



## Academic Program of Studies

2021-2022

## Table of Contents

Introduction

Art Department

English Department

Mathematics Department

Physical/Health Education Department

Science Department

Social Studies Department

Technology Department

Theology Department

World Languages

---

Ms. Dawn Odom Principal	Mrs. Diana Tuten Vice Principal	Mrs. Nichols St. Louis Director of Athletics
Mrs. Chelsea Doerger School Counselor	Mrs. Lisa Fogarty School Counselor	Ms. Terri Foote Art Department Chair
Mrs. Catherine Levdahl English Department Chair	Mrs. Bonnie Johnson Math Department Chair	Mrs. Elisa Berman Science Department Chair
Mr. Bill Wilson Social Studies Department Chair	Ms. Catherine Richie Theology Department Chair	Ms. Rebecca Westgate World Languages Chair

## St. Vincent's Academy Program of Studies

Basic to the mission of St. Vincent's is the belief that each student is a unique creation of God who is to be cherished, nurtured and brought to full potential. Through a quality academic program, a caring environment, an extensive extra-curricular program, and emphasis on self-discipline and structure, St. Vincent's strives to produce prepared, compassionate, responsible women.

A complete description of all courses offered at St. Vincent's Academy is contained in this Academic Curriculum Guide. **Not all courses are offered each year.** The decision to offer a course is made by the administration and academic departments. Additionally, student interest and enrollment affect elective course offerings. The number of sections and seats for an elective course may be limited which could result in students not being able to enroll in a particular course.

Academic objectives in a college preparatory school depend on work performed at school and at home. Homework for a St. Vincent's Academy student is not limited solely to written work. Homework also includes organization, reading, study, advance preparation for exams, projects, presentations, essays, research papers, etc.

Each late winter/ early spring, students forecast classes for the coming year. Students should consult with their teachers, the Vice Principal/Director of Curriculum or Counselor to ensure that the courses selected fulfill the needed requirements for graduation. Parental involvement is also essential in the process. Thoughtful consideration during course selection is vital as schedule changes will only occur for extenuating circumstances.

Since student course requests are thoughtfully considered and build the master schedule, schedule changes are reserved for extenuating circumstances. *Seniors may not have schedule changes after the first week of classes in August due to initial college application deadlines.* Schedule changes only occur for extenuating circumstances and are available during the month of June and during the first week of the third quarter. No exceptions. These changes must be submitted in writing on the drop/ add form to the Vice Principal/Director of Curriculum. If a schedule change is requested, it will be considered in the following circumstances:

1. Scheduling error
2. Teacher-initiated course change
3. Vice Principal/Director of Curriculum -initiated course change

Please keep in mind, changes are also subject to space availability in the course.

A schedule change is not effective until the Vice Principal/Director of Curriculum has approved the request and the student receives a printout of their new schedule.

Any junior or senior student failing an academic subject at the conclusion of each quarter is on academic probation and is required to attend study hall.

Any student who fails a subject in the core curriculum must attend an accredited summer school credit recovery program and successfully complete the course. If any student fails three major courses in one year, she will not have earned enough credits for promotion and will not be able to be promoted by

means of summer school credit recovery courses. Therefore, the student may not return to St. Vincent's Academy.

### St. Vincent's Academy Required Credits

For students entering in 2022 and beyond

English	4 units
Math	4 units
Science	*4 units
Social Studies	4 units
Religion	2 units
World Languages	*3 units
Physical Education	.5 unit
Health	.5 unit
Fine Arts	1 unit
Technology	.5 unit
Electives	1 unit
<b>Graduation Requirement</b>	<b>Minimum of 24.5 units</b>

- Students performing well in Level 3 of a foreign language, should consider Level 4. Students attending SVA from school's offering physical science are still required to take physics. Core content is to be taken yearly.

**Community service is a cornerstone of the school's mission.  
All St. Vincent's Academy students are required to complete a minimum of 20 service  
hours per year.**

A Carnegie Unit is the credit given to a course that lasts the full academic year. St. Vincent's Academy students are required to take a **minimum of six credits** during a school year.

**Students should contact their college or university of interest to learn about any additional institution-specific admission requirements.** To learn more about institution admission requirements and to view institution contact information, visit **GAFutures.org**.

#### Textbooks

MBS Direct is our partner for book purchasing by content and course level. Students are required to have all books for their classes that are listed on the book site ( <https://bnck-12.com/svaga> ) and additional materials that are listed on each teacher's syllabus (given on the first day of classes).

#### Dual Enrollment (DE)

To participate in dual enrollment, eligible Juniors and Seniors must meet the admissions requirements at SVA's postsecondary institution utilized and make satisfactory academic progress. Interested students should attend a DE student/parent meeting, submit SVA application, and sign the SVA contract. Visit **GAFutures.org** for program information, deadlines, and application to institution.

Dual enrollment classes are offered during the summer months, off campus, and online at some postsecondary institutions. **Students are to do their research and will not be allowed to take DE classes during the summer to lighten senior core class requirements. Students are expected to continue with DE courses during their senior year. Prior planning and approval is necessary because our block schedule does not allow much flexibility in scheduling DE classes during the school year. If a course being requested is offered at SVA, and the student has not fulfilled that SVA course of study credit (or credit series), the DE course request will be denied.**

## Grades Averages

A student's numeric grade average and rank in class is calculated using all core course grades. Non-core courses are not included in the calculation of numeric averages or grade point averages. Those non-core courses include (but are not limited to): computer courses, fine arts courses, PE courses and health courses.

## Honors and Advanced Placement (AP) Courses

These are accelerated classes that teach a greater depth and breadth of material. Standards in reading, writing, calculation, and critical thinking are higher. More independent learning takes place in these courses and students should expect an additional workload. Honors and AP courses are awarded extra points (**3 for honors and 5 for AP**) which are reflected in the weighted NA and weighted GPA.

Typically, the workload in AP courses is fairly heavy as it is a college level course. In order to be recommended for these courses, requirements must be met and an AP application submitted. These classes demand a serious commitment of time and energy from the student. For students involved in numerous extracurricular activities or who work after school, AP courses may not be the best option. Students need to ensure that their schedule will allow time and flexibility in order to have the best advantage in the class. More specific AP course expectations are on page 32.

Some questions a student may want to ask before considering an Honors or Advanced Placement class are:

- Do I have a high level of interest in this subject and wish to explore in depth?
- Am I willing to devote time and do more independent work to meet the standards?
- Do I have time to commit to this class and continue to meet my other obligations?
- Is it going to be ok if I don't earn an A in the class?
- What other Honors/AP classes do I plan on taking?

## Honors/AP Placement Criteria:

After careful review and research, St. Vincent's Academy has adopted the following academic criteria for placement and teacher recommendation in Honors, and Advanced Placement (AP) courses. For AP consideration, this criterion supplements each Departments AP application/requirement process which is given to students in January each year. Course of rigor progression must occur in content area in order to apply (**\*CP students MAY NOT enroll in AP courses\***):

From College Prep (CP) course to Honors	95 average on major assessments
From Honors course to Honors course	80 average on major assessments
From Honors course to Pre-AP or AP	87 average major assessments and Advanced Writing Skills
From AP course to AP course	80 average on major assessments
Attendance	No more than 5 absences per semester
Work Ethic	No missed assignments, effective organizational skills, time management skills, and ability to work independently
PSAT	Meet the College Readiness Benchmark

## Ninth Grade Placement Guidelines:

St. Vincent's Academy offers 9th grade honors level courses in English, math, social studies and science. These courses provide opportunity for accelerated, in-depth, rigorous study. Students who are successful in these courses typically demonstrate previous school success, above average standardized test and placement test scores, minimal absences and tardies, have a strong content background, possess an earnest desire to succeed, and possess effective organizational skills.

**Since curricula, teaching, and assessment standards can vary from school to school, St. Vincent's Academy uses the Scholastic High School Placement Test as a major tool when determining placements. The Scholastic HSPT is a comprehensive placement test for 8<sup>th</sup> graders for placement in 9<sup>th</sup> grade. The results of the test, together with students' transcripts, give a more complete picture of students' academic achievement and preparation for high school level work.**

**When a student applies to St. Vincent's Academy, it is vital they be placed appropriately. Middle school students taking high school courses in 7<sup>th</sup> and 8<sup>th</sup> grades must be doing work on the correct level, and the Scholastic High School Placement Test is a reliable indicator for placement. Therefore, St. Vincent's may or may not give credit for some of these courses taken in middle school.**

In order to place a student in the proper level of a course such as mathematics, testing with a final exam might be necessary. For example, a student who took a class in Biology 1 might be required to take a high school final exam given to the Biology 1 students to demonstrate she has learned the material, and is able to advance to the next high school course.

