



Academic Catalog

2019 - 2020¹

INTRODUCTION and MISSION STATEMENT

Villa Maria Academy, a Catholic college-preparatory school for girls, rooted in the Charism of the Sisters, Servants of the Immaculate Heart of Mary, empowers young women to lead lives of spiritual growth, intellectual inquiry and Christian service

As Villa Maria Academy approaches its sesquicentennial in 2022, the academic program looks to ensure a premium 21st Century educational experience that challenges each student to develop her God-given potential through:

- *Strengthening the current academic program to support learning that is collaborative, creative, cultural and global in scope, as well as interdisciplinary and technologically appropriate*
- *Cultivating an environment where the technology infrastructure and learning space support a 21st Century academic program*
- *Implementing an effective faculty professional learning community that provides the time and resources for teachers to grow in their knowledge of innovative, research-based pedagogy*

Propelled by its mission of educating young women to be critical thinkers, creative problem solvers, and collaborative citizens with strong communication skills, the course of studies is arranged to equip the student with the skills necessary to support that mission and to continue her learning through life. Villa Maria requires students to meet a sequence of coursework in a canon of subjects: Theology, English, Mathematics, Science, World Language, Social Studies, Fine Arts, Technology, Physical Education and Health & Wellness. Villa Maria students are also required to participate in a Capstone experience that is the broadest application of their learning and research skills. These academic requirements are enhanced by required annual retreats and service learning requirements.

Our students are expected to pursue a course of study that will continually reinforce acquisition of knowledge at the highest levels, with a mind toward preparation for a learning terrain that is defined by tomorrow's limitless boundaries of technology and innovation. Coursework at every level of instruction requires a learner who can think and work independently and collaboratively. Honors courses are taught at an accelerated pace to challenge the academically competent student who is able to pursue in-depth study. For those students ready and able to do college level work, 24 Advanced Placement courses are provided. In order to fully benefit from these accelerated courses, the student is required to take responsibility for extensive outside content preparation. Traditional coursework is supported by opportunities for occupational experiences and research in addition to direct opportunities for test preparation.

¹ Villa Maria reserves the right to modify course delivery as the schedule dictates.

The annual Academic Catalog has been prepared to help the student select her courses for the upcoming school year as part of an overall match with college and major interests in preparation for career planning. With the guidance of teachers, counselors, administrators and with the approval of parents, course selection decisions are made. The student is expected to continue in those courses so elected for the entire year.

With the guidance of the Holy Spirit, the tireless efforts of a dedicated faculty, and the consistently effective study of the student, these years at Villa Maria afford an excellent opportunity to build a solid foundation for a successful college education and the attainment of life's goals.

Contents

COURSE SELECTION	9
COURSE REQUESTS	9
ACCREDITATION and AFFILIATIONS	9
GRADUATION REQUIREMENTS	10
COURSE LEVELS	11
EVALUATION SYSTEM	12
ENTRANCE AND PLACEMENT CRITERIA/DETERMINATION OF THE CURRICULAR PATH	12
QUALITY POINT AVERAGE	13
INTENSIVE SCHEDULING, SEMESTER SCHEDULING and REPORTING OF ACADEMIC PROGRESS	13
CYBER DAY POLICY	14
HONOR ROLL	15
INSTRUCTIONAL TECHNOLOGY	15
ATTENDANCE	15
LONG-TERM ABSENCE POLICY	16
POLICY FOR MAINTAINING CREDIT IN THE CASE OF LONG-TERM ABSENCE	17
CHRONIC ABSENCE	17
FAILING GRADES AND ACADEMIC ELIGIBILITY	17
RANK IN CLASS	18
SCHOLARS PROGRAM	18
J-TERM EXPERIENCE	18
DUAL ENROLLMENT	18
SENIOR CAPSTONE PROJECT	19
GRADUATION	19
COURSE OFFERINGS	
THEOLOGY	20
ENGLISH	23
SOCIAL STUDIES	28
WORLD LANGUAGES	32
MATHEMATICS	37
SCIENCE	41
TECHNOLOGY & MEDIA SERVICES	45
FINE ARTS	47
HEALTH & PHYSICAL EDUCATION	52
EXPERIENTIAL COURSEWORK / SENIOR CAPSTONE	55

