

# St. Mary's Academy

## 2019-2020

### Course Catalog

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We believe in climbing, in thriving, in setting the pace.

## **ST. MARY'S ACADEMY**

1615 SW FIFTH AVENUE

PORTLAND, OREGON

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[www.stmaryspdx.org](http://www.stmaryspdx.org)

## **ST. MARY'S ACADEMY MISSION STATEMENT**

St. Mary's Academy, sponsored by the Sisters of the Holy Names of Jesus and Mary since 1859, is a Catholic high school for young women, providing a challenging college-preparatory education in a vibrant learning environment. Guided by the values and charism of the Sisters, St. Mary's fosters a diverse community, educates the whole person by nurturing spirituality, encouraging creativity, promoting justice, and inspiring a sense of global interdependence to prepare students for service and leadership.

## **SCHOOL-WIDE LEARNER EXPECTATIONS**

In the quest to create self-directed, lifelong learners, St. Mary's Academy expects graduating seniors to:

1. Read critically and effectively for a variety of purposes.
2. Demonstrate effective verbal communication.
3. Communicate effectively in writing.
4. Listen effectively and critically.
5. Utilize and critically evaluate a variety of resources.
6. Employ effective and creative strategies in reasoning and problem solving.
7. Demonstrate growth in content knowledge and skill mastery through a variety of methods.
8. Demonstrate knowledge and respect for diverse cultures and traditions.
9. Demonstrate integrity, ethical decision-making skills and a respect for self and others.
10. Engage in an active exploration of issues of faith and spirituality.

To this end and guided by the school's mission, the curriculum offered by St. Mary's Academy and its faculty provides students creative and structured opportunities for their growth and development.

## **CURRICULUM**

St. Mary's Academy provides a comprehensive academic experience through course offerings and graduation requirements that incorporate the values of the mission statement, as well as the expectations of colleges and universities.

The Assistant Principle of Curriculum and Instruction, Director of Academic Support, the Registrar, Counseling, and TAs assist students and parents with forecasting and questions about graduation requirements. The Registrar and the Assistant Principal of Curriculum and Instruction are responsible for all aspects of student student's schedules and the master schedule. The Registrar schedules students into classes and prepares transcripts.

The Academic Support Center (ASC), staffed by two teachers, is a resource available to students who need a study hall or assistance with study skills. Chris Moller and Sr. Carol Higgins are our Academic Support Center teachers. Students who have been identified as needing specific academic supports may be eligible for a Study. A Core team comprised of: Dean of Students, Assistant Principal of Curriculum and Instruction, Director of Academic Support, and the Counselors meet to asses specific student accommodations. Our Counseling Department assists students with both academic, personal, and college counseling needs.

## **FORECASTING FOR CLASSES**

Students entering St. Mary's Academy should plan their four years of coursework to ensure that requirements for graduation and college entrance are met. All students are required to take a minimum of 25 credits to graduate; however, the schedule allows most students to graduate with 28 credits. **For a list of graduation requirements, please consult page 4.**

Each spring, SMA students forecast for the upcoming year with assistance from the teacher advisor (TA) who monitors their graduation requirements. Students talk with their TA to identify their interests and goals, review the courses available, and create a balanced academic course load. Students should discuss forecasting plans with their parents and teachers. Department team leaders, college counselors, and administrators are also available to assist students who have questions. Time is provided for students to meet with their TA to complete the forecasting process. Forecasting forms and registration materials, including parent signatures and registration fee, must be turned in by the designated return date. Students who turn forecasting material in late may limit their course choices.

## **SENIOR STUDY PRIVELEGE**

With written parental permission, a senior may replace one semester class with a senior privilege. Senior Study Privilege blocks **MUST** be forecasted for during spring forecasting. If a senior does not forecast for a Senior Study Privilege block, then they waive the opportunity. Senior Study Privilege blocks will not be added after forecasting, no exceptions. During the block, the student is not required to be in the school building. If a senior chooses to remain in the building during senior privilege, she must study in the library, cafeteria, or student commons. The privilege may be forfeited if a student is in a non-designated area of the building or if she has attendance, academic, or conduct infraction.

## **ADDING AND DROPPING CLASSES**

Students and parents should put serious thought into the process of planning for classes and **committing to the completion of a full-year course** when a class is taken as an option beyond the required core.

Transcripts will reflect the following for students who choose to drop a semester long class:

### **Semester Classes**

- If the withdrawal occurs within the first two weeks of the semester, no mark is recorded on the permanent record.
- If the withdrawal occurs after the first two weeks of the semester, a mark of **W** (withdrawal) is recorded on the permanent record.

Students who choose to drop a yearlong class at the semester, must meet with their college counselor to understand the impact to the college application process. A student's permanent record will reflect one of the following marks:

### **Yearlong Classes**

- If the withdrawal occurs within the first two weeks of the **year**, no mark is recorded on the permanent record.
- If the withdrawal occurs after the first two weeks of the **year**, a mark of **W** (withdrawal) is recorded on the permanent record.

ALL SCHEDULE CHANGES ARE MADE BY THE REGISTRAR AND MAY REQUIRE A SCHEDULE CHANGE FORM.

*Please note that if an insufficient number of students forecast for an elective class, it will be dropped and students will be enrolled in an alternative course selection.*

## **HONORS AND ADVANCED PLACEMENT COURSES**

### **What is the difference between an honors class and a regular college prep class?**

Honors classes study content in greater depth and at a quicker pace. Enrichment topics are added to the curriculum, standards in reading, writing, calculation, and critical thinking are higher, and learning is more independent. Because of the scope and requirements of an honors class, parental approval is required for students taking over two honors classes. Advanced Placement classes culminate in a national exam given by the College Board. Scores on the exam may qualify students for college credit or advanced standing as determined by the colleges.

What should I consider before choosing to forecast for an honors class?

- Do I have a passion for this subject matter?
- Do I want to explore this content in more depth?
- Am I willing to employ more time, do more work, and strive to meet higher standards?
- Do I have the time to commit to this class and still meet my obligations to family, church, friends, activities, sports, and work?
- Can I balance the stress this class may cause?
- Is it OK if I don't earn an "A" in this class?
- What other honors classes am I planning to take?

## **QUALITIES OF AN HONORS STUDENT**

**What are the qualities of an honors student? An honors student:**

- Is a self-starter
- Is persistent in learning
- Has a positive attitude
- Has strong time-management skills
- Is curious and investigates ideas at length
- Offers insights and alternative explanations
- Knows that failures are feedback
- Develops unique associations
- Has the desire and ability to work at a higher level
- Is able to work and learn independently
- Pays close attention to detail
- Works well with others to reach a goal
- Accepts responsibility and is accountable for her own actions
- Exhibits creativity

<b>St. Mary's Academy Graduation Requirements</b>	
Theology	4 years, 8 semester credits
English	4 years, 4 credits
Social Science	3.5 years, 3.5 credits
Mathematics	3 years, 3 Credit (must include Algebra 2)
Science	3 years, 3 credits (Physics, Biology, Chemistry)
World Language	2 consecutive years, 2 credits
Fine Arts	1 year, 2 semester credits
Health	1 year, 2 semester credits
Physical Education	1 year, 2 semester credits
Speech	0.5 years, 1 semester credit
Information Science	0.5 years, 1 semester credits
Electives	1.5 years, 3 semester credits
Minimum Total Required for graduation	25 credits

Except for Senior Study Privilege, students must be enrolled for 7 classes each semester. An approved study class may be taken for 0.5 credits once. Approval is based on recommendation from the Core team and a documented learning need. If Study is approved more than once, then zero credit is awarded.

A basic 4-year planning grid is provided at the end of this course catalog.

## COURSE OFFERINGS AND DESCRIPTIONS

In reading the course descriptions, it may be helpful to understand what is meant by the following terms:

- **Required courses** are those that must be successfully completed for graduation.
- **Elective courses** are those that students take to complete upper level courses and to accumulate the necessary overall number of credits required for graduation.
- **Selective Courses** are those that require meeting of specific acceptance criteria established by the department.
- **Co-curricular Activities** are activities held outside the academic school schedule to supplement the existing curriculum. A student's academic credit is based on the number of instructional hours.

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### ENGLISH

#### **VISION STATEMENT:**

English courses challenge students to think and read critically and communicate effectively. English teachers foster a love of learning, passion for literature, and pride in self-expression.

#### **ENGLISH 9**

*Grade:* 9  
*Prerequisite:* None  
*Credit:* Requirement/1.0  
*Length:* 1 Year

English 9 helps students build a solid foundation of skills in critical and analytical reading, and in writing literary analysis. English 9 students write in creative and analytical modes, focusing on how to enhance these aspects of composition: ideas and content, organization, sentence structure, word choice, voice, and writing conventions including punctuation, grammar, and usage. Contextual vocabulary words are studied as part of our yearlong focus on employing sophisticated language in academic writing. In literature, English 9 students study the distinguishing features of short stories, poetry, novels, and a Shakespearean drama, analyzing how those elements contribute to the overall meaning and beauty of the literary works.

#### **ENGLISH 10**

*Grade:* 10  
*Prerequisite:* English 9  
*Credit:* Requirement/1.0  
*Length:* 1 Year

English 10 furthers the student's knowledge of literature with special emphasis on drama and the novel. Writing instruction helps develop the student's skills in ideas and content, organization, voice, sentence structure, word choice, and writing conventions. Students continue to build vocabulary and to hone their skills in grammar and usage; overall the focus is on enhancing fluency in reading and writing. Although all modes of writing are practiced, students concentrate on analytical writing about literature.



## **HONORS ENGLISH 10**

*Grade:* 10  
*Prerequisite:* Department Approval  
*Credit:* Selective/1.0  
*Length:* 1 Year

Honors English 10 focuses on the same skills as English 10 with additional, more challenging literary selections, more complex compositions, and higher-level vocabulary. Standards in reading, writing, and critical thinking are more advanced.

### **Criteria for Honors English 10**

- Has an A or higher in English 9 by the end of the first semester, including an A- or higher in assessments
- Meets the criteria identified by "Profile of an Honors English Student"
- Receives a teacher recommendation based on performance in English 9
- Turns in a high-quality application

## **ENGLISH 11**

*Grade:* 11  
*Prerequisite:* English 10  
*Credit:* Requirement/1.0  
*Length:* 1 Year

English 11 concentrates on a survey of American literature from the 1500s to the present. Not only does this survey include the works of major American authors and poets, but it also emphasizes historical and philosophical movements that gave rise to American literature. Writing instruction continues to concentrate on ideas and content, organization, voice, word choice, sentence structure, and writing conventions with special emphasis on literary criticism and research. The course includes instruction in and completion of a literary research paper using in-text documentation.

## **AP® ENGLISH LANGUAGE AND COMPOSITION\***

*Grade:* 11  
*Prerequisite:* Department Approval  
*Credit:* Selective/1.0  
*Length:* 1 Year

This course is designed to develop skilled readers of prose written for varied rhetorical contexts and skilled writers who compose for formal and informal purposes. In their writing, students will focus particularly on synthesizing and evaluating sources in essays of varied lengths, including a literary research paper. The class will build on skills developed in previous English classes, including development of nuanced and varied vocabulary and syntax structures. Students will read a variety of prose styles in both fiction and non-fiction, as well as graphic and visual images, with attention to craft and rhetorical purpose. The level of reading, discussion and writing will match the rigor of a college English or humanities class. The class prepares students to take the AP® English Language and Composition Exam in May.

## **ENGLISH 12**

*Grade:* 12

*Prerequisite:* English 11 or AP Language and Composition

*Credit:* Requirement/1.0

*Length:* 1 Year

English 12 is divided into semester-long studies of particular literary ideas or topics. All semester English 12 courses examine cultural influences and philosophical movements from which the literature came and each unit includes a brief study of relevant historical background. Students develop skills to analyze theme, symbols, diction, syntax, and style of works from a variety of time periods. In addition to literary analysis, in the first semester students will receive instruction and feedback on their personal statement for college applications.

ENGLISH 12 SEMESTER 1 OFFERINGS (Students take one of the below courses for Semester 1):

### PERSONAL OR POLITICAL: LITERATURE OF PROTEST AND REVOLUTION

Feminists have long held that “the personal is political”. This course will explore the various ways in which citizens have rebelled against injustices. Texts will look at the instigation and effectiveness of subtle and overt protest through examining both art and action in literature. It is said that history is written by the winners, and neglects those who built the foundations. Through this course, we work to understand what motivates change, what constitutes rebellion, and how personal actions play a role in global decisions.