While many parents prefer their students to be "challenged" with placement in honors – especially honors math courses, there can be unintended consequences to those decisions. For this reason, St. Vincent's Academy believes there are several things for parents to consider before allowing their students to be placed in an advanced math class, including the following:

- Algebra 1 (or other high school courses) in middle school:  
 These courses have an expansive amount of content to cover, and a high degree of mastery required. Often considered key foundation courses, their full mastery is essential to future courses such as Algebra 2 and beyond. **Students that do not have full mastery in Algebra 1 will struggle in Algebra 2.**
- Middle school grades often include grades that might result in an impression of greater mastery than actually exists (such as homework, where assistance is available or the opportunity for a redo on assignments). **For that reason, the information gathered on independent assessments (Scholastic High School Placement Test and other standardized test results) are weighted more heavily when placement decisions are made.** In some cases, it may be required to retake Algebra 1 or Geometry as a freshman if **math placement test scores** indicate that the student has not achieved mastery in math.
- Additional placement tests may be required for math, English and foreign language.
- Students applying for 9<sup>th</sup> grade are required to have a middle school curriculum (6<sup>th</sup>-8<sup>th</sup>) which includes (at minimum):
  - 3 units of language arts, math, social studies, and science (12 total)

**Placement for 9<sup>th</sup> graders:**

A student who does not meet the qualifications below should expect to be placed in College Prep (CP) courses.

In order to place a student in honors classes, and to help maximize their success in these courses, the following guidelines are:

**English 9 Honors**

HSPT Cognitive Skills Quotient	105 >
HSPT Language National Percentile Score	85% >
HSPT Reading National Percentile Score	85% >
6 <sup>th</sup> - 8 <sup>th</sup> Grade Standardized Reading and Language Composites	85% >
8 <sup>th</sup> Grade English/Literature Final Grades	94% >

*Under Review (4 areas):*

HSPT Cognitive Skills Quotient	100-104
HSPT Language National Percentile Score	77-84%
HSPT Reading National Percentile Score	77-84%
6 <sup>th</sup> - 8 <sup>th</sup> Grade Standardized Reading and Language Composites	77-84%
8 <sup>th</sup> Grade English/Literature Final Grades	90-93%

**Geometry Honors**

HSPT Cognitive Skills Quotient	105 >
HSPT Mathematics National Percentile Score	85% >
6 <sup>th</sup> - 8 <sup>th</sup> Grade Standardized Math Composite Scores	90% >
8 <sup>th</sup> Grade Algebra 1 Final Grade	90% >

**Geometry CP**

*Under Review (4 areas):*

HSPT Cognitive Skills Quotient	100-105
HSPT Mathematics National Percentile Score	76-84%
6 <sup>th</sup> - 8 <sup>th</sup> Grade Standardized Math Composite Scores	76-84%
8 <sup>th</sup> Grade Algebra 1 Final Grade	85-89

**Any 8<sup>th</sup> grade student who has taken Algebra 1, but fails to meet the minimum requirement on the Scholastic HSPT mathematics portion of the placement test is placed in Geometry CP. In some cases, students may need to take our additional Algebra 1 test to qualify for Geometry placement.**

It is unusual for incoming 9<sup>th</sup> graders to take Algebra 2 as freshmen. As a result, if an incoming 9<sup>th</sup> grader has taken Algebra 1 and Geometry in middle school, we expect that their High School Placement Score reflect this advanced math ability. If not, St. Vincent's will recognize their middle school math

credits, but place the student in Algebra 2 (CP). If a student wishes to take an additional test that measures competency in the Algebra 1 skills required for Algebra 2, they must score an 85% for honors placement. If not, the CP level will be the placement.

***It is highly recommended that all students review Algebra 1 skills before taking Algebra 2 in their sophomore or junior year.***

### **Biology 9 Honors**

*Automatic qualification:*

Students meeting the automatic qualification for English 9 Honors

*Under Review:*

Students meeting the reviewed qualification for English 9 Honors and Geometry. Terra Nova Science, MAP, ERB scores may be considered as well.

### **Ninth Grade World Language Placement**

Students who score below average in the Math and/or Language portions of the Scholastic High School Placement Test will not begin Level 1 of a foreign language until 10<sup>th</sup> grade. Instead, they will be placed in a study hall and/or math tutoring study hall.

*Automatic qualification:*

Students who have already taken Level 1 of a foreign language and/or meet the previous honors class qualifications.

*Under Review:*

Students who have placed at or above the 50% on the Scholastic High School Placement Test may be considered for foreign language placement in 9<sup>th</sup> grade.

### **Honors World Geography**

*Automatic qualification:*

Students meeting the automatic qualification for English 9 Honors

*Under Review:*

Students meeting the reviewed qualification for English 9 Honors.



## AP Human Geography in 9<sup>th</sup> Grade

**ONLY** incoming 9<sup>th</sup> graders who are at or above the 90<sup>th</sup> percentile in the Cognitive Skills, Basic Skills and Composite Score results on the Scholastic High School Placement test are eligible for AP Human Geography placement.

Additionally, St. Vincent's Academy recognizes the CollegeBoard policy regarding appropriate grade levels for AP placement:

*The AP Program recognizes the autonomy of secondary schools and districts in setting AP course Participation policies that best meet their students' unique needs and learning goals. At the same time, AP courses are specifically designed to provide challenging, college level coursework for willing and academically prepared high school students. **Student performance on AP Exams illustrate that in many cases AP courses are best positioned as part of a student's 11<sup>th</sup> and 12<sup>th</sup> grade academic experience.** Some subject areas, however, such as World History and European History, can be successfully offered to academically prepared 10<sup>th</sup> grade students. Educators should be mindful of the following when considering offering AP to younger students.*

*AP courses are rarely offered in 9<sup>th</sup> grade, and exam results show that, for the most part, 9<sup>th</sup> grade students are not sufficiently prepared to participate in a college-level course. Therefore, the College Board believes these students would be better served by coursework focusing on the academic building blocks necessary for later, successful enrollment in college-level courses. Many college admissions officers support this position, feeling that students should not be rushed into AP coursework, but should instead develop the necessary skills and conceptual understandings in foundational courses prior to enrolling in AP. AP coursework completed in 9<sup>th</sup> grade is not often deemed credible by the higher education community - CollegeBoard*

**Elective courses may be added, altered, or dropped at the discretion of the school.**

**Online Classes:**

**\*Only one online course per school semester may be taken by Juniors and Seniors\***

The Vice Principal/Director of Curriculum must approve anything over that.

## ENGLISH DEPARTMENT

ENGLISH SEQUENCE		
	College Preparatory	Honors
<b>Freshman</b>	Literature and Composition	Literature and Composition Honors
<b>Sophomore</b>	World Literature	World Literature and Composition Honors World Literature and Composition Pre AP
<b>Junior</b>	American Literature and Composition	American Literature and Composition Honors AP Language and Composition
<b>Senior</b>	British Literature and Composition	British Literature and Composition Honors AP English Literature and Composition

**\*English must be scheduled and taken yearly**

### **Literature and Composition** (CP English 9)

Credit = 1.0

Full Year

In this course students learn to develop a more critical eye for literature. Various genres of world literature are examined: short story, novels, drama and poetry as well as non-fiction works. The importance of characterization, setting and point of view are emphasized. Reading and writing vocabulary is developed, and writing skills are furthered with emphases on developing sound paragraphs and three-paragraph essays. Recognition of the obvious explicit ideas and the more subtle implicit ideas is developed more thoroughly.

### **Honors Literature and Composition** (Honors English 9)

Credit = 1.0

Full Year

Honors English 9 will provide a foundation for learning in language arts that students can build upon throughout the rest of their high school years. This course covers a variety of extended material, and students are expected to work at a much quicker pace, be expected to read more than one piece of literature simultaneously, and be able to work collaboratively in a more 'discovery learning' based atmosphere. Students taking honors English must be committed to the rigor of the course. Above average grammar skills are required.

