digitalized teaching materials; available for students to practice and learn in any place at any time.

Evaluation is based on homework assignments, exams, and class participation.

An elective course for Upper School students

CHINESE II (one year)

Chinese II is a continuation of Chinese I. Chinese II builds on a fundamental knowledge of Chinese language and culture. The course objectives are for students to develop a higher level of speaking and listening skills and to learn Chinese history, art and culture. Students speak Chinese in every class, refining the tones and pronunciation of Mandarin Chinese, Students write essays related to the culture of China and read short extracts from modern Chinese literature in addition to learning language. Evaluation is based on homework assignments, exams and class participation.

*Prerequisite: Chinese I and departmental approval
An elective course for Upper School students*

CHINESE III (one year)

Chinese III is a continuation of Chinese II. Students acquire a greater ability to comprehend others and express themselves through role-playing, interview, group discussion, debate and presentation. The objectives are to enable students to use Chinese in the classroom, local community and countries where the Chinese language is spoken.

"Ni Hao-III" and "IQ Chinese Go300" are used as both the textbook and workbook. Both are digitalized teaching materials, available for students to practice and learn in any place at any time.

*Prerequisite: Chinese II and departmental approval
An elective course for Upper School students*

CHINESE IV (one year)

Chinese IV is a continuation of Chinese III. The course will complete and review elementary grammar, provide practice in the appropriate use of idiomatic expressions and further develop skills in reading contemporary Chinese literature and history. Students will compose essays at an intermediate level. This course is conducted exclusively in Chinese, placing a particular emphasis on the spoken language. The objectives are not only to refine the four aspects of speaking, listening, reading and writing, but also to promote AP examination readiness. "Ni Hao-IV" and "Chinese History Story" are used as course material and supplementary material. "Ni Hao-IV" is a multimedia textbook that allows students to learn and practice Chinese outside of the classroom.

*Prerequisite: Chinese III and departmental approval
An elective course for Upper School students*

ADVANCED PLACEMENT CHINESE (one year)

The AP Chinese Language and Culture course provides students with ongoing and varied opportunities to further develop the proficiencies of listening, speaking, reading and writing skills in the intermediate range across the three communicative modes (interpersonal, interpretive, and presentational) as well as the five Cs (communication, culture, connections, comparisons and communities) as outlined in the Standards for World Language Learning in the 21st Century.

AP Chinese Language and Culture focuses on language proficiency while interweaving level and age appropriate cultural content throughout the course. The course provides the students an opportunity to totally immerse in the richness of Chinese Language and Culture by introducing varied aspects of both contemporary and historical Chinese culture. The course also views Chinese culture in an international context which helps students broaden their world view by comparing Chinese cultural products, practices, and perspectives with those of their own society. The AP course also prepares students for the National Advanced Placement Exam to be taken at the end of the academic year. The exam encompasses grammar, reading, speaking and cultural topics and is the culmination of the students' Chinese study experience in the Upper School.

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

II. 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 movies 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 and departmental approval
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 and departmental approval
An elective course for Upper School students*

FRENCH III HONORS (one year)

French III Honors 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*

III. 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 and departmental approval
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 and departmental approval
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 with departmental approval
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 further deepen their understanding of cultural practices and perspectives.

*Prerequisite: Japanese IV and departmental approval
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 World 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*

IV. 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 CDs 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 (CLS) is the logical extension of Book II. The Unit 3 textbook begins at Stage 21. We reach Stage 31 by the end of the year. Emphasis is placed on the ongoing development of vocabulary, fluency in translating and improved comprehension. Students learn about Roman Britain: the daily life, religious beliefs, the military; roads; aqueducts and many other aspects of life in those times. Mythological themes are introduced. Latin in music is taught at least once per week, i.e., the use of the Latin language in (mostly) classical music. A key component is active use of Transparent Language software and the CLC's CDs developed for Book 3. Publishers continue to create new software use for Latin classes. As a class, students occasionally make use of the computer labs for vocabulary review or for research projects.

Prerequisite: Latin IA/B or Latin I and departmental approval

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 developing vocabulary and reading with increased comprehension of the original Latin in some of the most famous Latin prose. We focus attention on grammatical forms not taught in Latin II 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. We learn a good deal of the personalities of the Roman republic, reading translated

editions of Plutarch's *Lives*. The main players are Caesar, Pompey, Crassus and Cicero.

*Prerequisite: Latin II and departmental approval
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, but improvement of comprehension is the main goal. Our readings focus on Roman military history, as well as 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 Latin IV or AP Latin.

*Prerequisite: Latin II 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. We concentrate on the "love poems" of Catullus. In so doing we meet a new friend. We learn much about the culture of Republican Rome from the perspective of a contemporary. Readings later include Ovid's *Daedalus and Icarus*, *Pyramus and Thisbe*, and *Deucalion and Pyrrha*. In the second semester the course readings move to Martial and, especially, Vergil. This course may serve as a suitable bridge to AP Latin. It is also an excellent elective for former Advanced Placement students.

*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 Advanced Placement Vergil examination. Basic objectives include reading, understanding, and interpreting the *Aeneid* in its original form. The AP Vergil Examination requires and reflects the equivalent of two semesters of college-level study. As such, it demands an untiring devotion. It requires at least 90-120 minutes of intense study each day. Students build up and refine their ability to accurately translate, while demonstrating a grasp of the grammatical structures and vocabulary that one finds in the book. Literary techniques such as stylistic analysis are an essential part of this advanced work.