### A LITERARY GUIDE TO SURVIVING YOUR IDENTITY CRISIS

Through a variety of lenses, A Literary Guide to Surviving Your Identity Crisis offers first semester seniors the opportunity to consider humankind’s complex search for Self. Many voices will be heard, and all essential questions for the course will be focused on identity e.g. How can literature inform our understanding and expression of identity? What are the socio-historical, cultural and political influences on identity? How are stories from other times, places, and people about us? The class offers a combination of teacher-directed mini-lessons with student-centered, inquiry-based work and activities so that each student’s point of view is invited and valued.

ENGLISH 12 SEMESTER 2 OFFERINGS (Students take one of the below courses for Semester 2):

### A WOMAN'S PLACE: THE CHANGING EXPECTATIONS FOR WOMEN IN HOME, WORK, AND LOVE

Who is objectifying whom? For what are we fighting? Can we really have it all and what does that look like? This course will seek to answer these questions through examining the founders, focuses, and effectiveness of the waves of feminism. We will study the shifting ways women have occupied various spheres of their lives. Through these discussions, we can attempt to identify our modern feminist icons, goals, and values.

### ENCOUNTERING “THE OTHER”

This course will examine works of literature that deal with topics such as identity and alienation, community and individuality, success and failure. We will read modern and contemporary authors, including essays, poetry, short stories, creative non-fiction, and novels. We will discuss how language and literature provide ways to imagine and interpret the experience of the “Other”. Questions include who or what is the “Other”? How do encounters with “Other” frame our understanding of human

interaction and its product? This course will culminate in a final project that asks students to synthesize and articulate a personal response to stories and storytelling.

### **AP® ENGLISH LITERATURE AND COMPOSITION**

*Grade:* 12  
*Prerequisite:* Department Approval  
*Credit:* Selective/1.0  
*Length:* 1 Year

Advanced Placement English 12 is a seminar-styled course designed to stimulate students' growth as reflective, analytical writers and to give them the same engaging, rigorous experience that they would find in a college or university classroom. In exploring British literature from the Anglo-Saxon to the colonial era, with some work in American and world literature, students learn essential skills in close textual analysis, timed writing, and argumentation. Although the course focuses on strategies for shorter analytical essays, students also craft a college essay and a longer research paper. The class prepares students to take the Advanced Placement Literature and Composition Exam in May.

### **SPEECH**

*Grade:* 10,11,12  
*Prerequisite:* English 9  
*Credit:* Requirement/0.5  
*Length:* Semester

Speech emphasizes the preparation, presentation, organization, and analysis of oral communication while covering the communication process, nonverbal messages, and listening skills. The class includes individual informative, impromptu, and persuasive speeches as well as group projects related to civil discourse, debate, and/or performance skills.

### **CONTEMPORARY FICTION**

*Grade:* 11-12  
*Prerequisite:* English 9 & 10  
*Credit:* Elective/0.5  
*Length:* 1 Semester

Contemporary Fiction focuses on the study of five to six modern novels – three selected by the teacher, and two or three selected by the class under the teacher's direction. The course centers on student discussion, and each student is responsible, as part of a group, for the research, presentation, and planning of activities for one novel. Students develop analytical, research, and seminar-style discussion skills. In addition, students foster an appreciation of contemporary literature and develop leadership abilities through the planning of class discussions. The course includes the theories of literary criticism and both oral and written responses to literature.

### **CREATIVE WRITING**

*Grade:* 10, 11, 12  
*Prerequisite:* English 9  
*Credit:* Elective/0.5  
*Length:* 1 Semester

Creative Writing concentrates on the craft of writing in the following genres: poetry, short story, memoir, and creative non-fiction. Each student sharpens her current writing skills while developing her own style and voice. Students journal regularly in class and engage in skill building exercises as they work

toward completing polished pieces of writing. Analyzing published writers' works, participating in self-evaluation and peer response groups, and revising are integral parts of the process.

## **CREATIVE WRITING II**

*Grade:* 10, 11, 12

*Prerequisite:* *Creative Writing*

*Credit:* *Elective/0.5*

*Length:* *1 Semester*

Creative Writing II focuses on the craft of writing fiction, creative non-fiction, and poetry. Students will build on and deepen the writing skills they gained in Creative Writing. They will continue to participate in self-evaluation and peer response groups, writing exercises, and revision. Students may explore more complex issues of craft, and one genre to pursue in greater depth. The class will place emphasis on the development of the writer's own unique vision and style.

## **YEARBOOK**

*Grade:* 10, 11, 12

*Prerequisite:* *none*

*Credit:* *Selective/0.5*

*Length:* *1 Semester or 1 Year*

Students are involved in all phases of yearbook production including graphic design, copy writing, photography, layout design, theme development, and business procedures. This class provides an excellent opportunity to build teamwork and cooperative skills, as well as desktop, computer, art, and writing skills. No experience is necessary, but strong writing and technological skills, as well as a flair for creativity, are encouraged. Top editorial positions will be decided by experience and leadership ability.

This course may be taken more than once.

## **ENGLISH DEPARTMENT CRITERIA FOR HONORS**

### **Qualifying for the SMA English Honors Program**

For the transfer student or a student currently in our regular college-prep English class interested in moving to the honors program, the student must:

- Be earning an A in her current English class
- Meet the criteria identified by "Profile of an Honors English Student"
- Submit portfolio work (transfer students only)

In order to stay in the Honors and AP English program, students must maintain a B or better.

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## **FINE ARTS**

### **VISION STATEMENT:**

Through appreciation, creation, and performance, students discover and develop their artistic skills, produce and comprehend expressive means of communication, and recognize the relevance and influence of art, dance, music, and theatre enriching their lives and the world around them.

### **FRESHMAN FINE ARTS**

Grade: 9  
Prerequisite: None  
Credit: Required/1.0  
Level: 1 Year

Students take one year of performing and fine arts, a graduation requirement satisfied during the ninth grade through a 1 year/4 quarter course. Students explore and study the foundations of visual arts, dance, music, and theatre through a quarter course in each discipline. Students study the elements of these art forms as an introduction to the rich tradition of the fine and performing arts at St. Mary's Academy. They are a prerequisite to some electives and advanced courses in these subjects.

- 1 semester INTRODUCTION TO DANCE and VISUAL ARTS
- 1 semester INTRODUCTION TO THEATRE and MUSIC APPRECIATION

## **DANCE**

### **BEGINNING DANCE TECHNIQUE**

Grade: 9, 10, 11, 12  
Prerequisite: none  
Credit: Elective/0.5  
Length: 1 Semester

Beginning Dance technique develops students of all skill levels in the areas of technique, performance and appreciation of the art form. The class builds a foundation of classical technique in Western Cultural Dances while learning the histories of each form. Students spend time in four different styles of dance and once introduced, are tasked with performing original choreography in the learned styles. Required activities include participating in daily technique lesson, routine memorization, peer and self-critique journal reflections and performance preparation and presentation. Beginning Dance may fulfill a PE requirement or Fine Arts elective credit.

## **INTERMEDIATE DANCE TECHNIQUE**

Grade: 10, 11, 12

Prerequisite: Beginning Dance or Prior Dance Experience – Instructor Consent

Credit: Selective/0.5

Length: 1 Semester

Intermediate Dance Technique builds on the skills developed in Beginning Dance and is a course that develops students both as technical dancers and as movement artists. The course will focus on refining personal movement goals in order to advance the technique of each individual mover, while also spending time in anatomy to grow a more thorough understanding of body mechanics. By establishing a solid foundation in ballet, jazz, and modern (the foundations of Western dance) dancers discover their own strengths and weaknesses as they relate to the body and the self. Intermediate Dance also introduces dancers to choreography and finding their choreographic voice. Activities include daily technique lessons, routine memorization, journal reflections, dance research, the study of current prominent movers, choreographing, self-critique, and performance preparation and presentation. Intermediate Dance Technique may fulfill a PE requirement or Fine Arts elective credit.

## **ADVANCED DANCE TECHNIQUE**

Grade: 10, 11, 12

Prerequisite: Intermediate Dance or Prior Dance Experience – Instructor Consent

Credit: Selective/0.5

Length: 1 Semester

Advanced Dance Technique is an advanced movement class oriented towards the proficient dancer. The course offers rigorous technique classes and is specifically geared towards those interested in choreography and performance and offers a forum to discover and mature the dance artist within each student. Dancers learn tools to help them formulate complex thoughts and themes into meaningful pieces of art. They create group and individual choreography that applies their matured skills and expresses their unique, artistic voice. Required activities include participating in daily technique lessons, routine memorization, journal reflections, choreography activities, peer and self-critique, dance research, and performance preparation and presentation in and outside of the classroom. Advanced Dance technique may fulfill a PE requirement or Fine Arts elective credit.

## **MUSIC**

### **SHOW CHOIR & A CAPPELLA**

Grade: 10, 11, 12

Prerequisite: Music Appreciation

Credit: Elective/0.5

Length: 1 Semester

This course is offered in alternate years. It is an option for 2019-2020, then will be not be offered again until the 2021-2022 school year.

This class meets during second semester and performs at the Spring Concert. The focus of this class is performing jazz/pop a cappella choral arrangements and show choir literature, programming a well-balanced set of music (opener, comedic, medley, ballad, closer) using appropriate vocal styling and choral choreography, and staging. While students prepare and rehearse music for performance, they study the following topics: proper breathing technique for singing, vocal health, efficient and healthy singing technique and skills, choral blend and intonation skills, sight singing, ear training and music

literacy skills, and basic movement, dance, and choreography. Students in the class will choose and rehearse contemporary choral literature and develop a fully choreographed show choir and a cappella set for performance at the Spring Concert.

### **CLASS PIANO**

Grade: 9, 10, 11, 12  
Prerequisite: None  
Credit: Elective/0.5  
Length: 1 Semester

Students in class piano study and practice beginning piano technique and music literacy using Frances Clark's intervallic approach to playing piano. While learning to read and perform music at the keyboard, students study penta-scales, tetra-scales, major scales, arpeggios, accompanying and transposition, repertoire, and sight reading exercises. This course is recommended for any student desiring to learn how to play the piano, interested in studying music theory and composition, or continuing with music studies after high school.

### **CONCERT CHOIR**

Grade: 9  
Prerequisite: None  
Credit: Elective/1.0  
Length: 1 Year

Concert Choir is a non-auditioned vocal performance ensemble open to all 9<sup>th</sup> grade students who enjoy singing. While students prepare and rehearse music for performances at the Christmas and spring concerts, they study the following topics: proper breathing technique for singing; vocal health, efficient and healthy singing technique and skills, choral blend and intonation skills, sight singing, ear training and music literacy skills, and choral repertoire representing a variety of musical genres, cultures and languages. Students are provided with the opportunity to participate in the Oregon Music Educators Association Solo and Ensemble contest. Concert Choir meets 2-3 times a week before school on Tuesdays, Thursdays, and alternating Fridays. Attendance at all rehearsals and performances is mandatory.

### **MARIAN INSTRUMENTS ORCHESTRA**

Grade: 9, 10, 11, 12  
Prerequisite: Placement Audition/Instructor Consent  
Credit: Selective/1.0  
Length: 1 Year

Marians Orchestra is an auditioned performance ensemble. The Orchestra performs at the Christmas and spring concerts and other community and school special events. Rehearsals are focused on developing good ensemble skills, sight-reading, ear training, and performance techniques in a variety of musical styles and genres. Students are eligible for participation in the OMEA Solo and Ensemble Competition in the spring. The Marian Instruments Orchestra meets twice a week for 1.5 hours after school. Attendance at all rehearsals and performances is mandatory.

## **MARIAN INSTRUMENTS ADVANCED STRING ENSEMBLE**

Grade: 9, 10, 11, 12  
Prerequisite: Placement Audition/Instructor Consent  
Credit: Selective/1.0  
Length: 1 Year

The Advanced String Ensemble is similar to Marian Instruments Orchestra with more challenging literature and opportunities for solos within the ensemble. Instrumentalists who are taking private lessons are eligible to audition. Students in the Advanced String Ensemble also act as mentors and section leaders in the Orchestra. The Advanced String Ensemble performs at the Christmas and spring concerts and other community and school special events. Students are eligible for participation in the OMEA Solo and Ensemble Competition in the spring. The Advanced String Ensemble meets once a week after school for 2 ½ hours. Attendance at all rehearsals and performances is mandatory.