**World Literature  
and Composition** (CP English 10)  
Credit = 1.0  
Full Year

In this course students continue an exploration of various genres in world literature with emphases on the writer's voice and the tone of a selection. Writing skills are expanded to include the research paper and the use of documentation of sources and the accurate use of quoted passages. The importance of parallel structure is emphasized. More practice is given in developing a valid thesis in writing. Reading, written and oral vocabulary continue to be important elements in this course.

**World Literature & Composition Honors**  
(Honors English 10)  
Credit = 1.0  
Full Year

The major emphasis of World Literature and Composition Honors explores the symbols and themes common to a variety of texts, spanning both genres and eras – for the social and cultural identity. By analyzing the various techniques the writers employ, students should gain a keen understanding of the elements of literature. In addition, students will be asked to, write with journalistic techniques and take the first steps into academic research. The course will include writing workshops and peer editing to help students cultivate the thematic unity and clear voice essential to formal essays. Writing skills are expanded to include the research paper and the use of documentation of sources and the accurate use of quoted passages. The importance of parallel structure is emphasized. More practice is given in developing a valid thesis in writing. Reading, written and oral vocabulary continue to be important elements in this course.

**World Literature & Composition Advanced Honors**  
(Adv Honors English 10)  
Credit = 1.0  
Full Year

This course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing. This course is centered on a challenging reading curriculum and a strong writing component in preparation for the AP English 11 course.

**American Literature  
and Composition** (CP English 11)  
Credit = 1.0  
Full Year

In this course students build a foundation in American literature to further develop their reading and writing skills. Students will explore the Age of Faith, the Revolutionary Period, the Age of Reason, American Romanticism, realism and some modern American writers. Using ideas gathered from literary sources, students will develop five-paragraph essays and will write a documented research paper. Students will explore writing a valid form of argument and its various logical and fallacious elements. The course will continue vocabulary development with emphasis upon literary terms.

**American Literature  
and Composition Honors** (Honors English 11)

Credit = 1.0

Full Year

The Honors American Literature and Composition course focuses intensively on the skills of critical analysis, structuring and organizing ideas, developing writing style, and research and reporting. Grammar and usage are studied as they relate to improving sentence construction and style. Written composition emphasizes the critical essay and formal research. Vocabulary study is extended beyond context vocabulary to a focus on SAT preparation. The study of American literature and its historical development serves to provide a more complex and advanced approach to literary terminology and style. Students are expected to show intellectual curiosity and the ability to work both independently and in groups.

**Advanced Placement English Language  
and Composition** (AP English 11)

Credit = 1.0

Full Year

AP English Language and Composition is a full year course designed to lead students to become skilled readers of prose written in a variety of historical periods, academic disciplines, and rhetorical contexts. The course will also give students the practice and helpful criticism necessary to become a flexible writer who can compose in a variety of modes for a variety of purposes. Reading and writing skills will help students become more aware of the interactions among the author, the audience, the subject itself, generic conventions, and the resources of language, including syntax, diction and tone.

**British Literature  
and Composition** (CP English 12)

Credit = 1.0

Full Year

The British Literature and Composition at St. Vincent's Academy is for 12th grade students. It is centered on a challenging reading curriculum and a strong writing component. It is designed to further develop reading comprehension skills, research skills, critical thinking skills, and composition skills. It is designed to insure a successful transition from the college prep high school class to the college level academic class.

**British Literature  
and Composition Honors** (Honors English 12)

Credit = 1.0

Full Year

This is a course designed to allow students the opportunity to read, interpret, and analyze various works selected to demonstrate major concepts, themes, intellectual trends, and literary forms found throughout the course of English literary history. Because this course is only one step below the highest English course (AP), it will be geared toward preparing students for the demands of college and will be more rigorous than that of a regular college preparatory English course. Students will study works from the very beginnings of English literature in the Anglo-Saxon era to the modern and post-modern works of the twentieth and twenty-first centuries

**Advanced Placement English Literature  
and Composition** (AP English 12)

Credit = 1.0  
Full Year

The Advanced Placement Literature/Composition Class at St. Vincent's Academy is for advanced 12th grade students. It is a stimulating and challenging experience that requires more effort, gives greater opportunity for individual accomplishment, and penetrates deeper into both the content of the literature and the analysis of that content than does the regular high school English course. This course is centered on a challenging reading curriculum and a strong writing component.

**Comparative Literature:  
A Study of the Holocaust**

Credit = 0.5  
Semester

Juniors/Seniors

This is a comparative literature class designed to gain knowledge of the historical, sociological and emotional issues surrounding the Holocaust (1933-1945) through the use of written literature and films. This is an elective course.

**Journalism**

Credit = 0.5  
Semester

Juniors/Seniors

This course introduces the skills necessary to produce a publication (in this case, the school's yearbook). The class focuses on planning the overall look of the publication, individual page design, photography and photo editing, media law, conflict resolution and team building, writing captions, and time management. Gaining practical knowledge of how to generate a publication, students plan and create the entire yearbook from scratch in one semester. Work is completed during the class, after school, and at home. This is an elective course.

**Mythology**

Credit = 0.5  
Semester

Juniors/Seniors

Mythology is a semester-long course designed to familiarize students with the tradition of Greek mythology, as well as to expose them to the mythological stories of other cultures. Students study the stories of Greek and other mythologies, and discuss familiar allusions to them in other works they've read. They learn to recognize patterns and archetypes in stories of various cultures.

**Speech Online** (Online Course)

Credit = 0.5  
Semester

Juniors/Seniors

In this online course, students will study the basic principles, components, and skills of effective speaking and listening. Study will include research, writing, speaking, listening, and evaluating. Students will study effective uses of rhetoric and persuasion. Students are expected to be highly motivated and organized in order to enroll in this online course.

## Mathematics Department

<b>MATH SEQUENCE</b>		
	<b>College Preparatory</b>	<b>Honors</b>
<b>Freshman</b>	Algebra I Geometry	Honors Algebra 1 Honors Geometry
<b>Sophomore</b>	Geometry Algebra II	Honors Geometry Honors Algebra II
<b>Junior</b>	Algebra II PreCalculus Adv. Algebra/Trig	Honors Algebra II Honors PreCalculus AP Statistics
<b>Senior</b>	Adv. Algebra/Trig PreCalculus	Honors PreCalculus AP Statistics AP Calculus AB AP Calculus BC* <small>*(not offered every year)</small>

**\*Math must be scheduled and taken yearly**

**Graphing calculator (TI-83 or TI-84) required for all mathematics courses.**

### **Algebra 1**

Credit = 1.0  
Full Year

Algebra 1 is the base on which the other math courses are built. The course reviews and expands the basic math skills learned prior to this course. It covers solving and graphing linear and quadratic equations. The course covers an array of word problems applying linear and quadratic equations. Calculators, graphic calculators, and the interactive white board are used to help make the material clear and more interesting.

### **Honors Algebra 1**

Credit = 1.0  
Full Year

Honors Algebra 1 works at a fast pace and expands the basic math skills learned prior to this course. It covers solving and graphing linear and quadratic equations. The course covers an array of word problems applying linear and quadratic equations. Calculators, graphic calculators, and the interactive white board are used to help make the material clear and more interesting.

### **Geometry**

Credit = 1.0  
Full Year

Students analyze properties of plane and space figures. The Euclidean postulates and theorems are discussed and applied. The applications involve real-world problems as well as theoretical problems. A variety of methods are used to solve problems. There is a strong emphasis on the use of Algebra. Graphing calculators, the interactive white board, computer programs, compass, and protractor are used to explain and develop the topics.

**Honors Geometry**

Credit = 1.0

Full Year

Working at a faster pace, students analyze properties of plane and space figures. The Euclidean postulates and theorems are discussed and applied. The applications involve real-world problems as well as theoretical problems. A variety of methods are used to solve problems. There is a strong emphasis on the use of Algebra. Graphing calculators, the interactive white board, computer programs, compass, and protractor are used to explain and develop the topics.

\*9<sup>th</sup> grade placement must meet requirement.

**Algebra 2**

Credit = 1.0

Full Year

The purpose of Algebra 2 is to increase students' awareness of the importance of mathematics. Algebra 2 builds on the students understanding of basic algebraic and geometrical concepts. This is a full year course. This course utilizes the power of technology by using scientific calculators and graphing utilities. Our students explore many mathematical concepts.

**Honors Algebra 2**

Credit = 1.0

Full Year

This class includes a more in-depth study of concepts developed in Algebra 1 and Geometry. It also includes the study of matrices, rational expressions, radicals and irrational numbers, solving quadratic equations, graphing quadratic systems, exponential functions, and logarithms.