Prerequisite: Latin III or Latin IV and departmental approval

V. 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 and departmental approval
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 and departmental approval
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 departmental 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: 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: Spanish III and departmental approval
An elective course for Upper School students*

ADVANCED PLACEMENT SPANISH LANGUAGE (one year)

The Advanced Placement Spanish Language 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: 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*

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)

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 under the supervision of the faculty advisor. Students work on concept development and layout design on the computer. Knowledge of photography and computer graphics is a plus. Time outside of class is required to take photos at various events.

*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.

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 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:

Frequently Asked Questions:

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 the college prep 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 college prep 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 college prep 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. 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. 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 US Administrators.

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

Honors courses are accelerated and demanding St. Margaret's courses 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 at some colleges and universities. 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 college preparatory section of the course or must have six or more academic courses in your schedule before dropping the AP or honors course, since you must be enrolled in five academic courses each semester.

D. 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 non-honors/AP 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 non-honors/AP class with the additional students; b) students may need to radically change their schedules to enroll in the college prep 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, students may apply to and be approved for honors and Advanced Placement courses even if they 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 sometimes 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 2011-2012

ATTENDANCE Class attendance is absolutely requisite. A student with multiple unexcused absences may be separated from the school for a period of time to be determined by the principal. A loss of academic credit may occur if a student's total absences from class significantly compromise her or his learning or the integrity of the course. A student's grade may be affected by excessive classroom absences regardless of the reasons for the absences.

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. Seniors who fail a course in the second semester will not be awarded a diploma until they make up the class at a community college.

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. AP and honors courses also have a special exception noted below under *Withdrawing from an honors level course*.

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 college preparatory course:

In Advanced Placement and honors courses, a student may move from an accelerated program to the college preparatory 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 college preparatory 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. Valid reasons for your dropping year-long AP or honors courses may include but are not limited to: (1) medical excuses confirmed by a physician, (2) your receiving grades of "D" or below or (3) the teacher or Department Chair of the course recommends the drop.

After the first quarter ends, a withdraw will be indicated on the transcript as a WP (Withdrew Passing) if the grade is a passing grade or a WF (Withdrew Failing) if the grade is a failing grade.

AP Course Designation: 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. The course designation will be modified to an honors course only.

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. Additional tuition fees may apply in order to compensate a faculty member for the extra time and preparation for the independent study course. 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-. If a course is repeated at St. Margaret's, only the most recent grade will be used in computing the GPA. In such cases the original course and letter grade will remain on the transcript with a credit of 0.0 and the new grade point will replace the original one in 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 cumulative 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 nor noted on the SMES transcript. 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.

Pass/Fail Course Option:

Only juniors and seniors will be allowed to elect to have a pass/fail grade. The exception to this is sophomores who are taking a repeatable course such as Choir or Musicianship may elect to take the course pass/fail if they have already taken the course for a grade in their freshman year. The school must be notified by Nov. 15 if a student wishes to elect a pass/fail grade in a course.

Only one pass/fail grade option is allowed per student per year. No AP, honors, or courses that are graduation requirements will be allowed pass/fail grades. Students must complete all course work and tests, including the final exam in order to receive a passing grade.

The University of California will allow students to take classes for pass/fail as an elective, but a pass/fail class will not meet a core A-G requirement. Students considering the pass/fail option need to be aware of the impact of their decision on their UC eligibility.

If a student wishes to choose the pass/fail grade past the Nov. 15 deadline, approval is required by the Upper School Executive Administration.

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.

Completed 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 for AP/honors courses if the letter grade for the course is below a ‘C-’ or the semester of the course is not completed.

UPPER SCHOOL GRADING SCALE

Grade	Range	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

Add one-half point to the sum of the numerical equivalents for each Honors course and one full point for each AP course completed where the grade is C- or above. Divide this sum by the number of academic courses taken to determine the weighted GPA. Physical Education Courses are not calculated in the GPA with the exception of Health and Human Development. 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.

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 in the regular session, students who have earned a weighted grade point average of 3.5 to 3.74 receive Honor Roll recognition if the below additional conditions are also met.

Students who have earned a weighted grade point average of 3.75 or higher receive Headmaster’s Honors if the below additional conditions are also met.

- ◆ No repeated unexcused absences
- ◆ No significant disciplinary issues during the semester in question
- ◆ No Honor Committee sanctions
- ◆ Class dean’s approval

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 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 and pass 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		10-11 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:
Astronomy, Conceptual Physics, Physics, AP Physics, Introduction to Engineering, Chemistry and AP Chemistry
- 3 semesters Religion and Philosophy (one semester of scripture required)
- 1 yearlong course in the Arts (Performing or Visual)
- 2 years Physical Education (including one semester of Health and Human Development) must be completed by the end of 10th grade
- 1 year advanced study (1.0 credit beyond the graduation requirement in any discipline)
- Successful completion of the technology proficiency assessment or Computer Applications in 9th grade
- 3 years History World History and U.S. History required
- World Language completion through level III of the same language (minimum of two years taken in the Upper School)
- 3 semesters Religion and Philosophy (one semester of scripture required)
- 1 yearlong course in the Arts (Performing or Visual)
- 2 years Physical Education (including one semester of Health and Human Development) must be completed by the end of 10th grade
- 1 year advanced study (1.0 credit beyond the graduation requirement in any discipline)
- Successful completion of the technology proficiency assessment or Computer Applications in 9th grade
- Students must complete seventy (70) hours of community service based on grade level requirements
- Seniors must complete an approved Independent Senior Project