## **MARIAN INSTRUMENTS PIANO ENSEMBLE**

Grade: 9, 10, 11, 12  
Prerequisite: Placement Audition/Instructor Consent  
Credit: Selective/0.5  
Length: 1 Year

Piano Ensemble is an auditioned performance class that meets once a week for 1.5 hours after school. The Piano Ensemble performs for the Christmas and spring concerts. Students who audition and participate in the ensemble have the opportunity to perform as a group, in smaller duets and trios, and occasionally with instrumentalists in chamber music settings. Attention is given to developing functional keyboard skills and to the role of the pianist as an accompanist. Attendance at all rehearsals and performances is mandatory.

## **MARIAN SINGERS**

Grade: 10, 11, 12  
Prerequisite: Audition/Instructor Consent  
Credit: Selective/1.0  
Length: 1 Year

Marian Singers is an auditioned vocal performance ensemble. The Marians perform at school liturgies, the Christmas and spring concerts, area music festivals, and several other school and community special events. Students are provided with the opportunity to participate in the Oregon Music Educators Association Solo and Ensemble contest, as well as the opportunity to audition for the Oregon All-State Choir. While preparing music for performance, students study the following topics: proper breath technique for singing, vocal health, efficient and healthy singing technique and skills, choral blend and intonation skills, sight singing, ear training and music literacy skills, choral repertoire representing a variety of musical genres, cultures, and languages. Marian Singers meet twice a week for 1.5 hours after school on Tuesdays and Thursdays, and occasionally have extended (2-hour) rehearsals. Attendance at all rehearsals and performances is mandatory.



## **MUSIC THEORY & COMPOSITION**

Grade: 10, 11, 12

Prerequisite: Music Appreciation, Required Skills: Basic music literacy, including ability to identify pitch in treble and bass clefs and ability to read and perform rhythms.

Credit: Elective

Length: 1 Semester

Music Theory & Composition is a study of the structure of music applied through analysis of music and original compositions. Students explore the elements of sound, music notation, tonality, modality, melody, harmony, rhythm, form, sight singing, and ear training. This is a very important class for students interested in studying music in college. Topics studied include major and minor key signatures, harmonic structures and functions, musical terminology, keyboard/piano skills, sight singing, and ear training. All elements of music (style/genre, timbre, harmony, expression, melody, rhythm, texture, and form) are studied in depth. Prerequisite Skills: ability to identify pitch in both treble and bass clefs; ability to read basic rhythmic patterns; beginning level piano/keyboard skills. Class Piano is a recommended but not required prerequisite for this course.

## **MUSIC THEORY & COMPOSITION II**

Grade: 11, 12

Prerequisite: Music Theory & Composition and/or Instructor Consent

Credit: Selective/0.5

Length: 1 Semester

Music Theory & Composition II is a continued study of the structure of music, applied through analysis of music and original compositions. Topics covered include scales, tonality, modes, transposition, cadences and non-harmonic tones, melodic organization, harmonic structures and functions, modulations, binary and ternary form, musical terminology, keyboard/piano skills, sight singing, and ear training. All elements of music (style/genre, timbre, harmony, expression, melody, rhythm, texture, and form) are studied in depth.

## **ROSE CHOIR**

Grade: 10, 11, 12

Prerequisite: Music Appreciation

Credit: Elective/1.0

Length: 1 Year

Rose Choir is a non-auditioned vocal performance ensemble open to all students in grades 10-12 who enjoy singing. While students prepare and rehearse music for performances at the Christmas and spring concerts, they will study the following topics: proper breathing technique for singing; vocal health; efficient and healthy singing technique and skills; choral blend and intonation skills; sight singing; ear training and music literacy skills; and choral repertoire representing a variety of musical genres, cultures and languages. Students are provided with the opportunity to participate in the Oregon Music Educators Association Solo and Ensemble contest. Rose Choir meets 2-3 times a week before school on Mondays, Wednesdays, and alternating Fridays. Attendance at all rehearsals and performances is mandatory.

## **UKULELE**

Grade: 9, 10, 11, 12  
Prerequisite: None  
Credit: Elective/0.5  
Length: 1 Semester

Throughout the semester students learn basic ukulele technique (strumming and picking), develop musical literacy, study and perform varied repertoire, improvise and compose their own compositions, and create their own final group performance. Students will perform in small and large ensembles. This course is recommended for any student desiring to learn how to play the ukulele, interested in studying musicianship, or continuing with music both during and/or after high school.

## **THEATRE**

### **THEATRE I: BEGINNING THEATRE SKILLS – ACTING/TECHNICAL**

Grade: 9, 10  
Prerequisite: none  
Credit: .5  
Length: 1 Semester

This course builds on the foundational concepts presented in Theatre Appreciation. All students in the class will have the opportunity focus their skill development by choosing an emphasis in either Acting or Technical Theatre.

Acting Emphasis: Students will focus on development of beginning and intermediate acting skills. Combining practical and theoretical models, students will participate in exercises taken from various methods and acting teachers. Students will demonstrate their understanding of learning activities through study and performance of scenes and monologues from contemporary or classical plays

Technical Theatre Emphasis: Students will learn and utilize skills used in theatrical design and design implementation (technician) in the areas of costumes, set, lights, and sound. Design skills include using line, mass, color and texture to illuminate story and character. Technical skills include scenery construction, costume construction and coordination, basic lighting (hang/focus/light board) and sound procurement and creation.

Students from both areas will collaborate to produce and perform a one act play using skills learned throughout the course. Students will gain knowledge and experience through guest directors, artists, field trips, and live theatre viewing. Students will pay a “play viewing” fee in lieu of a text book and will see at least two live theatre performances outside of SMA. This class is recommended for students who have taken Theatre Appreciation, freshmen students with a strong interest in theatre, and sophomores who were not able to take Theatre Appreciation.

### **THEATRE II: THEATRE IN ACTION**

Grade: 10, 11, 12  
Prerequisite: Theatre I or previous participation in a mainstage play  
Credit: .5  
Length: 1 Semester

This course builds on the skills of Theatre I and/or the skills acquired from acting or working back/offstage in a mainstage show. Students will have the opportunity to continue their skill development in either Acting or Technical Theatre by choosing an emphasis. The main focus of this course is to provide continual performance and ‘real world’ learning opportunities to practice and hone

their skills.

Acting Emphasis: Students continue skill development in characterization through acting exercises, scene work, and a variety of performances including performing in a one-act play that is produced (in conjunction with the Technical Theatre students) and shown to the community. Students will also participate in the Thespian Acting Competition and/or the Thespian State One Act. (There is also the possibility of working on a touring show).

Technical Emphasis: Students continue to explore and work on their theatrical design skills as well as more exposure to technical implementation skills. While working on the final one act performance, the technical student from this class will also become “Core Tech” in which students will support school assemblies, mass, concerts and other practical applications that arise. The Core Tech will learn basic sound design and implementation, A/V implementation and troubleshooting, lighting design and other needs that arise in the school. Students may also have opportunities to work on/apprentice outside groups that rent our auditorium (when appropriate and schedule allows). Students can also submit designs to the State Thespian Competition. Students will lead groups in “team tech” projects to support the current mainstage production.

Students from both areas will collaborate on a final project to produce and perform a one act for the community. Students will also gain knowledge and experience through guest directors, artists, field trips and live theatre viewing. Students will pay a “play viewing” fee in lieu of a text book and will see at least two live theatre performances outside of SMA. This course is recommended for sophomores, juniors, and seniors who have taken Theatre I and/or participated in a show at St. Mary’s, or students interested in continued work on their skills through practical projects.

### **THEATRE III: ADVANCED SKILLS AND FOCUS**

Grade: 10, 11, 12

Prerequisite: Theatre II, previous participation in a mainstage play, or instructor permission

Credit: .5

Length: 1 Semester

This class will hone and focus students’ specific interests while working on advanced projects, preparing for future work and participation in theatre. The class will produce a culminating project/performance to be showcased at the end of the semester. Students from both acting and technical theatre emphases will gain knowledge and experience through guest directors, artists, field trips and live theatre viewing. Students will pay a “play viewing” fee in lieu of a text book and will see at least two live theatre performances outside of SMA. Students are encouraged to take this class if they are interested in playwriting, directing, designing for a mainstage show, and/or auditioning for college.

### **MUSICAL THEATRE**

Grade: 9, 10, 11, 12

Prerequisite: None

Credit: Elective/.5

Length: 1 Semester

This course is offered in alternate years and is not part of the 2019-2020 schedule. This course will be offered again in 2020-2021.

Musical Theatre is designed to assist students in developing basic skills in the art of musical theatre performance. Through performance, critique, and rehearsal, students learn how to integrate the principles of musical theatre including acting, singing, and dance/movement. Important topics in musical theatre history are also covered. This course will be offered again during the 2020-2021 school

year.

## **VISUAL ART**

### **AP® STUDIO ART: 2-D DESIGN, DRAWING**

Grade: 11, 12

Prerequisite: Students forecasting for AP Studio Art are required to attend an information session and submit an application to the program in advance. Students are expected to complete a sketchbook of assigned summer work and three finished pieces, due the first day of class.

Credit: Selective/1.0

Length: 1 Year

AP® Studio Art is an academically rigorous, yearlong class that allows the experienced and serious art student to investigate specific areas of art in depth. Over the course of the year, students prepare a portfolio of artwork in one of two categories: 2-D Design, or Drawing, to submit to the AP® College Board for grading in May. During first quarter students will experiment with a variety of media and start investigating individual concepts and ideas. For the remainder of the year students work on their individual Sustained Investigation which consists of at least 15 pieces around a topic of their choice. Readings, process writing, and sketchbook activities are assigned with each project, and students are required to work consistently and independently. Students who elect to take this course should be self-motivated and self-directed as well as cooperative, responsible art students.

### **CERAMICS I**

Grade: 9, 10, 11, 12

Prerequisite: None

Credit: Elective/0.5

Length: 1 Semester

Students in Ceramics I study ceramic hand-building techniques and construction, wheel throwing, and glazing. Students practice building functional and sculptural ceramic works. Emphasis in the introductory ceramics class will be on craftsmanship and sensitivity to aesthetics.

### **CERAMICS II**

Grade: 10, 11, 12

Prerequisite: Visual Arts, Ceramics I

Credit: Elective/0.5

Length: 1 Semester

Students in Ceramics II build upon techniques developed in Ceramics I and refine abilities and techniques both with hand-built and wheel-thrown forms. Emphasis will be placed on design and glazing.

### **DRAWING I**

Grade: 9, 10, 11, 12

Prerequisite: None

Credit: Elective/0.5

Length: 1 Semester

This class will develop fundamental drawing skills using a variety of media. Contour and value will be emphasized as students learn to draw from observation. Developing strategies for drawing realistically with confidence, students will work with graphite, charcoal, pastel and colored pencil. Students will keep a sketchbook and complete weekly assignments in class.

## **DRAWING II**

Grade: 10, 11, 12  
Prerequisite: Visual Arts and Drawing I, or Instructor Approval  
Credit: Elective/0.5  
Length: 1 Semester

Drawing II is an intermediate course that focuses on more complex compositions and subjects of the student's own choice. Using a variety of drawing media, students will continue to develop their technical skills in contour, gesture, cross contour, foreshortening, and tonal value drawing projects. Students will keep a sketchbook and complete weekly assignments in class. The medium of drawing in both historical and contemporary contexts will be studied. This course is recommended for students interested in taking AP Studio art.

## **2D DESIGN: MIXED MEDIA**

Grade: 10, 11, 12  
Prerequisite: Visual Arts, Drawing I, Painting I, or Instructor Approval  
Credit: Elective/0.5  
Length: 1 Semester

This intermediate course provides a foundation in the fundamentals of two-dimensional design. Through in-class projects, students explore the elements and principles of art using a wide variety of traditional and non-traditional media and methods. Projects include, but are not limited to, printmaking, mixed media, book making, and collage. In addition, students will explore the rich crafting traditions of different cultures to build an understanding of the arts in a global context. This course is designed to open a window toward self-expression and awareness that will support further study and portfolio development for the student. This course is recommended for students interested in taking AP Studio Art.