**Advanced Algebra and Trigonometry**

Credit = 1.0

Full Year

Advanced Algebra and Trigonometry reviews basic concepts of algebra and teaches equations, inequalities, problem solving; relations, functions and transformations; linear, quadratic, and polynomial functions; exponential and logarithmic functions; trigonometric or circular functions; trigonometric identities; inverse functions and equations, triangles; systems of equations and inequalities, conic sections; polynomial and rational functions; sequences and series.

**Honors Pre-Calculus**

Credit = 1.0

Full Year

Pre-Calculus is designed to encompass all those topics necessary to be successful in Honors Calculus/AP Calculus AB or a college calculus course. Topics include the language of functions; understanding functions from symbolic, tabular, and graphical perspectives; transformations; and composition of functions. The students will investigate and explore the characteristics of the following types of functions: linear, absolute value, square root, step, polynomial, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined. The course also includes trig identities and equations, solving triangles, complex numbers, sequences and series, mathematical induction, the binomial theorem, fundamental counting principals, and conic sections. Experience with graphing calculators is incorporated.

**Pre-Calculus**

Credit = 1.0

Full Year

Pre-Calculus is designed to encompass all those topics necessary to be successful in AP Calculus AB or a college calculus course. Topics include the language of functions; understanding functions from symbolic, tabular, and graphical perspectives; transformations; and composition of functions. The students will investigate and explore the characteristics of the following types of functions: linear, absolute value, square root, step, polynomial, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined. The course also includes trig identities and equations, solving triangles, complex numbers, sequences and series, mathematical induction, the binomial theorem, fundamental counting principals, and conic sections. Experience with graphing calculators is incorporated.

**AP Calculus AB**

Credit = 1.0

Full Year

AP Calculus AB is comparable to one semester of college calculus. The course is designed to follow the Calculus AB course description as set forth by the College Board. Students taking this course will be prepared to take the AP Calculus AB test in the spring of the school year that they are enrolled in the course. AP Calculus AB covers functions and graphs; limits and continuity; derivatives; applications of derivatives; indefinite integral (antiderivatives) & definite integrals; and applications of integrals. The primary concern is with developing the students' understanding of the concepts of calculus and providing experiences with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Technology is employed to develop concepts, illustrate examples, and expedite calculations and investigations.

**AP Statistics**

Juniors/Seniors

Credit = 1.0

Full Year

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. Students are introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The four themes in the AP Statistics course are: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students will use technology, investigations, problem solving, and writing as they build conceptual understanding in this course.



## SCIENCE DEPARTMENT

SCIENCE SEQUENCE		
	College Prep	Honors
<b>Freshman</b>	*Biology	*Honors Biology
<b>Sophomore</b>	*Chemistry	*Honors Chemistry
<b>Junior</b>	*Physics Human Anatomy & Physiology Epidemiology	*Honors Physics AP Physics AP Biology AP Environmental Science
<b>Senior</b>	*Physics Human Anatomy & Physiology Epidemiology	*Honors Physics AP Physics AP Biology AP Environmental Science

**\*Biology (CP or Honors), Chemistry (CP or Honors) and Physics (CP/Honors) are required courses at St. Vincent's. A 4<sup>th</sup> unit of a science elective (1 credit) is required by the Board of Regents, HOPE eligibility and graduation. \*Science is to be scheduled and taken yearly.**

### Biology

Credit = 1.0

Full Year

The Biology curriculum is designed to continue the investigations in Life Sciences, and include more abstract concepts such as, the interdependence of organisms, the cyclic nature of matter, the energy transformations in the biosphere, and the integrated life processes of photosynthesis, cellular respiration, homeostasis, osmosis, genetics, & evolution. The molecular, cellular, and organism basis for life will be the central theme with relevant topics in medicine and ecology as focusing agents.

### Honors Biology

Credit = 1.0

Full Year

The Honors Biology curriculum is designed to study biology at a more in-depth and analytical perspective. Students will continue investigations in Life Sciences, and include more abstract concepts such as, the interdependence of organisms, the cyclic nature of matter, the energy transformations in the biosphere, and the integrated life processes of photosynthesis, cellular respiration, homeostasis, osmosis, genetics, & evolution. The molecular, cellular, and organism basis for life will be the central theme with relevant topics in medicine and ecology as focusing agents.

### Chemistry

Credit = 1.0

Full Year

The Chemistry curriculum is designed as an introduction to General Chemistry where the study of matter, its properties and reactions, are the central theme. Topics include atomic structure, the Periodic Table, chemical nomenclature and quantities, ions, covalent compounds, states of matter,

stoichiometry, properties of gases and aqueous systems, and the behavior of acid/base solutions. The standards of lab safety, units of measurement, and scientific method will be central to each topic.

### **Honors Chemistry**

Credit = 1.0

Full Year

Honors Chemistry is an advanced comprehensive high school chemistry course. The Honors Chemistry class will move more quickly through foundations of chemistry in order to allow more time for advanced topics and labs. This course is more in depth and analytical. Formal lab reports are a critical component of this course.

### **Physics**

Credit = 1.0

Full Year

Physics is a mathematical study of mechanics. Topics include vector analysis, Laws of force, motion, & thermodynamics, and the analysis of work, waves, & electromagnetic radiation. The proper techniques of controlled observations & measurements and mathematical analysis of data is stressed.

### **Honors Physics**

Credit = 1.0

Full Year

The Honors Physics curriculum is delivered at a more in-depth and fast pace. Topics include vector analysis, Laws of force, motion, & thermodynamics, and the analysis of work, waves, & electromagnetic radiation. The proper techniques of controlled observations & measurements and mathematical analysis of data is stressed.

### **AP Physics**

Credit = 1.0

Full Year

AP Physics is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

### **AP Biology**

Credit = 1.0

Full Year

AP Biology is a College Board curriculum driven class for juniors and seniors covering the major themes of Biology. These themes include: cell ultrastructure, the biochemistry of the cell, transport across a cell membrane, cell reproduction, molecular, Mendelian, and population genetics, and evolution. An inquiry approach using the Vernier data collection system, electrophoresis, and spectrophotometry are included in the lab work.

**Epidemiology**

Credit = 1.0

Full Year

Epidemiology is designed to extend student investigations that begin in Biology. This curriculum is performance-based. It integrates scientific investigations using real world situations to find patterns and determine causation of pathological conditions. Instruction will focus on the design, implementation, and evaluation of studies to increase students' media literacy and their understanding of public health. This course should expand their understanding of the scientific methods and develop critical thinking skills.

Major Concepts/ Skills: Distribution and relationship of health and disease Associations and causations Media literacy and informed decision making Disturbance of homeostasis and disease process Patterns of abnormal health

Concepts/Skills to Maintain: Records investigations clearly and accurately Uses scientific tools Interprets graphs, tables, and charts Writes clearly Uses proper units Organizes data into graphs, tables, and charts Analyzes scientific data via calculations and inference Uses models Asks quality questions Uses technology Uses safety techniques Recognizes the importance of explaining data with precision and accuracy

**Human Anatomy and Physiology**

Credit = 1.0

Full Year

The Human A & P class is designed to prepare students for health professional degrees in college. The understanding of the human body separated into the eleven systems is the focus of the course. The morphology of the systems, organs, and cells will be studied at a macroscopic and microscopic level. The physiology of each system and its interactions with other systems will be investigated. Discussion of the diseases of each system will be included. This is an elective course.

**AP Environmental Science**

Credit = 1.0

Full Year

The AP Environmental Science course is a year-long course through which students engage with the scientific principles, concepts, and methodologies required understanding the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

**Oceanography**

Credit = 0.5

Semester

The Oceanography curriculum is designed to increase ocean literacy. Topics include the historical, chemical, biological, and physical basis for ocean science. The focus will be on the essential principals of a functioning ocean and the technology used to acquire modern & historical knowledge. This is an elective course.

**Astronomy Online**

Credit – 0.5

Semester

From the Hubble Deep Field images, to the exploration of the delicate relationship between our Sun and the Earth, students will explore some of the major discoveries in astronomy. High interest, motivation, and organization are expected in this online course.