CURRICULUM SEQUENCE OF COURSES

DEPARTMENT	GRADE 9 COURSE (LEVEL)	GRADE 10 COURSE (LEVEL)	GRADE 11 COURSE (LEVEL)	GRADE 12 COURSE (LEVEL)
<p>THEOLOGY (4 YEAR REQUIREMENT)</p> <p>NOTE: ATTENDANCE AT ANNUAL CLASS RETREAT IS MANDATORY.</p>	<p><u>THEOLOGY 1 (CP)</u></p> <p>SEMESTER 1: OVERVIEW OF CATHOLICISM</p> <p>SEMESTER 2: HEBREW SCRIPTURES</p>	<p><u>THEOLOGY 2 (CP)</u></p> <p>SEMESTER 1: NEW TESTAMENT</p> <p>SEMESTER 2: CHURCH HISTORY</p>	<p><u>THEOLOGY 3 (CP)</u></p> <p>SEMESTER 1: SOCIAL JUSTICE</p> <p>SEMESTER 2: MORALITY</p>	<p><u>THEOLOGY 4 (CP,H)</u></p> <p>ONE SEMESTER OF ANY OF THE FOLLOWING:</p> <ul style="list-style-type: none"> ● CHRISTIAN SPIRITUALITY ● WORLD RELIGIONS ● HONORS APOLOGETICS ● HONORS WORLD RELIGIONS/DUAL ENROLLMENT WORLD RELIGIONS <p>AND ONE SEMESTER OF MARRIAGE & LIFE CHOICES (CP)</p>
<p>ENGLISH (4 YEAR REQUIREMENT)</p>	<p>ENGLISH 1: LITERARY GENRE (CP, H)</p>	<p>ENGLISH 2: AMERICAN LITERATURE (CP, H)</p> <p>AP ENGLISH LANGUAGE AND COMPOSITION²</p>	<p>ENGLISH 3: BRITISH LITERATURE (CP, H)</p> <p>ELECTIVES:</p> <ul style="list-style-type: none"> ● CREATIVE WRITING³ (CP) ● PUBLIC SPEAKING (CP)⁴ 	<p>AP ENGLISH LITERATURE AND COMPOSITION</p> <p>ENGLISH 4 SEMINARS (MUST CHOOSE 2-SEE CATALOG FOR DETAILS):</p> <ul style="list-style-type: none"> ● MODERN AMERICAN LITERATURE ● THE LITERATURE OF SOCIAL JUSTICE ● SHORT STORY ● HONORS 20TH CENTURY DRAMA ● HONORS WOMEN IN LITERATURE ● HONORS ISOLATION VS. BELONGING <p>ELECTIVES:</p> <ul style="list-style-type: none"> ● CREATIVE WRITING (CP)³ ● PUBLIC SPEAKING (CP)⁴

² Must meet placement criteria to take this elective. See course description.

³ Preference for electives provided only when core requirements are met.

⁴ Preference for electives provided only when core requirements are met.

SOCIAL STUDIES (3 YEAR REQUIREMENT)	WORLD HISTORY 1 (CP, H) AP WORLD HISTORY	WORLD HISTORY 2 (CP, H) AP WORLD HISTORY	UNITED STATES HISTORY (CP, H) AP UNITED STATES HISTORY ELECTIVES: <ul style="list-style-type: none"> • US GOVERNMENT • PSYCHOLOGY • GEOGRAPHY • LAW IN AMERICA • AMERICAN CULTURAL HISTORY • ECONOMICS • AP PSYCHOLOGY 	US GOVERNMENT PSYCHOLOGY GEOGRAPHY LAW IN AMERICA AMERICAN CULTURAL HISTORY ECONOMICS AP PSYCHOLOGY AP US GOVERNMENT AND POLITICS
WORLD LANGUAGE (3 YEAR REQUIREMENT, 4 STRONGLY RECOMMENDED)	SPANISH 1 FRENCH 1 LATIN 1	SPANISH 2 FRENCH 2 LATIN 2	SPANISH 3 (CP, H) FRENCH 3 (CP, H) LATIN 3 (H)	SPANISH 4 (CP, H) SPANISH 5 (H) AP SPANISH LANGUAGE FRENCH 4 (H) FRENCH 5 (H) AP FRENCH LANGUAGE & CULTURE LATIN 4 (H) AP LATIN LANGUAGE
MATHEMATICS (3 YEAR REQUIREMENT, 4 STRONGLY RECOMMENDED)	ALGEBRA 1 (CP, H)	ALGEBRA 2 (CP, H)	GEOMETRY (CP, H)	PRE-CALCULUS (CP, H) STATISTICS (CP, H) AP STATISTICS
	ALGEBRA 2 (H)⁵	GEOMETRY (CP, H)	PRE-CALCULUS (CP, H) AP STATISTICS STATISTICS (CP, H)	CALCULUS (H) AP CALCULUS AB STATISTICS (CP, H) AP STATISTICS
	ALGEBRA 2 (H)⁶	PRECALC (CP, H)	CALCULUS (H) AP CALCULUS AB STATISTICS (CP, H) AP STATISTICS	AP CALCULUS BC STATISTICS (CP, H) AP STATISTICS

⁵ See course detail on student placement criteria at <https://www.vmahs.org/academics/>.