## **PAINTING I**

Grade: 9, 10, 11, 12  
Prerequisite: None  
Credit: Elective/0.5  
Length: 1 Semester

This introductory level course is for students who want to learn basic color theory and painting techniques. Using both watercolor and acrylics, students will complete a variety of daily activities and large projects to build confidence and competence in the medium. The history of painting, from the Renaissance through contemporary art, will inform the study of technique and subject matter.

## **PAINTING II**

Grade: 10, 11, 12  
Prerequisite: Visual Arts and Painting I, or Instructor Approval  
Credit: Elective/0.5  
Length: 1 Semester

This intermediate level course builds upon the basic knowledge of Painting I and emphasizes experimentation in the medium. Inspired by artists working in both historical and contemporary contexts, projects will vary from realism to abstraction. This course is recommended for students interested in taking AP Studio art.

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## **HEALTH & PHYSICAL EDUCATION**

### **VISION STATEMENT:**

The Health/PE department challenges and encourages students to find their passion for living a healthy life style and provides the skills and knowledge necessary to achieve it.

### **HEALTH 1: WELLNESS**

*Grade: 9, 10*

*Prerequisite: None*

*Credit: Requirement/0.5*

*Length: 1 Semester*

You will explore many of the important topics that are relevant to your everyday lives. This class considers what it means to have a balanced life as whole and healthy person (mind, body and spirit connection). Units of study include character education, social media and bullying, making sound and strong decisions, building better relationships, consent, nutrition, positive body image, dealing with peer pressure, mental health, stress management, and sexual health. ***This class should be taken freshman or sophomore year.***

### **HEALTH 2: FIRST AID, CPR & SAFETY**

*Grade: 10, 11, 12*

*Prerequisite: none*

*Credit: Requirement/0.5*

*Length: 1 Semester*

Health 2: First Aid, CPR & Safety provides students with an in-depth study of CPR and First Aid training. Instruction is hands on using partners and manikins. Students will learn how to care for all life-threatening situations: choking, rescue breathing, CPR, control bleeding and more. Upon successful completion, students will have an option to receive certification through the American Red Cross, for Adult, child infant and AED certification.

Students will participate in a Violence and Sexual Prevention training program to empower them with the tools to help them predict and avoid violence. The program equips young women with basic physical self-defense skills. Other activities include communicable diseases, personal and home safety, and negative effects that drugs and alcohol play on the human body.

### **ANATOMY**

*Grade: 10, 11, 12*

*Prerequisite: Health 1*

*Credit: Required .5 In place of Health 2 **or** for .5 elective Science credit*

*Length: 1 semester*

Anatomy is a single semester course with emphasis on the structures of the human body but also touching on how the systems play a part in all that we do. This class starts with a short unit on the foundational terms and the basic principles of the human body. We will then study the Integumentary system (skin), the skeletal system (bones), the muscular system (muscles) and will spend some time learning hands-only CPR. This course is recommended for students interested in any medical or health related fields, athletic training, physical therapy, forensics, and those who desire a more in depth understanding of the human body. In this class you will learn from a variety of different teaching methods including a more kinesthetic approach of building muscles out of clay to help with our understanding of where the muscles are located, what they look like and how they work. We will also learn from guest speakers, interactive websites, create artwork, and use movement as a way of testing what we have learned by identifying the muscles/ bones that are being used

while we move (yoga). ***This cannot be taken before Physiology or in conjunction with Physiology.*** (You may take this class for a Health 2 credit. It can also be viewed as an additional science elective credit if you have already taken Health 2. )

## **PHYSIOLOGY**

*Grade:* 10, 11, 12  
*Prerequisite:* Anatomy  
*Credit:* Elective .5  
*Length:* 1 semester

Physiology is a single semester course that explores how the body works and what it might look like if systems are not working properly. The semester emphasizes a thorough understanding of the Nervous system (brain and spinal cord), Cardiovascular system (heart and blood vessels), Digestive system and the Reproductive system. We will also learn about how certain diseases can affect these systems. This course is recommended for students interested in any medical or health related fields, athletic training, physical therapy, forensics, and those who desire a more in depth understanding of the human body. In this class we will learn from a variety of different teaching methods such as dissections (heart and brain), guest speakers, group projects, building structures out of clay and interactive websites/Apps. ***Anatomy MUST be taken before, and NOT at the same time, as Physiology.*** You will earn a .5 science elective credit upon completion of this class.

## **PHYSICAL EDUCATION**

*Grade:* 9, 10, 11, 12  
*Prerequisite:* None  
*Credit:* Requirement/0.5  
*Length:* 1 Semester

Students will participate in a variety of physical movements, team sports, games, and various activities with emphasis on communication, collaboration, cooperation, and community building through play. Activities include stretching, fitness, power walks, badminton, basketball, flag football, volleyball, bowling, pickle ball, lacrosse, soccer, mat ball, sprout ball, mindfulness, self-defense, and more that will allow for greater success in maintaining a life of health and fitness. A full year of a physical activity class is required for graduation. That requirement can be satisfied by taking two semesters of either Dance, Strength and Conditioning, PE, Yoga or a combination of any two of the three.

This course may be taken more than once.

## **STRENGTH & CONDITIONING - RIPPED AND FIT**

*Grade:* 10, 11, 12  
*Prerequisite:* None  
*Credit:* Elective/.0.5 PE Credit  
*Length:* 1 Semester

Ripped and Fit is designed to teach the students the lifelong skill of personal fitness. Everyone is an “athlete” in one way or another....to live functionally in day-to-day life is to be “athletic”. This class will develop the fundamentals of athleticism – strength and agility. Students focus on weight training and SAQ (speed, agility and quickness) training. Core strength, upper and lower body strength, and functional training will be stressed. Training for all sports is integrated into the program, as well as developing the inner athlete in all of us!

## **YOGA AND MINDFULNESS**

*Grade:* 10, 11, 12  
*Prerequisite:* None  
*Credit:* Elective/.0.5 PE Credit  
*Length:* 1 Semester



In this class, you will learn the basic movement patterns and postures of yoga. The type of yoga that we will be doing is called Vinyasa Yoga and is practiced as a flow-based yoga that links movement (asana) and breath (prana). Together we will break down each posture so that you will have knowledge of proper and safe alignment. The poses are adaptable and can be personalized for various fitness levels or injuries. The class is designed to increase over-all fitness, core strength and flexibility and will give you the tools to become more in-tune with your inner voice and thoughts, which will ultimately help you to feel more centered and in control of your own thoughts, feelings and motivations. You will also be exposed to some of the language, philosophy, history, and concepts of Yoga. Alongside your yoga practice we will be learning about mindfulness and how to stay present within your practice and through-out your day. We will discover what happens to your breath when things become hard. We will also work on breathing through your practice, regardless of ease, to remember that when life gets hard...sometimes all you need to do is BREATHE!

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## **INFORMATION SCIENCE**

### **VISION STATEMENT:**

We believe in the essential nature of technology literacy and responsibility in the 21st-century world. We believe in empowering young women to be builders, creators, dreamers, thinkers, researchers, collaborators, and doers. Above all, we believe that empowered women not only identify problems, they seek solutions.

At SMA, we offer classes designed to give students a sound foundation in the following:

- creative design
- critical thinking
- problem-solving
- digital leadership

### **INTRO TO COMPUTER SCIENCE**

*Grade: 9, 10, 11, 12*

*Prerequisite: None*

*Credit: Required for 2023 freshmen/ Elective Credit for Others 0.5*

*Length: 1 Semester*

This semester-long survey course explores a variety of computer science topics including problem solving, app design, web design, and programming. Students learn fundamentals of coding in the Python programming language, design and wireframe apps, and create websites using HTML and CSS. By the end of the course, students have a good foundation in the basics of computer science that will allow them to move into the Web Design, App Design, and Advanced Computer Science courses or otherwise further explore more advanced ideas in computer science.

### **WEB DESIGN**

*Grade: 9,10,11,12*

*Prerequisite: None*

*Credit: Elective/0.5*

*Length: 1 Semester*

This semester-long course bridges the intersection of art and technology, focused specifically on the design and coding of websites. Students develop their visual design sensibilities as they build their HTML, CSS, and JavaScript coding skills. By the end of the class, students will be able to analyze end-user needs and design cutting edge user experiences with the coding skills they gain in the course.

### **APP DESIGN I**

*Grade: 9,10,11,12*

*Prerequisite: None*

*Credit: Elective/0.5*

*Length: 1 Semester*

App Design I focuses specifically on the design and coding of applications for mobile devices, with an emphasis on the iOS (Apple) platform. Students learn to first design and then wireframe prototypes using the InVision platform. Students then create and style their apps using Swift (a programming language of iOS applications). By the end of the class, students have real-world app design experience and the coding skills that will allow them to move into App Design II or otherwise further explore coding and design in all areas of computer science.

## APP DESIGN II

Grade: 10,11,12

Prerequisite: *App Design I or Instructor Approval*

Credit: *Elective/0.5*

Length: 1 Semester

App Design II builds on the foundational principles of App Design I to expand student's app development skills. The course builds on previous programming experience using Swift as the programming language and X-Code as the development environment. Building on this foundation, students work through practical exercises, create apps from scratch, and design with the mindset of an app developer. App Design and Development II also includes opportunities to explore user experience (UX) and user interface (UI) guidelines to create workable app prototypes.

## COMPUTER SCIENCE PRINCIPLES

Grade: 10, 11, 12

Prerequisite: **Students automatically qualify to forecast if:** *completed Algebra II/Trig AND Intro to Computer Science/Tech Foundations or Web Design or App Design at SMA*

**Instructor Approval required if:** *Algebra II/Trig concurrent enrollment; completed Algebra II (not Algebra II/Trig); or no prior SMA computer science credits (ie: missing Intro to Computer Science/Tech Foundations, Web Design, App Design credit)*

Credit: *Elective/1.0 (can be counted as Math credit)*

Length: 1 year

Advanced Computer Science is an in-depth study of the Java programming language. Students should enter this course with mathematical experience in Algebra II/Trig and prior foundational experience in any coding language which provided a basic understanding of the logic behind the structure of coding languages; *students who've completed Intro to Computer Science/Tech Foundations or Web Design or App Design course at SMA will have the appropriate level of background knowledge of coding languages necessary for success in this course.* Areas of study include problem solving, design strategies and methodologies, data organization (data structures), approaches to data processing (algorithms), and the ethical and social implications of computing. Students explore these concepts through projects, application-related labs, presentations, and field trips (as applicable). The curriculum for this course is modeled closely after the AP Computer Science A curriculum. Therefore, dedicated and enthusiastic students will have the option to take the AP Computer Science A exam at the conclusion of this course (though the exam is not mandatory). This course emphasizes developing the skills needed to pursue employment in software engineering and other computer programming fields—both current and predicted.

## SMA TECH INTERNSHIP

Grade: 10,11,12

Prerequisite: *Tech Foundations; Application required—email Ellie Gilbert for an application*

Credit: *Elective/0.5 (Pass/Fail)*

Length: 1 Semester

This course serves as both a hands-on internal internship in Information Technology as well as an independent study. Students will work with the IT department during their assigned block responding to Tier I and II tech help requests. Interns are mentored by the SMA IT staff as they practice their skills in technology troubleshooting, systems administration, client service, and professionalism. When not performing IT support duties, students will complete self-paced learning modules to deepen their knowledge about computer systems such as Windows, MacOS, iOS, and systems management. Outside of the assigned block, students will serve at least 10 hours per quarter at the SMA Student Help Desk during activity blocks and before school and attend at least one SMA event (e.g. Open House) as IT support. At the end of this course, students will have both a transcript credit and resume-ready skills to support seeking opportunities for external technology internships and paid IT staff positions.

## **DESIGN THINKING**

*Grade: 10,11,12*

*Prerequisite: Intro to Computer Science/Tech Foundations or Instructor Approval*

*Credit: Elective/0.5*

*Length: 1 Semester*

This dynamic design externship experience is built on the foundational principles of Design Thinking developed at Stanford's D School. Students will learn how to think like a user-centered designer while exploring the design process through activities and projects. Students will identify 21st century problems and will learn to address them through improved collaboration skills, new ways of problem-solving, and building creative confidence. Students will participate in an externship opportunity with a local UX company who will mentor students through the design process. Design Thinking plays a critical role in many fields, including: Engineering, Research Methodology, Performing Arts, Visual Arts, Sociology, Psychology, Business Foundations, and Communication.