**SOCIAL STUDIES DEPARTMENT**

<b>SOCIAL STUDIES SEQUENCE</b>		
	<b>College Prep</b>	<b>Honors</b>
<b>Freshman</b>	World Geography	World Geography Honors AP Human Geography
<b>Sophomore</b>	World History	Honors World History AP European History
<b>Junior</b>	U.S. History	Honors U.S. History AP U.S. History
<b>Senior</b>	American Government Economics	Am. Government Honors AP U.S. Government & Politics

**St. Vincent's requires 4 units of social studies. \*Social Studies is to be scheduled and taken yearly.**

**World Geography**

Credit = 1.0

Full Year

World Geography is the study of the world's peoples, places, and environments, with a focus on world regions. Particular emphasis is placed on students' understanding and applying geographic concepts and skills to their daily lives.

**World Geography Honors**

Credit = 1.0

Full Year

Honors World Geography investigates regions of the world and how these regions influence the historical, economic, political and cultural development in an interdependent world. This course includes geographic concepts, physical phenomena and the relationship of the people to their environment, as environmental issues and decision-making skills.

**AP Human Geography**

Credit = 1.0

Full Year

AP Human Geography is constructed to introduce students to the systematic study of patterns and processes that have shaped human understanding, use and/or alteration of the Earth's surface. Students will learn how to employ spatial concepts, geographic vocabulary, and landscape interpretation to a variety of locations and situations around the globe. Students will develop a

geographic perspective in their manner of thinking with which to view the landscape of the world and better understand current events. ***This can be chosen as an elective course for Juniors and Seniors.***

### **World History**

Credit = 1.0

Full Year

This full year course covers the history of mankind from its pre-history beginnings to the present impact of technology. It includes the dawn of history, the beginnings of civilization, and follows man's developments throughout recorded history. During this course, students will examine the events through the various aspects of religion, intellectual developments, political advances, economic changes, and cultural diversity. Students will determine the causes and effects of key events and research some of the more interesting topics of cultural development. Students will look at history regionally and chronologically and tie together the interaction of these areas. Available media will be used to incorporate literature, art, music and modern technology. An understanding of the past will provide the rationale behind the decisions being made today.

### **Honors World History**

Credit = 1.0

Full Year

The focus of this course is the study of the historical development of people, places, and patterns of life from ancient times until the present. Students will use skills of historical and geographical analysis to explore the early history of the world. During this course, students will examine in-depth the events through the various aspects of religion, intellectual developments, political advances, economic changes, and cultural diversity. Students will determine the causes and effects of key events and research some of the more interesting topics of cultural development. Students will look at history regionally and chronologically and tie together the interaction of these areas. Available media will be used to incorporate literature, art, music and modern technology.

### **AP European History**

Credit = 1.0

Full Year

AP European History focuses on developing students' abilities to think conceptually about European history from approximately 1450 to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance—Interaction of Europe and the World, Poverty and Prosperity, Objective Knowledge and Subjective Visions, States and Other Institutions of Power, and Individual and Society—provide areas of historical inquiry for investigation throughout the course. Students are required to reason historically about continuity and change over time and make comparisons among various historical developments. ***This can be chosen as an elective course for Juniors and Seniors.***

### **U.S. History**

Credit = 1.0

Full Year

U.S. History is a yearlong course beginning with the period of European exploration and continuing through the present. It encompasses the events, economic development, and cultural changes that occurred both for the majority and the minorities present in the US.

**Honors U.S. History**

Credit – 1.0

Full Year

This course is designed for the student who seeks a challenging academic curriculum in U.S. History. In this course, students will acquire knowledge of American history from the colonial period to present day, with major emphasis on the development of American ideals and institutions. Students will use original source documents and other resources to supplement the text as they study the social, cultural, intellectual, economic, political, and diplomatic history of our country. This will require all students who take this course to possess good reading, essay writing and critical thinking skills and to continually improve these skills as the school year progresses.

**AP U.S. History**

Credit = 1.0

Full Year

Advanced Placement U.S. History is a challenging course that is meant to be the equivalent of a freshman college course. It is a two-semester survey of American history from the migration of Native Americans across the Beringia to the present time. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and analytical thinking skills, essay writing, and on interpretation of primary and secondary documents.

**Economics**

Credit = 0.5

Semester

This course focuses on the structure and function of the American economic system as well as the students' role as consumers within today's market. The semester course will provide students with a basic knowledge of concepts, vocabulary and other skills needed to pursue further study of the subject. Additionally, students will apply their knowledge and develop an awareness of how economics affects their daily lives and decision-making.

**American Government**

Credit = 0.5

Semester

The intent of this semester class is to increase understanding of the American political system, its framework, traditions and values. Within the structure of this semester course, students will learn about the U.S. constitutional government based on principles of philosophy, political beliefs and behavior, political parties and interest groups, national institutions and policy processes and law. Emphasis is given to the relationship of the citizen to the structure and function of the American constitutional system so that students will gain a basic understanding of how the U.S. Government functions and their roles in it.

**Honors American Government**

Credit – 0.5

Semester

In this semester course, student will study political theories, institutions, forms, and actions of government with an emphasis on the state and local government level. The main goal of the course

will be to assist students in developing the knowledge and skills necessary to foster good citizenship. The course will highlight the active role that they must play in our American Government in order to become contributing citizens in this society. In addition, this course will continue to develop the reading, writing, and research skills of the students with a focus on the concepts of citizenship and political participation in a representative republic, by analyzing foundational documents and court cases. Students will develop an understanding of their rights and more importantly their responsibilities as citizens. Finally, in order to assist the students in refining their knowledge and skills as good citizens, the discussion and analysis of current events will be an essential part of this course

### **AP United States Government & Politics**

Credit = 0.5

Semester

AP U.S. Government and Politics is a one-semester study of the formal and informal structures of U.S. Government and the processes of the American political system. The course is designed to assist students in developing the skills necessary to think critically and independently as well as communicate effectively. AP U.S. Government and Politics is additionally designed to prepare students to take the AP examination. Students are required to familiarize themselves with the various groups, institutions, ideas and beliefs that constitute the U.S. political system.

### **Social Studies Department Electives:**

#### **Psychology (online)**

Credit = 0.5

Semester

In this 0.5 credit course, the focus will be on learning basic theories and principles of psychology. Four major areas of the study of psychology will be considered. In exploring these areas, students learn that the study of behavior and mental processes is extensive, interesting and can become the work of one's life. This course shall consider the areas of: Developmental Psychology, Cognition/Motivation and Emotions, Personality and Social Psychology. Students will further develop their skills of critical analysis and be encouraged to strengthen and deepen their understanding of the field of psychology.

#### **Sociology (online)**

Credit = 0.5

Semester

Students will study sociology, the study of human society and social behaviors. Sociologists are mainly interested in the social interaction or how people relate to one another and influence each other's behavior.

#### **Street Law (online)**

Credit = 0.5

Semester

Students will analyze the foundations and functions of the American legal system. Additionally, they will examine types of laws, the individual's relationship to the law and major court decisions.

#### **US and World Affairs (online)**

Credit = .5

Semester

This .5 credit course explores a number of critical issues that face the global community. Topics will be chosen from historical and current economic, geographic, cultural and political issues. Study will focus on developing critical thinking skills.

## RELIGION DEPARTMENT

<b>RELIGION SEQUENCE</b>	
<b>Freshmen</b>	Scripture: Old Testament and New Testament
<b>Sophomores</b>	Moral Theology and Ethics
<b>Juniors</b>	Catholic & Religious Tradition
<b>Seniors</b>	Peer Leadership in Service

**Students must take all religion classes on campus.**

### **Scripture: Old Testament and New Testament**

Credit = 0.5

Semester

Part 1 of this course provides an introduction to the Hebrew Scriptures with emphasis on the Pentateuch. The Old Testament writings will be studied from their historical, literary, and theological viewpoints with consideration of the relevance of the text for contemporary living. Part 2 of this course provides an introduction to the Christian Scriptures with emphasis on the Gospels. The New Testament writings will be studied from their historical, literary, and theological viewpoints with consideration of the relevance of the text for contemporary living. The course will help students understand the value of the Hebrew Scriptures and Christian Scriptures as sources of revelation for encountering Jesus Christ and the mystery of God.

### **Moral Theology & Ethics**

Credit = 0.5

Semester

Christian Morality is a study of the Sacred Covenant and how we are called as God's holy people to keep that Covenant. The purpose of this course is to introduce students to the theology of Christian moral thought and action. Modern moral issues will be explored in context to Current Church teaching. The student will gain a better understanding of the value of Christian morality in their lives.