⁶ See course detail on student placement criteria at <https://www.vmahs.org/academics/>.

SCIENCE (3 YEAR LAB SCIENCE REQUIREMENT)	PHYSICAL SCIENCE⁷ (CP)	BIOLOGY (CP) SPORTS MEDICINE	CHEMISTRY (CP) SPORTS MEDICINE	PHYSICS (CP) ANATOMY/PHYSIOLOGY (CP, H) ENVIRONMENTAL SCIENCE (CP) ASTRONOMY (CP) SPORTS MEDICINE
	BIOLOGY (CP)	CHEMISTRY (CP) SPORTS MEDICINE	PHYSICS (CP) ELECTIVES: ● ANATOMY/ PHYSIOLOGY (CP) ● ENVIRONMENTAL SCIENCE (CP) ● ASTRONOMY (CP) ● SPORTS MEDICINE	ANATOMY/PHYSIOLOGY (CP, H) ENVIRONMENTAL SCIENCE (CP) ASTRONOMY (CP) SPORTS MEDICINE
	BIOLOGY (H)	CHEMISTRY (H) SPORTS MEDICINE	PHYSICS (CP, H) AP PHYSICS 1 ELECTIVES: ● AP BIOLOGY ● AP CHEMISTRY ● ANATOMY/ PHYSIOLOGY (CP,H) ● GENETICS (H) ● ENVIRONMENTAL SCIENCE (CP) ● AP ENVIRONMENTAL SCIENCE ● AP PHYSICS C: MECHANICS ● ASTRONOMY (CP) ● SPORTS MEDICINE	AP BIOLOGY AP CHEMISTRY PHYSICS (CP, H) AP PHYSICS 1 AP PHYSICS C: MECHANICS AP PHYSICS C: ELECTRICITY & MAGNETISM (INDEPENDENT STUDY) ANATOMY/PHYSIOLOGY (CP,H) ENVIRONMENTAL SCIENCE (CP) AP ENVIRONMENTAL SCIENCE GENETICS (H) SPORTS MEDICINE ASTRONOMY (CP)

⁷ 3 years of a lab science that must include a minimum of Physical Science or Physics, Biology, and Chemistry. Physics is strongly recommended. Physical Science may only be used to fulfill the Physics requirement if it follows the recommended scope and sequence of beginning with Physical Science in the Freshman year.