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## **MATHEMATICS**

### **VISION STATEMENT:**

The Math Department facilitates the development of effective problem-solvers and flexible, critical thinkers. We work to construct a foundation of skills and understanding which will result in mathematically confident young women who have broader options for the future.

### **ALGEBRA 1**

*Grade:* 9  
*Prerequisite:* *Pre-Algebra or Equivalent*  
*Credit:* *Requirement/1.0*  
*Length:* 1 Year

Among the topics studied are properties of the real number system, functions, linear equations, and systems of linear equations. The course also covers exponents, factoring, simplifying polynomials, and graphing. Theory is combined with practical problems and applications. Graphing technology is used extensively.

### **ACCELERATED ALGEBRA 1**

*Grade:* 9  
*Prerequisite:* *Department Consent*  
*Credit:* *Selective/1.0*  
*Length:* 1 Year

Accelerated Algebra is for students who have had algebra experience in middle school, but have not mastered concepts to the level needed for success in SMA math courses. Key concepts such as solving linear equations and graphing lines are gone over minimally, with more time and focus placed on the later topics of algebra, such as quadratics, exponentials, domain and range, simplifying rational expressions, and systems of equations and inequalities. The course also focuses on helping students to go beyond process to a deeper understanding. Graphing technology is used extensively.

### **GEOMETRY**

*Grade:* 9, 10  
*Prerequisite:* *Algebra 1 or Accelerated Algebra*  
*Credit:* *Requirement/1.0*  
*Length:* 1 Year

Geometry emphasizes logical thinking. The course helps students to understand the properties of basic geometric figures and to apply these properties to other figures. Topics include angles, parallel lines, circles, polygons, area, congruence, similarity, proofs, and an introduction to trigonometry.

### **HONORS GEOMETRY**

*Grade:* 9, 10  
*Prerequisite:* *Department Consent*  
*Credit:* *Selective/1.0*  
*Length:* 1 Year

Honors Geometry builds on and extends the content of Geometry. Many topics are studied in greater depth and include enrichment topics. The concept of proof will be explored in more depth. Students will be asked to demonstrate advanced understanding of the material.

## **ALGEBRA 2**

*Grade:* 11, 12  
*Prerequisite:* Geometry and Dept. Consent.  
*Credit:* Requirement/1.0  
*Length:* 1 Year

Algebra 2 reviews, extends, and builds on topics of Algebra1 and Geometry. Units of study include functions, systems of equations, transformations, rational expressions, exponential and logarithmic functions, quadratics, and a brief introduction to sinusoidal functions. Graphing technology will be used extensively, and students will continue to develop their critical thinking skills.

## **ALGEBRA 2/TRIG**

*Grade:* 9,10,11,12  
*Prerequisite:* Geometry and Dept. Consent  
*Credit:* Selective/1.0  
*Length:* 1 Year

Algebra 2/Trig reviews, extends, and builds upon topics of Algebra 1 with an emphasis on analytical thinking. Topics include functions, radicals, 3-D graphing, systems of equations (both linear and non-linear), transformations, rational expressions, exponential and logarithmic functions, and polynomials. Circular trigonometry is also included as well as an extensive coverage of transformations of sinusoidal functions. Graphing technology will be used extensively. This course includes significantly more material and goes at a faster pace than Algebra 2. It is for the student who has solid algebra and geometry skills and was able to earn A and B grades in Algebra and Geometry.

## **HONORS ALG2/TRIG**

*Grade:* 9, 10, 11  
*Prerequisite:* Department Consent  
*Credit:* Selective/1.0  
*Length:* 1 Year

Honors Algebra 2/Trig builds on and extends the content in Algebra 2/Trig. Topics include functions, radicals, 3-D graphing, systems of equations (both linear and non-linear), transformations, rational expressions, exponential and logarithmic functions, and polynomials. Circular trigonometry is also included as well as an extensive coverage of transformations of sinusoidal functions. These concepts are studied in greater depth, and enrichment topics are added. Focus is placed on developing higher critical thinking and problem-solving skills. Students will be asked to show advanced understanding of the material. The ability to go beyond memorization is essential. Graphing technology is used extensively.

## **ADVANCED FUNCTIONS AND STATISTICS**

*Grade:* 10, 11, 12  
*Credit:* Selective/1.0  
*Prerequisite:* Algebra 2 or Algebra 2/Trig  
*Length:* 1 year

The course will help students gain the skills needed for advanced mathematics courses. The course covers introductory statistics, survey design and experimental design. More work with advanced functions and trigonometry is done for those students who are thinking about taking Precalculus the following year. The course will draw from a variety of applications, so may be of interest to those considering the arts, humanities, and social sciences.

## **PRECALCULUS**

*Grade:* 10, 11, 12  
*Prerequisite:* Alg2/Trig or Advanced Functions and Statistics and Dept. Consent.  
*Credit:* Selective/1.0  
*Length:* 1 Year

Precalculus includes the study of functions, and trigonometry. It is for students who have finished an Algebra 2 course. Precalculus covers a wide range of topics. Functions (including linear, quadratic, logarithmic, exponential, and trigonometric) are studied to prepare for calculus and for course work in engineering and physical sciences. The topics of logarithms, limits, and complex numbers are revisited and extended. Students are introduced to finding the area under a curve and the relationship between distance and velocity. Graphing technology is used extensively.

## **HONORS PRECALCULUS**

*Grade:* 9, 10, 11, 12  
*Prerequisite:* Department Consent  
*Credit:* Selective/1.0  
*Length:* 1 Year

Honors Precalculus covers properties and transformations of elementary functions, periodic and circular functions, trigonometric properties and identities, triangle trigonometry, nonlinear modeling from data, probability, two dimensional vectors, polar coordinates and complex numbers, sequences and series and polynomial and rational functions. Graphing technology is used extensively and is an integral part of the curriculum.

## **CALCULUS**

*Grade:* 11, 12  
*Prerequisite:* Precalculus or Honors Precalculus  
*Credit:* Selective/1.0  
*Length:* 1 Year

This course covers limits, derivatives, optimization, related rates, the relationship between distance and velocity, and curve analysis. If time allows basic integrals will be covered. Frequent practice with application problems from a variety of fields occur throughout the course. Graphing technology is used extensively.

## **AP® CALCULUS**

*Grade:* 10, 11, 12

*Prerequisite:* Precalculus or Honors Precalculus and Dept Consent.

*Credit:* Selective/1.0

*Length:* 1 Year

Advanced Placement Calculus is for students who perform at a high level in Precalculus or Honors Precalculus. It requires advanced thinking skills and the ability to go beyond memorization. Many colleges grant advanced placement and credit depending upon the student score on the AB Advanced Placement exam. Topics include all elementary functions, limits, differential calculus, and integral calculus.

## **PSU CHALLENGE CALCULUS 2 (MTH 252, 253)**

*Grade:* 11, 12

*Prerequisite:* AP® Calculus, GPA 3.0

*Credit:* Selective/1.0

*Length:* 1 Year

Students will study differential and integral calculus of functions of a single variable, analytic geometry, infinite series, and applications. The syllabus for the course corresponds to PSU courses MTH 252 and MTH 253. As a dual credit course through the PSU Challenge Program, students receive high school credit and 4 PSU credits per semester. Prerequisite: Recommend B or above in AP Calculus, and 3.00 GPA.

## **COMPUTER SCIENCE PRINCIPLES**

*Grade:* 10, 11, 12

*Prerequisite:* Students automatically qualify to forecast if: completed Algebra II/Trig **AND** Intro to Computer Science/Tech Foundations or Web Design or App Design. **Instructor Approval required if:** Algebra II/Trig concurrent enrollment; completed Algebra II (not Algebra II/Trig); or missing Intro to Computer Science/Tech Foundations or Web Design or App Design credit

*Credit:* Elective/1.0 (can be counted as Math credit)

*Length:* 1 year

Advanced Computer Science is an in-depth study of the Java programming language. Students should enter this course with prior foundational experience in any coding language and a basic understanding of the logic behind the structure coding languages. This course emphasizes developing the skills needed to pursue employment in software engineering and other computer programming fields—both current and predicted. Areas of study include problem solving, design strategies and methodologies, data organization (data structures), approaches to data processing (algorithms), and the ethical and social implications of computing. Students explore these concepts through projects, application-related labs, presentations, and field trips (as applicable). The curriculum for this course is modeled closely after the AP Computer Science A curriculum. Therefore, dedicated and enthusiastic students will have the option to take the AP Computer Science A exam at the conclusion of this course (though the exam is not mandatory).



## **BETA BLUES ROBOTICS**

The St. Mary's Academy robotics team is a *FIRST Robotics Competition* (FRC) team. Members are introduced to principles of engineering, design, and programming while they work collaboratively to design, build, and program a robot within the framework of the annual FRC challenge. General participation on the team is proficiency-based and graded in a pass/fail manner. Letter grade credit can be earned after the competition season by students who complete an individual project and presentation.

### **FOUNDATIONS OF ROBOTICS AND ENGINEERING**

*Grade: 9, 10, 11, 12*

*Prerequisite: Instructor Approval*

*Credit: Elective/.5 credit (can be counted as Math or Information Science)*

*Length: 1 season of team participation, beginning in January through second semester*

Robotics team members work primarily with one department on a specific aspect of the robot—software, mechanical, electrical—though they will have exposure to all of the departments. The departments work collaboratively to design, build, and program a robot in accordance with the annual FRC challenge. Credit is strictly proficiency-based.

### **INTERMEDIATE ROBOTICS AND ENGINEERING**

*Grade: 10, 11, 12*

*Prerequisite: One year of robotics competition participation, completion of FRE, and instructor approval*

*Credit: Elective/.5 credit (can be counted as Math or Information Science)*

*Length: 1 season of team participation, beginning in January through second semester*

In addition to expanding on the standards established in Foundations of Robotics and Engineering, students at this level may be promoted to an advanced position dependent on their skills and experience. Credit is dependent upon completion of an individual project, integrating the skills and concepts attained in Foundations of Robotics and Engineering.

### **ADVANCED ROBOTICS, ENGINEERING, AND LEADERSHIP**

*Grade: 11, 12*

*Prerequisite: Two-three years of robotics competition participation, IRE and/or FRE, selection to a position of team leadership, and instructor approval*

*Credit: Elective/1 credit (can be counted as Math or Information Science)*

*Length: 1 year*

In addition to maintaining the standards furthered in Intermediate Robotics and Engineering, advanced students serve as the primary mentors for other members of the team. They work collaboratively to design pre-season training and to coordinate the team during the build and competition seasons. Credit is dependent upon the completion of an individual project integrating skills acquired over their previous years of participation and demonstrating evidence of mentorship of individual students and leadership at their assigned level within the team.

<b>Current Course</b>	<b>Forecasted Course</b>	<b>Conditions for Acceptance</b>
<b>Algebra 1</b>	Geometry	None
	Honors Geometry	97% test average for Q1, Q2, E1 & Q3 85% on Geometry Challenge Exam
<b>Accelerated Algebra 1</b>	Geometry	None
	Honors Geometry	95% test average for Q1, Q2, E1 & Q3 and Teacher Recommendation
<b>Geometry</b>	Algebra 2	None
	Algebra 2 + Trig	80% test average for Q1, Q2, E1 & Q3
	Honors Algebra 2 + Trig	95% test average for Q1, Q2, E1 & Q3 85% on Alg2+Trig Challenge Exam
<b>Honors Geometry</b>	Algebra 2 + Trig	None
	Honors Algebra 2 + Trig	80% test average for Q1, Q2, E1 & Q3
<b>Algebra 2</b>	AFS	None
	Algebra 2 + Trig	None
	None (if Graduation Requirements Satisfied*)	
<b>Algebra 2 + Trig</b>	AFS	None
	Precalculus	85% test average for Q1, Q2, E1 & Q3
	Honors Precalculus	95% test average for Q1, Q2, E1 & Q3 85% on Precalculus Challenge Exam
	None (if Graduation Requirements Satisfied*)	
<b>Honors Algebra 2 + Trig</b>	Precalculus	None
	Honors Precalculus	80% test average for Q1, Q2, E1 & Q3
	None (if Graduation Requirements Satisfied*)	
<b>AFS (Advanced Functions &amp; Statistics)</b>	Precalculus	None
	None (if Graduation Requirements Satisfied*)	
<b>Precalculus</b>	Calculus	None
	AP Calculus	95% test average for Q1, Q2, E1 & Q3 and Teacher Recommendation
	None (if Graduation Requirements Satisfied*)	
<b>Honors Precalculus</b>	Calculus	None
	AP Calculus	80% test average for Q1, Q2, E1 & Q3
	None (if Graduation Requirements Satisfied*)	
<b>Calculus</b>	AP Calculus	None
	None (if Graduation Requirements Satisfied*)	
<b>AP Calculus</b>	PSU Calculus	70% or above for Q1, Q2, E1 & Q3 (PSU Requirement)
	None (if Graduation Requirements Satisfied*)	

\*The state of Oregon requires all students complete 3 years of math and reach Algebra 2 or its equivalent.