### **Catholic & Religious Tradition**

Credit = 0.5

Semester

This course is designed to investigate the development of the Church's teaching and practice. Topics studied include the sacraments of the Church and importance of the sacramental life. Study of sacramental theology will encompass the prayer life, liturgy, and the role of the sacraments in the choice of vocation. The intended result of this course is to deepen student appreciation for the history and traditions of the Church, as well as allow each student to understand their own role in the Church's unfolding life.

### **Peer Leadership in Service**

Credit = 0.5

Semester



Students are placed in service agencies located in close proximity to the school. The Peer Leadership in Service course allows students to have an integrated experience involving contact with those in need. Personal journaling, religious study, reflection, peer sharing, and student leadership throughout the process enrich the experience.

## FOREIGN LANGUAGE DEPARTMENT

**Foreign Language level 4 is offered based on demand. Three units of the same foreign language are required, but Level 4 is strongly recommended.**

### **French 1**

Credit = 1.0

Full Year

French 1 is a basic introduction to the French language. Students learn to speak and write about food, transportation, clothing, activities, and sports. Vocabulary focuses on the basics. Practice in pronunciation and conversation is done throughout the course. The course is usually taken by freshmen or sophomores.

### **French 2**

Credit = 1.0

Full Year

French 2 students continue to learn how to express themselves more fluently. Students study the French economy, history (e.g. the Lascaux Caves), health and medicine, art history, and professional occupations (including levels of proficiency). Lessons about these subjects are conducted in French (both oral and written) for greater understanding of grammar and vocabulary. This course is usually taken during sophomore or junior year, but students with previous French experience may start earlier.

### **French 3 Honors**

Credit = 1.0

Full Year

In French 3, students will continue to increase their vocabulary, grammar, and their ability to express themselves in the target language. Students will expand their learning by reading short stories from famous nineteenth and twentieth century authors. This course is usually taken during junior or senior year, but students with previous French experience may start earlier. French 3 Honors is offered based on qualification and demand.

### **French 4 Honors**

Credit = 1.0

Full Year

In French 4, students complete their study of advanced grammar. Students will read and discuss more complicated short stories, begin to perfect their writing skills, and do several oral presentations. This

course is taught exclusively in the target language, with the objective of having the students be moderately proficient in speaking French. Honors French 4 offered based on demand and qualification.

### **Spanish 1**

Credit = 1.0

Full Year

Students will learn to speak, comprehend, read and write novice-level Spanish. Students will gain proficiency in using beginning Spanish vocabulary and grammar as well as basic knowledge of the Spanish-speaking world and their cultures. This course is usually taken during freshman or sophomore year, but students with previous Spanish experience may start earlier.

### **Spanish 2**

Credit = 1.0

Full Year

This course addresses the development of intermediate functional proficiency in the Spanish language. As students develop their listening, speaking, reading and writing skills, they acquire knowledge about cultural similarities and differences between the U.S. and the Spanish speaking world. This course is usually taken during sophomore or junior year, but students with previous Spanish experience may start earlier.

### **Spanish 3 Honors**

Credit = 1.0

Full Year

Students continue to develop and refine their proficiency in all four language skills: listening, speaking, reading and writing. They are able to communicate using more complex language structures. Students are able to comprehend main ideas of the materials they read and listen. They are able to identify details when the topics are familiar. Students demonstrate an understanding of other speaking Spanish cultures. Honors Spanish 3 is offered based on qualification and demand.

### **Spanish 4 Honors**

Credit = 1.0

Full Year

Students develop more sophisticated communication skills in all four areas of language: listening, speaking, reading and writing with emphasis on the ability to interact orally and writing. More reading selections are emphasized at this level. Students use more complex language structures and express their ideas with reasonably fluency. Various cultural aspects of the Spanish speaking world are discussed. This course can be taken by a junior or senior who has completed the previous Spanish courses. Honors Spanish 4 is offered based on demand and qualification.

### **Latin 1**

Credit = 1.0

Full Year

In Latin 1, students follow a rigorous curriculum of basic Latin grammar and vocabulary in the Wheelock textbook. The focus is on the building blocks of the Latin language, which students will

continue to use regularly throughout their study of Latin. Students will also gain basic knowledge of Roman history, culture, and mythology.

**Latin 2**

Credit = 1.0

Full Year

In Latin 2, students continue their study of grammar and vocabulary, building on the knowledge they gained in their first year. The grammar is more complex, and memory of the previous course is essential, much the same as a knowledge of basic arithmetic is essential for the study of algebra. Study of Roman history, culture, and mythology through secondary sources continues.

**Latin 3 Honors**

Credit = 1.0

Full Year

In Latin 3, students complete their introduction to Latin grammar, and individual grammar elements are reviewed as needed. Students continue to grow their Latin vocabulary and reading comprehension by studying ancient authors in unadapted texts. History, culture, and mythology come alive in new ways through reading primary sources. Honors Latin 3 is offered based on demand and qualification.

**Latin 4 Honors**

Credit = 1.0

Full Year

In Latin 4, students exclusively study un-adapted texts by Roman authors. There is emphasis on what they can learn from these texts about the authors and the time periods in which they lived. Typical units of study in this class are Catullus' Carmina, Cicero's In Catalinam I, Ovid's Metamorphoses and Amores, Vergil's Aeneid, St. Jerome's Vulgate Bible, Caesar's De Bello Gallico, Tacitus' Annales, and some neo-Latin like the translations of Harry Potter and the Dr. Seuss books. Honors Latin 4 is offered based on demand and qualification.

**\*\*AP level of our offered foreign language is only offered if there is enough demand for a section. The alternatives for students wanting to continue their studies in a foreign language are dual enrollment or AP foreign language through GA Virtual School. Students taking courses through GA Virtual School must do so at their own expense.**

## ART DEPARTMENT

### **VISUAL ART COMPREHENSIVE**

#### **Visual Art Comprehensive I**

Credit = 0.5

Semester

Required

Introduces art history, art criticism, aesthetic judgment, and studio production. Emphasizes the ability to understand and use elements and principles of design through a variety of media, processes, and visual resources. Explores master artworks for historical and cultural significance.

#### **Visual Arts Comprehensive II and III**

Credit = 0.5

Semester

##### Visual Art Comprehensive II

Enhances level-one skills in art history, art criticism, aesthetic judgment, and studio production. Emphasizes and reinforces knowledge and application of the design elements and their relationship to the principles of design. Explores different two- and three-dimensional art media and processes. Investigates master artworks to increase awareness and to examine the role of art and the artist in past and contemporary societies.

##### Visual Art Comprehensive III

Enhances level-two skills in art history, art criticism, aesthetic judgment, and studio production. Provides practice in applying design elements and principles of design. Provides focus on different two- and three-dimensional art media and processes and master artworks. Stresses idea development through production and creativity and through the study of master artists and developing personal artistic voice.

### **PHOTOGRAPHY**

#### **Photography I and II**

Credit = 0.5

Semester

##### Photography I

Introduces photography as an art form. Covers the historical development of photography and photographic design and its cultural influences. Emphasizes the basics of exposing and processing photographs by introducing traditional and digital photography. Stresses appropriate processing techniques and safe use of photographic materials and equipment.

##### Photography II

Enhances level-one skills and provides opportunities to apply photographic design methods. Stresses composing and processing techniques using a 35mm/or digital camera and pinhole camera with varied focal lengths. Emphasizes appropriate processing techniques, darkroom techniques and digital

photography editing. Continues to explore photography and photographers for historical and critical appraisal.

### **DRAWING AND PAINTING**

#### **Drawing and Painting I and II**

Credit = 0.5

Semester

##### Drawing and Painting I

Introduces drawing and painting techniques and a variety of drawing and painting media. Stresses critical analysis of master paintings and drawings of different styles and historical periods; emphasizes problem-solving techniques to achieve desired results in personal work.

##### Drawing and Painting II

Enhances level-one drawing and painting skills and provides opportunities to apply painting and drawing techniques in a variety of media. Stresses critical analysis of master paintings and drawings of different styles and historical periods; emphasizes problem-solving techniques to improve techniques and mastery of materials.

### **SCULPTURE**

#### **Sculpture I and II**

Credit = 0.5

Semester

##### Sculpture I

Introduces the design and production of relief sculpture and sculpture-in-the round. Emphasizes the historical origins and functions of sculpture in Western and non-Western cultures. Includes additive, subtractive, and modeling methods. Explores traditional and nontraditional materials for sculpted works and the work of both historical and contemporary sculptural artists.

##### Sculpture II

Enhances level-one skills and explores the design and production of relief sculpture and sculpture-in-the-round. Emphasizes the historical origins and functions of sculpture in Western and non-Western cultures. Includes additive, subtractive, and modeling, methods. Explores traditional and nontraditional materials for sculpted works and the work of a variety sculptural artists.

### **CERAMICS**

#### **Ceramics I and II**

Credit = 0.5

Semester

##### Ceramics I

Introduces the characteristics of clay and design in clay using various techniques of construction and decoration. Emphasizes hand building and introduces other forming techniques, surface decoration, and glaze applications. Covers styles of ceramic works from Western and non-Western cultures.

### Ceramics II

Enhances level-one skills and provides opportunities to apply design techniques in clay through hand building and/or throwing on the potter's wheel. Introduces formulation of basic glazes and kiln firing; stresses evaluation of clay forms through art criticism.

### **AP ART AND DESIGN**

**AP Art and Design** (choose one of the following paths: Drawing, 2D-Design or 3D-Design)

Credit = 1.0

Full Year

The AP Art and Design program consists of three different paths and AP Portfolio Exams—AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing—corresponding to college and university foundations courses. Students may choose to submit any of the AP Portfolio Exams. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Offering based on demand and qualification.

Descriptions for individual paths

AP Art and Design: 2D

Content of this course conforms to College Board standards for the Advanced Placement Studio Art 2D Design Portfolio Examination. Students are asked to demonstrate a conscious and deliberate application of the principles of design: unity, variety, balance, emphasis, contrast, proportion, scale, and rhythm in works of art. Any two-dimensional media may be submitted, including (but not limited to) graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, or printmaking.

AP Art and Design: 3D

Content of this Course conforms to College Board standards for the Advanced Placement Studio Art 3D Design Portfolio Examination. The 3D portfolio is intended to address a broad interpretation of sculptural issues in depth and space. The issues may include mass, volume, form plane, light, and texture. Such elements may be articulated through additive, subtractive, and/or fabrication process.

AP Art and Design: Drawing

Content of this Course conforms to College Board standards for the Advanced Placement Studio Art Drawing Portfolio Examination. The Drawing portfolio is intended to address a very broad interpretation of drawing issues and media. Line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth and mark-making are drawing issues that can be addressed through a variety of means, which could include painting, , printmaking, mixed media, etc. Abstract, observational, and invented works may demonstrate drawing competence.

### **PERFORMING ARTS**

Theatre Arts/ Fundamentals I and II

Credit = 0.5

These courses allow students to investigate theatre as a whole by exploring the techniques and origins of a wide variety of theatre arts including performance opportunities.

## **PHYSICAL EDUCATION DEPARTMENT**

### **Required Courses**

#### **Physical Education 9<sup>th</sup> Grade**

Credit = 0.5

Semester

Students will participate in a variety of activities focusing on levels of competency, rules, and strategies, appropriate etiquette and interactions, principles of training and conditioning, and the influences of participation in physical activity as it relates to cultural, ethnic, gender and physical diversity. Students will participate in activities such as four square, doubles handball, team handball, pickle ball, badminton, flag football, volleyball, basketball and circuit training. This is a required class.

#### **Health**

Credit = 0.5

Semester

Students will learn about personal health concepts that will help them maintain a healthy lifestyle and prevent diseases. Students will evaluate health from the five dimensions: emotional, social, physical, intellectual, and spiritual. Students will demonstrate the knowledge and skills for maintaining healthy behaviors to prevent or reduce the risk of injury and/or illness throughout their life span. They will establish short and long-term goals to understand how to maintain a healthy life in the future. Students will understand that health involves the mind, body and spirit. This is a required class.

### **PE Department Elective Courses:**

#### **Recreational Games and Fitness**

Credit = 0.5

Semester

This elective course focuses on the study and participation in recreational games and sports as well as lifetime fitness for individual or group participation.

#### **Weight Training**

Credit = 0.5

Semester

Students will be introduced to weight training. This elective course will emphasize strength development training and proper lifting techniques. Fitness concepts will be included for developing healthy lifetime habits.

#### **Women's Health**

Credit = 0.5

Semester

Women's Health is an elective course designed to identify health issues and problems that young women face as they enter adult life. Students will evaluate their lifestyle and the factors that influence

their health. This course focuses on the challenges teens face due to the influence of peers, culture, the media, technology, the environment, and other health risks and behaviors.

### **Fitness Online**

Credit = 0.5

Semester

In this 0.5 credit course, the components of fitness, the F.I.T.T. principle and developing a personal fitness plan, fitness and safety and healthy eating are the lessons included. Students will further develop their skills of critical analysis and be encouraged to strengthen and deepen appreciation for the need for fitness.

## **ADDITIONAL Courses**

### **High School Foundations**

Credit - 1

Full year

This full credit course is especially designed for 9<sup>th</sup> graders transitioning into high school. The focus of the course is on timely issues in the academic and social life of students.

### **Marketing and Entrepreneurship**

Credit = 0.5

Semester

This 0.5 credit course is designed for students interested in owning their own business. Students are introduced to the rewards and risks of owning or operating a business enterprise. Emphasis is placed on the mastery of skills needed to plan, organize, manage and finance a small business.

### **SAT Test Prep online**

Credit = 0.5

Semester

SAT Prep is a course designed to help prepare students for the SAT test. In addition to reviewing mathematical skills assessed on the SAT test, students have access to test-taking strategies specific to the exam, real student work samples with explanations, grading rubrics for peer and self-assessment practice tests.

### **Film**

Credit = 0.5

Semester

*Film* offers a three-tiered approach to the art and business of movies: first, a history of the industry will examine the origins, then a practical filmmaking component will offer screenwriting, shooting, and editing experiences, and then Film theory and analysis will train students in the art of appreciation.



### Computer Science Principles A and B

Credit = 0.5

Semester

These 2 courses are interactive introductory for students brand new to programming that teaches the foundations of computer science using the Python language. The course will teach students how to think computationally and solve complex problems, skills that are important for every student. This is a required course for sophomores.

### AP Computer Science Principles I (new for 2021-2022)

Credit= 1.0

Full Year

This course introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity, and how computing has impacted the world. Students will develop the computational thinking skills needed to fully exploit the power of digital technology and help build a strong foundation in core programming and problem-solving

## Advanced Placement (AP) Expectations

### A student in an AP course:

1. Will complete independent work outside of class and know that the pace of learning will be faster.
2. **Understands a high level of independent study is required on their part.**
3. Will meet deadlines for assignments.
4. Will complete summer assignments.
5. Will seek extra help when needed.
6. Will prepare diligently for the AP exam.
7. Will be assessed frequently with AP release test items and timed tests.
8. Will approach coursework with open minds and positive attitude.
9. Will be present. **Attendance is a must.**
10. **Will not make excuses.**

The chart gives an idea of how much time is needed to prepare for each class period of the AP Courses. These entries are meant to be an approximation of time and assignments. Different teachers for the same course may have slightly different expectations, but the time commitment should be about the same. Some students will need less time and some will need more time to do the assignments depending on their skill level. Attendance is critical in all AP classes.

Course	Essential Skills	Reading per class	Study hours per class
AP US History	Reading comprehension, vocabulary, synthesis, analysis, good time	30-50 pages per week from a college level text plus	1-3 hours per night

	management, and organization	outside primary sources reading and analysis	
AP Government	Good time management is a necessity because this is a one semester course. Reading, comprehension, vocabulary, synthesis, analysis	40-60 pages per week reading from college government text plus supplemental reading at a college level as assigned	Reading/studying 1-2 hours per night
AP Human Geography	Good time management is a necessity because this is a one semester course. Reading, comprehension, vocabulary, synthesis, analysis	20 pages per week from a college level text plus outside sources	1 hour a night
AP European History	Reading comprehension, vocabulary, synthesis, analysis, good time management, and organization	30-50 pages per week from a college level text plus outside primary sources reading and analysis	1-3 hours per night depending on assignment