### **MATH DEPARTMENT FORECASTING PHILOSOPHY**

When forecasting students for their future math classes, each math teacher forecasts their current students with three main considerations:

1. First and foremost, we consider which course will **most appropriately challenge** each individual student. This is a two-fold consideration that takes into account not only what will push the student to greater levels of learning, but what course will meet their needs and provide an environment where they can build confidence in their math skills.
2. The next consideration is which course **matches with an individual student's interests and goals**. We understand that our students have diverse goals for their futures and we strive to offer all students with the mathematical experiences needed to achieve those goals.
3. Finally, we always frame forecasting in the context of which math course will provide students the **best opportunity for success in college and beyond**.

It can be challenging to make a decision about a student's future success in a math class in February with only about 60% of coursework for the year complete. We strive to make sound judgments that honor our forecasting criteria and with the flexibility and understanding that things could change by the start of the next school year.

### **MATHEMATICS HONORS CRITERIA FOR INCOMING FRESHMEN**

- Must score at the 10<sup>th</sup> grade level or higher on the St. Mary's Academy entrance exam
- Must score at least 85% on the algebra/geometry placement exam

### **MATHEMATICS HONORS CRITERIA FOR CURRENT STUDENTS**

- Staying in an Honors Class:
  - When a student is currently enrolled in an honors math class, they should maintain an 80% test average or better in the course (group quizzes/tests are not included in this average)
- Moving from a Regular Math Class to an Honors Math Class:
  - Maintain a 95%\* test average in the regular class (group quizzes/tests are not included in this average)
  - Complete the Honors Application with teacher recommendation
  - Score an 85% or above on the Math Challenge Exam on Wednesday, May 22<sup>nd</sup>
  - Complete summer work set by the current teacher.

### **SUMMER MATHEMATICS OPTIONS**

While St. Mary's Academy does not offer in-house summer math classes, we do honor summer courses that meet the rigor of a St. Mary's Academy math class. With approval from the math department, summer courses may be taken at approved local high schools, community colleges, or online through an accredited program. Remedial and credit-recovery courses (including PPS summer courses) will not be approved. A student who participates in a summer course will not receive high school credit at St. Mary's Academy for their coursework and must

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\*97% to move from Algebra to Honors Geometry

take an exam if they intend to move a course ahead. If you are interested in pursuing a math class over the summer, please reach out to the head of the math department at [maryclare.metscher@smapdx.org](mailto:maryclare.metscher@smapdx.org). All summer math courses **must be approved** by the head of the math department by **Friday, June 21<sup>st</sup>**.

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## **SCIENCE**

### **VISION STATEMENT:**

The Science Department fosters an environment in which students develop the value of scientific skills and proficiencies pertinent to modern science and their own lives. Students will gain an understanding of and correctly apply basic scientific principles in preparation for future scientific studies and life. Students will collect, analyze, and interpret experimental data, and will also be able to critically evaluate and analyze scientific resources and media information.

### **CONCEPTUAL PHYSICS**

*Grade:* 9,10

*Prerequisite:* Completion of Algebra 1 and placement in Geometry or higher  
OR department approval

*Credit:* Requirement/1.0

*Length:* 1 Year

Conceptual Physics is a college preparatory course, which increases the student's understanding of the world around her through a challenging investigation of the fundamental laws of physics. Topics studied are inquiry and patterns, motion, energy, forces, waves, sound, electricity and magnetism, and engineering. Science practices, crosscutting patterns, and core concepts are emphasized through inquiry-based lab investigations and engineering projects.

### **CHEMISTRY**

*Grade:* 10, 11

*Prerequisite:* Conceptual Physics, concurrent enrollment in or successful completion of Algebra2

*Credit:* Requirement/1.0

*Length:* 1 Year

Chemistry is designed to introduce the student to the world of matter, its composition, and interactions. The goals of the course include preparing the college-bound student for college chemistry, generating interest in the world of matter, presenting basic theory, presenting laboratory techniques, providing lab experience, and increasing scientific literacy.

### **HONORS CHEMISTRY**

*Grade:* 10

*Prerequisite:* 96% for S1 grade in Conceptual Physics, concurrent enrollment in, or successful completion of Algebra2

*Credit:* Selective/1.0

*Length:* 1 Year

Honors Chemistry provides a more in-depth coverage of content and a more extensive laboratory experience than Chemistry. This course is designed to be a Pre-AP Chemistry course.

### **BIOLOGY**

*Grade:* 11, 12

*Prerequisite:* Conceptual Physics & Chemistry

*Credit:* Requirement/1.0

*Length:* 1 Year

Biology is the study of all living things. Understanding life and life processes depends on mastering the

unifying principles and concepts applicable to all life forms. The course emphasizes cellular and molecular biology. The subject matter includes organic chemistry, structure and function of cells, genetic continuity, evolution (change through time), and organisms and their environments. The class is structured to involve students in the inquiry process and in the development of higher-level thinking.

### **HONORS BIOLOGY**

*Grade:* 11, 12

*Prerequisite:* *Conceptual Physics & Chemistry*

*82% for S1 grade in Honors Chemistry or*

*94% in the following categories: S1 grade, S1 Exam, Q1/Q2 Tests average for Chemistry*

*Credit:* *Selective/1.0*

*Length:* *1 Year*

Honors Biology covers the same curriculum as Biology and provides a more in-depth presentation of content and a more extensive laboratory experience. This course is designed to be a Pre-AP Biology course.

### **ENVIRONMENTAL SCIENCE**

*Grade:* 9, 10, 11, 12

*Prerequisite:* *none*

*Credit:* *Elective/0.5*

*Length:* *1 Semester*

Environmental science explores the interdisciplinary relationships among science fields and the way they address human interaction with the environment. The course will give students background in data collection, cost-benefit analysis of environmental issues, and evidence-based support for environmental policy and decisions. With a focus on water health of the Pacific Northwest, the course supports the school's endeavor to educate students about the corporate commitment of the Sisters of the Holy Names of Jesus and Mary.

### **ADVANCED PLACEMENT BIOLOGY**

*Grade:* 12

*Prerequisite:* *85% for S1 grade in Honors Biology*

*92% for S1 grade in Biology*

*Credit:* *Selective/1.0*

*Length:* *1 Year*

AP® Biology is a second-year biology course in which students cultivate their understanding of biology through inquiry-based investigations. Topics in Advanced Biology include evolution, cellular processes, energy and communication, genetics, information transfer, biotechnology and bioethics. Student-led experimental design, team-based research, and independent problem solving will be major focuses of this course. A strong work ethic is a prerequisite for success in AP courses. Students are expected to work at an accelerated pace equal to a college-level course. AP students have a summer homework packet due on day 1 of the course in the fall.

### **ADVANCED PLACEMENT CHEMISTRY**

*Grade:* 11, 12  
*Prerequisite:* 92% in chemistry or 82% in honors chemistry and completion of Algebra 2  
*Credit:* Selective/1.0  
*Length:* 1 Year

AP® Chemistry builds upon the material in Conceptual Physics and Chemistry and aims to teach the “Big Ideas” of chemistry through problem solving and inquiry-based lab experiments. The content of the course is equivalent to the first year of a college-level general chemistry course. Topics include solutions, equilibrium, acids and bases, thermodynamics, kinetics, thermochemistry, and electrochemistry. A strong work ethic is a prerequisite for success in AP courses. Students are expected to work at an accelerated pace equal to a college-level course. AP students typically have homework daily and there is a summer homework packet due on day 1 of the course in the fall.

### **ADVANCED PHYSICS AND ENGINEERING**

*Grade:* 11, 12  
*Prerequisite:* 82% or higher in current science class and Algebra 2/Trig  
*Credit:* Selective/1 Year  
*Length:* 1 Year

Advanced physics and engineering is an algebra-based course in general physics. The course focuses on a portion of the standard content contained in a first-semester, college-level general physics course. This includes Newtonian Mechanics, waves and sound, and electricity and DC circuits. Strengthening and expanding problems, solving techniques, and “science practices” are continually reinforced throughout this course. Laboratory work and the application of physics through Engineering is an integral part of the course. Students will gain experience working at a level expected in a college physics course, and there will be the opportunity to explore topics of student interest through project based learning.

### **SCIENTIFIC RESEARCH METHODS (SRM)**

*Grade:* 12  
*Prerequisite:* 85% for S1 grade in Honors Biology  
92% for S1 grade in Biology  
*Credit:* Selective/1.0  
*Length:* 1 Year

Scientific Research Methods (SRM) is an advanced science course in individualized science investigations and problem solving. Students engage in readings, discussions, research lab tours, lectures, mini-projects, and presentations by guest speakers. Students learn about science at its cutting edge, and see how scientists solve problems. Students select an area in which they wish to research, work with a mentor for guidance and materials, budget time and resources, and plan a methodological approach in collaboration with their mentor. At the end of the year students write a scientific paper, create a computer-generated research poster, and prepare and deliver an oral presentation.

## **SMA 2019-2020 Science Forecasting Information**

<b>Forecasted Course</b>	<b>Conditions for Acceptance</b>
<b>Honors Chemistry</b>	<b>From conceptual physics:</b> 96% or above for semester 1 <b>or</b> 95% or above for semester 1 plus 90% or above on semester 1 final
<b>Honors Biology</b>	<b>From chemistry:</b> 94% in the following categories: Semester 1 test average; semester 1 final; semester 1 average <b>From honors chemistry:</b> 82% for semester 1 average
<b>AP Chemistry</b>	<b>From chemistry:</b> 92% semester average <b>From honors chemistry:</b> 82% semester average
<b>AP Biology</b>	<b>From biology:</b> 92% semester average <b>From honors biology:</b> 85% semester average
<b>Advanced Physics and Engineering</b>	82% in previous science classes and completion of algebra 2
<b>Science Research Methods</b>	<b>Note:</b> Biology is a prerequisite for SRM <b>From biology:</b> 92% semester average <b>From honors biology:</b> 85% semester average
<b>Environmental Science</b>	None
<b>Anatomy and Physiology</b>	None

## Science FAQs



- **What courses are required for graduation?**  
All students must complete a full year of Conceptual Physics, Chemistry, and Biology.
  - **How does my science forecasting happen?**  
Your current science teacher looks at your scores for first semester to determine your eligibility for next year's honors classes. Teachers compile a list of eligible students for each honors class and distribute these to TAs. Qualifying for an honors class does not mean you must enroll in it.
  - **Does my TA advisor need to sign my forecasting form?**  
Yes
  - **What if I don't get into the honors or advanced class I want to take?**  
The science department strives to recommend students for courses in which they will learn best. Students should forecast for the class they are qualified for, knowing that forecasting can be changed later.
  - **What if I want to move from a regular science course to the honors course at the next level?**  
If you are hoping to move from the regular science course to the honors course you must meet the selection criteria outlined in the forecasting table above.
  - **What if I'm in an honors course and want to move to the regular course?**  
That is fine.
  - **I am a junior currently in chemistry, and I really want to take AP biology my senior year.**  
AP Biology is a second-year course. You must take biology or honors biology as a senior.
  - **Can I take biology over the summer so that I can enroll in AP biology or SRM as a senior?**  
No. We do not accept summer science courses for credit. You are welcome to take a summer course for your enrichment and learning, but you will forecast for biology or honors biology as a senior.
  - **Can I take SRM without taking biology first?**  
No. SRM is highly interdisciplinary, and requires students to have strongly developed background knowledge from physics, chemistry, and biology. Students who are concurrently enrolled in biology don't have the background knowledge required to do their best learning in SRM.
  - **I am a transfer student and my science credits are different.**  
Please talk to your current science teacher and the Assistant Principal of Curriculum and Instruction
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## **SOCIAL SCIENCE**

### **VISION STATEMENT:**

The Social Sciences Department endeavors to nurture students' curiosity about the past and present to lead them to make informed and creative decisions in a diverse and changing world. Through questioning, research, analysis, and communication of ideas we help students understand and engage in a lifelong exploration of the human condition.