Course	Essential Skills	Reading per class	Study hours per class
AP Calculus AB or BC	Strong and current pre-calculus, algebra, and geometry skills, independence and self-motivation, organization, critical thinking, problem solving skills	3 pages	1 hour per night (average) including 1.5 for BC
AP Statistics	Strong and current algebra, graphing calculator and analysis skills, independence and self-motivation, organization, critical thinking, problem solving skills	Nightly – Length and time will depend on assignment.	Nightly – time will depend on assignment. Will require commitment to data collection.
AP Biology	Technical reading, expository essay writing, organization, teamwork, basic algebra and probability skills	Varies greatly, but rarely more than 30 minutes on any given day	Student should spend 20-30 minutes each evening reviewing the day's material
AP Environmental Science	Understand scientific connections in the ecological world along with human interactions, communicate at a collegiate level, back up statements with details and specifics, use data and examples, develop hypotheses and conduct well-designed experiments including gathering data and using mathematical calculations.	Nightly – reading with diligence, assigned readings will be on exam even if not covered in class	Nightly – time will depend on assignments. Students need to develop the skill of reading and learning material without teacher checking up on them since this is a college level course.
AP Language & Composition	Work ethic, critical thinking, analytical reading, reflective writing, persuasive presentations	Minimum of 6-9 major works per year, variety of short selections and nonfiction excerpts	An average of 1 ½ hours per night-longer if a major assignment is due, also varies per unit
AP Literature & Composition	Work ethic, critical thinking, literary analysis, essay writing, reading comprehension	4 major summer reading (novels & plays), 4 novels during the course, 3 major plays	An average of 2 hours per night-longer if a major assignment is due
AP Studio Art	Basic drawing and composition skills (Photography portfolios come under this category)	Art History notes	For every hour in class, 1 hour home studio time, most students come to open studio at least 2 days a week during free period to work on projects or in darkroom during the school day

Preparing for the Advanced Placement Exam (because prior planning prevents poor performance):

<https://apstudent.collegeboard.org/takingtheexam/preparing-for-exams>

## Homework Guidelines

Homework is anything that the student is required to do at home in order to prepare well for a class. This includes reading, study, memorization, completing written assignments, test preparation, etc. As a reference, these are the typical homework expectations for classes.

### College Preparatory Classes (CP)

Freshmen and Sophomores should normally expect 20-30 minutes of homework per night for each 60 minute period. At times, this may increase to 45 minutes, but 30 minutes should be the norm. This represents approximately two to two-and-one-half hours of study per night in core classes. For Juniors and Seniors in CP classes, 45 minutes for each CP class will be more frequent.

### Honors Classes (H)

Freshmen and Sophomores should normally expect 30-45 minutes of homework for each 60 minute period. At times, this may increase to 60 minutes, but 30 minutes should be the norm. For a typical Sophomore taking honors classes, this represents two-and-one-half to three hours per night. For Juniors and Seniors in honors classes, 60 minutes will be more frequent for each honors class.

### Advanced Placement Classes (AP)

These classes are intended to prepare a student to successfully pass the AP exams at the end of the course. Students enrolling in these courses should anticipate a workload that exceeds that of an honors level class. Because the priority of these classes is to adequately prepare student to pass the AP exams, their pace cannot be moderated and may **frequently** exceed one hour of homework preparation for each hour of an AP class meeting.

## Planning for College

Two great resources for students and parents:

<https://bigfuture.collegeboard.org>

and

<https://www.gafutures.org>

## Academic Rigor Requirements information for the HOPE Scholarship

1. Beginning with the High School Graduating Class of 2015, a student meeting the requirements to be a HOPE Scholar at the time of high school graduation must earn a minimum of two full credits from the academic rigor course categories listed below prior to graduating from high school.
2. For the High School Graduating Class of 2016, a student meeting the requirements to be a HOPE Scholar at the time of high school graduation must earn a minimum of three full credits from the academic rigor course categories listed below prior to graduating from high school.
3. For the High School Graduating Class of 2017 and beyond, a student meeting the requirements to be a HOPE Scholar at the time of high school graduation must earn a minimum of four full credits from the academic rigor course categories listed below prior to graduating from high school.

Credits received for academic rigor courses must be selected from the categories below:

1. Advanced math, such as advanced algebra and trigonometry, math III, taken at the high school, or an equivalent or higher course taken for degree level credit at an Eligible Postsecondary Institution;
2. Advanced science, such as chemistry, physics, biology II, taken at the high school, or an equivalent or higher course taken for degree level credit at an Eligible Postsecondary Institution;
3. Foreign language courses taken at the high school, or taken for degree level credit at an Eligible Postsecondary Institution; or
4. Advanced Placement, International Baccalaureate or Dual Credit Enrollment courses in Core subjects.

Academic Course Rigor list can be found at:

<https://www.gafutures.org/media/187520/rigor-course-list-september-2017.pdf>

<https://www.gafutures.org/hope-state-aid-programs/hope-zell-miller-scholarships/hope-scholarship/eligibility/academic-rigor-requirements/>

## Saint Vincent's Academy Course of Study

This sheet guides you through course selection so that you will meet the graduation requirements and HOPE course rigor eligibility. Check off the courses you are presently taking, and plan. \* **A minimum of 24.5 credits is required for graduation. A student meeting the requirements to be a HOPE Scholar at the time of high school graduation must earn a minimum of 4 full credits from the academic rigor course categories (see highlighted courses below).**

**Math** (4 credits)

\_\_\_\_\_ \*Algebra 1 (Honors or CP)

\_\_\_\_\_ \*Geometry (Honors or CP)

\_\_\_\_\_ \*Algebra II (Honors or CP)

\_\_\_\_\_ \*

The 4<sup>th</sup> math course may be:

**Advanced Algebra and Trig**  
**PreCalculus (Honors or CP)**  
**AP Calculus AB or BC**  
**AP Statistics**

**English** (4 credits)

\_\_\_\_\_ \*Literature and Composition (Honors or CP)

\_\_\_\_\_ \*World Literature and Composition (PreAP, Honors or CP)

\_\_\_\_\_ \*American Literature and Composition (Honors or CP) OR **AP Language and Composition**

\_\_\_\_\_ \*British Literature and Composition (Honors or CP) OR **AP English Literature and Composition**

**Science** (4 credits)

\_\_\_\_\_ \*Biology (Honors or CP)

\_\_\_\_\_ \***Chemistry** (Honors or CP)

\_\_\_\_\_ \***Physics** (Honors or CP)

\_\_\_\_\_ \*

The 4<sup>th</sup> science course may be:

**AP Biology**  
**AP Physics 1**  
**Human Anatomy/Physiology**  
**Epidemiology**  
**AP Environmental**

**Religion** (2 credits)

\_\_\_\_\_ \*Scripture: Old & New Testament (.5 credit)

\_\_\_\_\_ \*Moral Theology & Ethics and Morality (.5 credit)

\_\_\_\_\_ \*Catholic Traditions (.5 credit)

\_\_\_\_\_ \*Peer Leadership in Service (.5 credit)

**Art** (1 credit)

Art courses, including art elective courses, do not factor into numeric average or GPA.

\_\_\_\_\_ \*Visual Arts

\_\_\_\_\_ Art Elective

**One credit in the arts is STRONGLY recommended.**

**World Language** (3 credits of the same)

\_\_\_\_\_ \*Level 1 (French, Latin or Spanish)

\_\_\_\_\_ \***Level 2** (French, Latin or Spanish)

\_\_\_\_\_ **Level 3** (French, Latin or Spanish) Honors or CP

\_\_\_\_\_ **Level 4** (French, Latin or Spanish) Honors or CP

**Elective Choices**  
(Fill in with credit)

Course \_\_\_\_\_  
Credit \_\_\_\_\_

Course \_\_\_\_\_  
Credit \_\_\_\_\_

Course \_\_\_\_\_  
Credit \_\_\_\_\_

Course \_\_\_\_\_  
Credit \_\_\_\_\_

**Social Studies** (4 credits)

\_\_\_\_\_ \*World Geography (Honors or CP) OR **AP Human Geography**

\_\_\_\_\_ \*World History (Honors or CP) OR **AP European History**

\_\_\_\_\_ \*U.S. History (Honors or CP) OR **AP U.S. History**

\_\_\_\_\_ \*Economics (.5 credit) /American Government CP or Honors (.5 credit)  
 OR Economics (.5 credit)/**AP American Government and Politics (.5 credit)**

**PE and Health** (1 credit)

PE & Health Courses, including Rec Games and Women's Health and, do not factor into numeric average or GPA.

\_\_\_\_\_ \*PE and Health

**Technology** (.5 credit) Does not factor into numeric average or GPA

\_\_\_\_\_ Computer Science Princ.



*St. Vincent's Academy*

207 E Liberty St  
Savannah, GA 31401

912.236.5508

[www.svaga.net](http://www.svaga.net)