### **WORLD GEOGRAPHY**

*Grade:* 9  
*Prerequisite:* None  
*Credit:* Selective/0.5  
*Length:* 1 Semester

This course is a semester introduction to physical and human geography. The five themes of geography (local, place, region, movement, and human-environment interaction) and the basics of traditional and modern cartography and demography will be introduced and explored. Following an introduction to the discipline and basics of world geography, students will analyze the physical and human conditions of areas of the world using the approach of major realms and regions as noted by world geographers. Paired with each realm will be a case study of one or two human geography issues closely tied to one or more regions within the realm. Social Science skills such as map-making and analysis, Cornell note-taking, data interpretation and analysis, and basic social science research and writing will be emphasized.

### **GLOBAL STUDIES A and B**

*Grade:* 10  
*Prerequisite:* None  
*Credit:* Requirement/1.0  
*Length:* 1 Year

This course, divided into two semesters, covers global history beginning with early settlements and stresses the rise of "empire" toward globalized and hemispheric interactions. Particular emphasis is placed on regional civilizations that arose along prominent trade routes including those of China, India, the Middle East, Mediterranean and Northern Africa. Areas of study include: historiography, geography, economics, politics, culture, urbanization, and global interdependence. Special attention is paid to current global issues with specific focus on corroboration and the judicious use of modern media outlets. Students are introduced to primary and secondary source analysis, historical reasoning, debate, research and writing.

Students who took World Geography in 9th grade, only need to take one semester of Global Studies to complete their requirement, all other students take both Global Studies A and B as 10th graders.

### **HONORS WORLD HISTORY**

*Grade:* 10  
*Prerequisite:* Application and acceptance by  
the Department based on Social  
*Credit:* Selective/1.0  
*Length:* 1 Year

This honors course covers history starting with prehistoric developments and early river valley civilizations, then progresses to a comparative study of various ancient and classical civilizations

throughout the world. Topics are studied from the historical and geographical perspectives, focusing on the interrelationships between politics and culture including the arts, economics, and religion/philosophy. Students will analyze primary and secondary documents as part of their historical investigation. Emphasis in this course is placed on social-science reasoning, research, and writing. The course culminates in an independently researched term paper.

### **US HISTORY**

*Grade:* 11  
*Prerequisite:* *World Geography/Global Studies*  
*Credit:* *Requirement/1.0*  
*Length:* 1 Year

Students in US History conduct a chronological investigation of the past 150 years of the American story beginning with developments following the Civil War and ending with major changes of the late twentieth and early twenty-first century. Students will investigate the emergence of the United States as a world power, the major conflicts of the twentieth-century, and the trends of modern-era technology, economics and politics. Specific attention is given to integrating varied cultural perspectives. The role of women in American history is examined. Assignments include a variety of writing, research, discussion, and projects. Prerequisites include the equivalent of one year of World Geography/Global Studies.

### **PSU CHALLENGE AMERICAN HISTORY**

*Grade:* 11  
*Prerequisite:* *Application and acceptance by the Department based on Social Science Honors Criteria*  
*Credit:* *Selective/1.0*  
*Length:* 1 Year

The PSU Challenge in American History class is offered through Portland State University's Challenge Program. This chronological course begins with a study of the Reconstruction Era of American history and, as is the case for all subsequent periods studied, students will examine and analyze how social, economic, and political forces interact to shape histories. This course particularly emphasizes the critical examination of primary and secondary sources. Critical thinking and communication skills are stressed and fostered in seminar-style discussions—a number of which will be led by a member of the PSU History Department. Students will practice writing for history through developing historical questions, researching, outlining, creating annotated bibliographies, as well as crafting essays and a short research paper. Upon successfully completing the course, students will earn four credits from PSU for HST 103. For this credit the university assesses an additional registration fee.

### **REVOLUTIONS AND MODERNITY**

<i>Grade:</i> 12	&	
<i>Prerequisite:</i> <i>World Geography/Global Studies</i>		<i>US History</i>
	<i>Credit:</i>	<i>Requirement/0.5</i>
	<i>Length:</i>	<i>1 Semester</i>

This course begins with an exploration of the western concept of “modernity” before tracing its historical roots through an examination of romanticism, industrialization, imperialism, and political revolution. While Europe is a focal point, a variety of cultural experiences and perspectives (past and present) are integrated into this class. Unit themes include industrial and political revolution, imperialism, conformity and rebellion, and the promise and realities of the modern world. Course work involving critical analysis of the above themes is emphasized. Assignments include a variety of writing, research, discussion, and projects. Prerequisites include the equivalent of one year of World Geography/Global Studies and one year of U.S. History.

### **REVOLUTIONS IN RELIGION AND REASON**

*Grade:* 12  
*Prerequisite:* *World Geography/Global Studies & US History*  
*Credit:* *Requirement/0.5*  
*Length:* *1 Semester*

This semester course examines significant turning points in the formation of the intellectual and religious identity of the West. Themes relating to individualism, secularism, capitalism, and rationalism drive this study of the changing mindsets stemming from the breakdown of the medieval period. While the formation and influence of the western identity is a central focus, a variety of cultural experiences and perspectives (past and present) are integrated into this class. Course work involving critical analysis of the above themes is emphasized. Assignments include a variety of writing, research, discussion, and projects. Prerequisites include the equivalent of one year of World Geography/Global Studies and one year of U.S. History.

### **PSU CHALLENGE HISTORY of MODERN EUROPE**

*Grade:* 12  
*Prerequisite:* *Application and acceptance by the Department based on Social Science Honors Criteria*  
*Credit:* *Selective/1/0*  
*Length:* *1 Year*

Offered through the PSU Challenge Program, PSU Hst 102/History of Modern Europe begins with a critical look at what constitutes “Western Civilization” and follows with an exploration of the social and intellectual foundations of Western society from the 5<sup>th</sup> to the 20<sup>th</sup> century. An emphasis is placed on the emergence of new perspectives and their impact on Western thought from the Middle Ages to the Modern Era. This class offers a thematic approach to history—with a decided emphasis on critical thinking and primary source analysis. The reading list includes the selected work of: Mary Shelley, Jean-Jacques Rousseau, Karl Marx, Charles Darwin, and Chinua Achebe. Critical thinking and communication skills are stressed and exercised in seminar style discussions. Writing is also emphasized as several short essays and one long research paper are required. Through the PSU

Challenge Program, students earn four college credits from PSU. The university assesses an additional registration fee.

### **AMERICAN GOVERNMENT**

*Grade:* 11, 12  
*Prerequisite:* None  
*Credit:* Requirement/.5  
*Length:* 1 Semester

American Government explores political philosophy, analyzes the Constitution, and then examines the formal institutions of government, especially the legislative, judicial, and executive branches. Additionally, the course emphasizes the process of government. Students consider why the government initiates policies or responds to political situations in a particular way. Students not only develop an understanding of the subject, but they acquire the skills of note taking, analyzing, and interpreting.

### **AP® US GOVERNMENT & POLITICS**

<i>Grade:</i>	11, 12	<i>Science Honors Criteria</i>
<i>Prerequisite:</i>	<i>Application and acceptance by the Department based on Social</i>	<i>Credit:</i> Selective/0.5
		<i>Length:</i> 1 Semester

This Advanced Placement class provides students with an analytical perspective on government and politics in the United States. The course examines key political ideas, institutions, policies, and behaviors that characterize political culture of the United States. Students are guided to use this specific information critically to evaluate general propositions about government and examine political relationships. Students are required to interpret and utilize data relevant to government in both oral and written arguments. Units covered include Foundations of American Democracy, Interactions Among Branches of Government, Civil Liberties and Civil Rights, American Political Ideologies and Beliefs, and Political Participation. This course prepares students to take the Advanced Placement Exam in US Government & Politics offered in May, potentially earning students college credit. The College Board assesses an additional registration fee.

### **ECONOMICS**

*Grade:* 11, 12  
*Prerequisite:* Global Studies/World Geography  
*Credit:* Elective/0.5  
*Length:* 1 Semester

Economics is an exploration of the fundamentals of both micro- and macroeconomics. The microeconomic topics examined in the class include scarcity, choice, opportunity cost, and the business cycle, while the macroeconomic focus will be on governmental fiscal and monetary policy, including issues of inflation and employment. Students interested in this course will address the basic economic problems faced by consumers in American society, how businesses make economic decisions, the ways people invest money to save for the future, and how economic policy affects the individual, the state, the nation, and the world.

## **SOCIAL SCIENCE HONORS/AP® CRITERIA**

Students consistently exhibits qualities of an Honors student (see pg. 8 of this catalog).

### **Guidelines for Acceptance into Honors World History 10**

- Must earn *and maintain* a minimum 3.75 GPA
- Must have at least a B+ in freshman World Geography (if taken) or English.
- Must have a World Geography, English and/or Math teacher's recommendation
- Must successfully complete a Social Science Honors/AP Application Form

### **Guidelines for acceptance into PSU Challenge American History 11, and AP® US Government**

- Must have a minimum 3.0 GPA
- Must earn *and maintain* a minimum B average in current history class
- Must have recommendation of current Social Science teacher
- Must successfully complete a Social Science Honors/AP Application Form

### **Guidelines for acceptance into PSU Challenge History of Modern Europe**

- Must have a minimum 3.0 GPA
- Recommendation of current Social Science teacher.
- Must successfully complete a Social Science Honors/AP Application Form

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## **THEOLOGY**

## **VISION STATEMENT:**

As people of faith, our work is guided by the mission and ministry of Jesus Christ, Catholic Social Teaching, and the charism of the Sisters of the Holy Names of Jesus and Mary. The Theology Department, in light of our world's growing ecological and humanitarian crises, and with a view towards a cosmology that examines the human place in God's creation. We are committed to a curriculum that nurtures each student's individual spiritual growth and promotes a sustainable global society, universal human rights, economic justice, and a culture of peace.

## **THEOLOGY 9A and 9B**

INTRODUCTION TO FAITH AND RELIGION (9A) & THE REVELATION OF JESUS CHRIST IN SCRIPTURE (9B)

*Grade:* 9  
*Prerequisite:* None  
*Credit:* Requirement/1.0  
*Length:* 1 Year

Theology 9A, *Introduction to Faith and Religion*, focuses on adolescent development and spiritual growth. The theme of the course is "The Journey of Us." Students will reflect on their own maturation process including their faith lives, utilizing stories from Hebrew Scriptures. The class provides a common background of concepts, experiences and values that will prepare students for future theology courses. This course is integrated with the English 9 and TA classes. Theology 9B, *The Revelation of Jesus Christ in Scripture*, introduces the first course in the core curriculum of the United States Bishops' Curriculum Framework. A major portion of this course focuses on Jesus as the living Word of God, with particular attention given to the Gospels. Students will develop an appreciation of Sacred Scriptures while studying the Bible.

## **THEOLOGY 10A and 10B**

COMPARATIVE RELIGIONS (10A) & WHO IS JESUS CHRIST?(10B)

*Grade:* 10  
*Prerequisite:* None  
*Credit:* Requirement/1.0  
*Length:* 1 Year

Theology 10A, *Comparative Religions*, examines the human search for God. Students explore major world religions and are encouraged to explore their own journey of faith. This course attempts to answer the question "What is religion?" by investigating the great religions of the Eastern and Western world. Parallels are drawn between Christianity and Hinduism, Buddhism, Judaism, and Islam and the respective attempts to explain the purpose of life and the nature of the Creator. Theology 10B, *Who is Jesus Christ?*, is the second course in the core curriculum of the United States Bishops' Curriculum Framework. A major purpose of this course as stated in the Framework is "to introduce students to the mystery of Jesus Christ, the living Word of God and the Second Person of the Blessed Trinity." Jesus will be studied through the lens of the Hebrew Scriptures.

## **THEOLOGY 11A and 11B**

LIFE IN JESUS CHRIST AND THE MISSION OF JESUS CHRIST

*Grade:* 11  
*Prerequisite:* None  
*Credit:* Requirement/1.0  
*Length:* 1 Year

Theology 11A, *Life in Jesus Christ*, is the sixth course in the core curriculum of the United States Bishops' Curriculum Framework. A major purpose of this course is for students to learn the moral concepts and precepts that govern the lives of Christ's disciples. *Life in Jesus Christ* examines ethics from a faith perspective. Topics covered include: the development of Christian values, conscience, human behavior and critical thinking. Students investigate current moral questions and are introduced to various philosophical and ethical frameworks. Theology 11B, *The Mission of Jesus Christ*, is the third course in the core curriculum of the Framework. This course will introduce students to what it means to be a disciple of Christ and what life as a disciple entails. Key topics such as human dignity, Catholic Social Teaching, environmental justice, power, violence, racism, war and peace, globalization, poverty and hunger are explored. This course endeavors to promote a compassionate outlook examining the underlying causes of inequality and lack of sustainability, as well as possible solutions. The students will engage in praxis, which is acting upon reflection and reflecting upon action. These two courses will help students develop tools necessary for ethical inquiry, moral decision-making, and social analysis. Students will have opportunities for leadership training throughout Theology 11B.

### **THEOLOGY 12A and 12B**

JESUS CHRIST'S MISSION CONTINUES IN THE CHURCH AND SACRAMENTS AS PRIVILEGED ENCOUNTERS WITH JESUS CHRIST

*Grade:* 12  
*Prerequisite:* None  
*Credit:* Requirement/1.0  
*Length:* 1 Year

Theology 12A, *Jesus Christ's Mission Continues in the Church*, is the fourth course in the core curriculum of the United States Bishops' Curriculum Framework. The purpose of this course is to help the students understand that in and through the Church they encounter the living Jesus Christ. They will learn about the sacred nature of the Church. This course allows students the opportunity for an in-depth theological study of Jesus Christ while examining emerging theologies and engaging in various methods of theological reflection. This course will also examine James Fowler's stages of faith development, and provides an introduction to theological inquiry. Theology 12B, *Sacraments as Privileged Encounters with Jesus Christ*, is the fifth course in the Framework. The purpose of this course is to help students understand that they can encounter Christ today in a full and real way in and through the sacraments, especially through the Eucharist. There will be a special emphasis on the Sacrament of Marriage which will include units on relationships, human sexuality, child development, and parenting.

### **CAMPUS MINISTRY AND SERVICE TEAM**

*Grade:* 9, 10, 11, 12  
*Prerequisite:* Introduction to Faith and Religion  
*Credit:* Selective/.25  
*Length:* 1 Semester



This course in Applied Theology is offered as an elective in the art and practice of Campus Ministry and Service. CMS focuses on the art of pastoral ministry and its application in prayer, worship, faith sharing, service and care for the environment. Blending theory and practice, a semester of CMS explores an in-depth understanding of liturgy, community prayer, service, care for the environment and project planning. CMS builds a community of faith and supports the journey with God through student involvement and leadership in community service, environmental service, worship and retreats. Based on the Gospel of Jesus Christ and the values of our Catholic tradition, it confronts the needs of the world and the questions of our day. CMS promotes a spirituality of reverence, the interconnectedness of all life, and our responsibility to Earth and to one another. This course is Pass/No Pass.

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## **WORLD LANGUAGES**

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## **VISION STATEMENT:**

The World Languages Department of St. Mary's Academy fosters the knowledge and application of world languages and an appreciation and respect for world cultures. As a result, students will have the foundation and motivation to develop a global perspective.

## **FIRST-YEAR LANGUAGES**

*Grade: 9,10,11,12*  
*Prerequisite: None*  
*Credit: Requirement/1.0*  
*Length: 1 Year*

French 1, Spanish 1, and Latin 1 develop basic speaking and comprehension skills. Much of the time in class is spent practicing for proficiency in four skill areas: speaking, listening, reading, and writing. A study of the geography and culture of countries where the language is spoken is an integral part of each course. French and Spanish primarily utilize the OWL (Organic World Language) methodology of teaching.

## **SECOND-YEAR LANGUAGES**

*Grade: 9,10,11,12*  
*Prerequisite: 1st-year Language/Instructor Consent*  
*Credit: Requirement/1.0*  
*Length: 1 Year*

French 2, Spanish 2, and Latin 2 continue to emphasize skills learned during the first year. Students are involved in guided conversations, readings, dialogues, and writing. The study of culture and geography continues. French and Spanish students are expected to converse in the second language during class.

## **THIRD-YEAR LANGUAGES**

*Grade: 9,10,11,12*  
*Prerequisite: 2nd-year Language/Instructor Consent*  
*Credit: Selective/1.0*  
*Length: 1 Year*

French 3, Spanish 3, and Latin 3 emphasize maintaining and improving proficiency in listening, speaking, reading, and writing. Students apply what they have previously learned in original and creative fashions. Students are expected to converse in Spanish and French, and the course is taught in the target language.

## **FOURTH-YEAR LANGUAGES**

*Grade: 9,10,11,12*  
*Prerequisite: 3rd-year Language/Instructor Consent*

*Credit: Selective/1.0*  
*Length: 1 Year*

French 4 and Spanish 4 place emphasis on developing proficiency in the language of study. Incorporated into the course is a concentrated study of authentic literature. Students continue to practice at an advanced level and are expected to converse entirely in the target language.

**\*\*LATIN IV WILL NO LONGER BE OFFERED\*\***

### **AP® FRENCH/SPANISH LANGUAGE**

*Grade: 10,11,12*  
*Prerequisite: 4th -year Language*  
*Credit: Selective/1.0*  
*Length: 1 Year*

AP Spanish and French emphasize an introduction to the college-level study of language. Students are expected to continue developing proficiency in reading, writing, listening, and speaking. Incorporated into the study of language is the use of authentic plays, novels, magazines and newspapers. Students will prepare for and may choose to take the AP® Language exam offered in May.

### **HONORS ADVANCED FRENCH/SPANISH**

*Grade: 11, 12*  
*Prerequisite: AP Spanish/French or Instructor Approval*  
*Credit: Selective/1.0*  
*Length: 1 Year*

Honors Advanced French and Spanish are comprehensive classes in which students enhance their proficiency in all aspects of the language. Students speak in a variety of formal and informal situations, review grammar, read and explicate authentic literature and write papers. Throughout the course, they continue to study and experience the culture. Students will prepare for and may choose to take the AP® Language exam offered in May.

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### **CO-CURRICULAR ACTIVITIES FOR CREDIT**

These are activities held outside the academic school schedule to supplement the existing

curriculum. Students may earn academic credit. These activities should not be listed on the forecasting form.

A student must maintain a C or better in all required classes in order to continue participation in a co-curricular class. This determination will be made at each grading period.

### **BETA BLUES ROBOTICS**

The St. Mary's robotics team is a *FIRST Robotics Competition* (FRC) team. Members are introduced to principles of engineering, design, and programming while they work collaboratively to design, build, and program a robot within the framework of the annual FRC challenge.

This activity consists of three periods throughout the school year: pre-season starting in September, a 6-week build period starting in January, and competition season extending into March and April. The competition season includes two multi-day district qualifying events and the potential for championship competitions.

See the Math Department and Info Science Department offerings for the specific courses related to robotics team participation. Not scheduled at forecasting time, see Ms. Alexis Lund for more information.

The following courses are offered:

- Foundations of Robotics and Engineering
- Applications of Business Management, Marketing, and Social Media Communications
- Intermediate Robotics and Engineering
- Advanced Robotics, Engineering, and Leadership

### **GIRLS LEADERSHIP COALITION OF PORTLAND**

Students serve as mentors, leaders, and trainers for 7<sup>th</sup> and 8<sup>th</sup> grade girls from across the metro area. Students will teach leadership skills, coordinate activities and service projects, and develop curriculum for the program. Come help us create SMA's Girls Leadership Coalition of Portland and be part of an opportunity for young women's voices to shape our city! Successfully completing the year-long course can earn a student .5 elective credit. Class meetings take place during one study/week. The coalition meets two Wednesdays per month from 4-6PM at SMA.

### **MOCK TRIAL**

Mock Trial is a statewide program that allows students to take on the many roles that are part of our legal system. Students research and conduct trials using real-life cases. Participation in fall training class can earn the student .25 credits and eligibility to try out for spring competition teams.

### **MODEL UNITED NATIONS (MUN)**

MUN is a statewide organization that simulates the United Nations during a three-day conference in Eugene. Students represent a different country each year and they present resolutions and discuss global issues while participating in assigned committees. St. Mary's delegates to MUN are chosen by application and instructor consent. The research work, writing papers and resolutions and participation in the conference can earn students .5 credits. MUN is open to students in grades 10-12.

### **OUTDOOR SCHOOL**

- Sophomores, juniors, and seniors can apply to act as counselors for 6<sup>th</sup> grade students in the Multnomah County Outdoor School program, which is offered in the fall and the spring.
- Freshmen can apply to act as counselors for 4<sup>th</sup> grade students in the Multnomah County Oregon Trails program, which is offered in the spring.

Students must meet St. Mary's academic, attendance, and behavioral standards. Students are

evaluated by the Outdoor School staff and can receive .25 credits for each session.

### **SCIENCE OLYMPIAD**

When taken for the full year, Science Olympiad is a .5 credit after school class that meets two Fridays a month from 3:30-4:45 and twice a month on Saturdays. Students prepare for a variety of engineering, laboratory, and written events and compete at the state competition in early spring. A great way for those who love science or engineering to interact with others having the same passion. Students may apply in the fall.

### **TEACHING, INTEGRATING, AND EXPLORING SCIENCE (TIES)**

**Students** serve as mentors for 5<sup>th</sup> grade girls offering a positive exposure to the excitement and challenge of “doing” science. Students teach topics and coordinate activities, guest speakers, and field trips. Successfully completing these activities can earn a student .5 science credits.

## **ST. MARY’S ACADEMY GRADE SCALES**

### **GPA GRADE SCALE**

Standard Scale		Notes	Honors Scale	
Symbol	Points		Symbol	Points
A+	4.333		A+	5.333
A	4.000	Excellent	A	5.000
A-	3.667		A-	4.667
B+	3.333		B+	4.333
B	3.000	Above Average	B	4.000
B-	2.667		B-	3.667
C+	2.333		C+	3.333
C	2.000	Average	C	3.000
C-	1.667		C-	2.667
D+	1.333		D+	2.333
D	1.000	Below Average	D	2.000
D-	0.667		D-	1.667
F	0.000	No Pass No Credit	F	0.000

**LETTER GRADE AND PERCENTAGE SCALE \***

Letter	% Range	Letter	% Range	Letter	% Range	Letter	% Range
A+	100	B+	88-89	C+	78-79	D+	68-69
A	92-99	B	82-87	C	72-77	D	62-67
A-	90-91	B-	80-81	C-	70-71	D-	60-61
						F	59 >

**4-Year Plan - Graduation Requirements**

**Name:** \_\_\_\_\_ **TA:** \_\_\_\_\_

CREDITS BY SUBJECT	St. Mary's Academy
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Religion	4
English	4
Mathematics	3
Science	3
Social Science	3.5
Physical Education	1
Health	1
Second Language, the Arts and Information Science	2 Language 1 Arts 0.5 Info Sci
Other Subjects and Electives	2
Total Credits	25

**Required Core Course Sequence:**

Math: Alg. 1→Geometry→Alg2→PreCalc→Calc

Science: Con.Phys→ Chem → Bio

Social Science: WGeog/GlobStud→ USHist →M.Euro

Am Gov

Fine Arts: All incoming freshmen take a full-year rotation of quarter classes in the fine and performing arts.

Year	One	Two	Three	Four
Religion				
English				
Social Science				
Mathematics				
Science				
World Language				
Fine Arts				
Health/PE				
Speech				
Information Science				
Electives				
Total Earned	(7)	(7)	(7)	(7)
Cumulative	(7)	(14)	(21)	(28)