<p>TECHNOLOGY (0.5 OR 1.0 CREDIT REQUIREMENT)</p> <p>CLASS OF 2023 IS HELD TO 1.0 CREDIT REQUIREMENT FOR GRADUATION</p> <p>CLASS OF 2020, CLASS OF 2021, & CLASS OF 2022 ARE HELD TO 0.5 CREDIT REQUIREMENT FOR GRADUATION</p>	<p>COMPUTER RESOURCES (CP)</p> <p>COMPUTER PROGRAMMING (CP)</p>	<p>AP COMPUTER SCIENCE PRINCIPLES</p> <p>DIGITAL MEDIA (CP)</p> <p>COMPUTER PROGRAMMING (CP)</p>	<p>DIGITAL MEDIA (CP)</p> <p>COMPUTER PROGRAMMING (CP)</p> <p>AP COMPUTER SCIENCE A</p> <p>AP COMPUTER SCIENCE PRINCIPLES</p> <p>GAME DESIGN (CP)</p>	<p>AP COMPUTER SCIENCE A</p> <p>AP COMPUTER SCIENCE PRINCIPLES</p> <p>DIGITAL MEDIA (CP)</p> <p>COMPUTER PROGRAMMING (CP)</p> <p>GAME DESIGN (CP)</p> <p>ADVANCED TOPICS</p>
<p>FINE ARTS (0.5 OR 1.0 CREDIT REQUIREMENT⁸)</p> <p>CLASS OF 2023 IS HELD TO 1.0 CREDIT REQUIREMENT FOR GRADUATION</p> <p>CLASS OF 2020, CLASS OF 2021, AND CLASS OF 2022 ARE HELD TO 0.5 CREDIT REQUIREMENT FOR GRADUATION</p>	<p>INTRO TO ART (CP)</p> <p>STUDIO ART 1 (CP)</p>	<p>STUDIO ART 1, 2 (CP)</p> <p>COLLAGE: MIXED MEDIA (CP)⁹</p> <p>WATERCOLOR (CP)⁹</p> <p>THEATRICAL PRODUCTION AND DESIGN (CP)</p>	<p>STUDIO ART 1, 2 (CP)</p> <p>ART MAJOR (H)</p> <p>CERAMICS 1, 2 (CP)</p> <p>WATERCOLOR (CP)⁹</p> <p>AP ART HISTORY</p> <p>COLLAGE: MIXED MEDIA (CP)⁹</p> <p>INTRODUCTION TO SCULPTURE (CP)</p> <p>GRAPHIC DESIGN (CP)</p> <p>THEATRICAL PRODUCTION AND DESIGN (CP)</p>	<p>STUDIO ART 1, 2 (CP)</p> <p>ART MAJOR (H)</p> <p>ADVANCED ART MAJOR (H)</p> <p>AP STUDIO ART (DRAWING AND 2D)</p> <p>CERAMICS 1, 2 (CP)</p> <p>CERAMICS INDEPENDENT STUDY (CP)</p> <p>WATERCOLOR (CP)⁹</p> <p>AP ART HISTORY</p> <p>COLLAGE: MIXED MEDIA (CP)⁹</p> <p>INTRODUCTION TO SCULPTURE (CP)</p> <p>GRAPHIC DESIGN (CP)</p> <p>THEATRICAL PRODUCTION AND DESIGN (CP)</p>
	<p>MUSIC REQUIREMENT (CAN BE FULFILLED THROUGH MUSIC APPRECIATION, MUSIC</p>	<p>MUSIC THEORY (CP)</p> <p>MUSIC COMPOSITION (CP)</p> <p>EAR TRAINING (CP)</p> <p>MUSIC</p>	<p>AP MUSIC THEORY</p> <p>MUSIC THEORY (CP)</p> <p>ADVANCED TOPICS IN MUSIC THEORY (CP)</p>	<p>AP MUSIC THEORY</p> <p>MUSIC THEORY (CP)</p> <p>ADVANCED TOPICS IN MUSIC THEORY (CP)</p> <p>MUSIC COMPOSITION</p>

⁸ Music Appreciation (726), Music Instruction (731-734) or an approved ensemble class, in combination with Art 9 (770) or Studio 1 (761) fulfills the minimum Music and Art Requirement. The remainder of the 1.0 Fine Arts credit may be fulfilled through any combination of other Fine Arts electives.

⁹ Prerequisite: minimum one semester of Studio Art 1

	<p>INSTRUCTION OR AN APPROVED ENSEMBLE CLASS)</p> <p>MUSIC APPRECIATION (CP)</p> <p>MUSIC INSTRUCTION (CP)</p> <p>MADRIGAL SINGERS (CP)</p> <p>STRING ENSEMBLE (CP)</p>	<p>TECHNOLOGY (CP)</p> <p>MUSIC INSTRUCTION (CP)</p> <p>MADRIGAL SINGERS (CP)</p> <p>STRING ENSEMBLE (CP)</p>	<p>MUSIC COMPOSITION (CP)</p> <p>EAR TRAINING (CP)</p> <p>MUSIC TECHNOLOGY (CP)</p> <p>MUSIC INSTRUCTION (CP)</p> <p>MADRIGAL SINGERS (CP)</p> <p>STRING ENSEMBLE (CP)</p>	<p>(CP)</p> <p>EAR TRAINING (CP)</p> <p>MUSIC TECHNOLOGY (CP)</p> <p>MUSIC INSTRUCTION (CP)</p> <p>MADRIGAL SINGERS (CP)</p> <p>STRING ENSEMBLE (CP)</p>
	<p>DANCE COMPANY-FA</p> <p>INTRO TO DANCE-FA</p> <p>DANCE FOR CONDITIONING-FA</p>	<p>DANCE COMPANY-FA</p> <p>INTRO TO DANCE-FA</p> <p>DANCE FOR CONDITIONING-FA</p>	<p>DANCE COMPANY-FA</p> <p>INTRO TO DANCE-FA</p> <p>DANCE FOR CONDITIONING-FA</p>	<p>DANCE COMPANY-FA</p> <p>INTRO TO DANCE-FA</p> <p>DANCE FOR CONDITIONING-FA</p>
<p>HEALTH/PE AND WELLNESS/ GUIDANCE</p> <p>(2 CREDIT REQUIREMENT IN FULFILLMENT OF PA STATE STANDARDS)</p>	<p>FRESHMAN SEMINAR</p> <p>DANCE COMPANY-PE</p> <p>INTRO TO DANCE-PE</p> <p>DANCE FOR CONDITIONING-PE</p>	<p>HEALTH SOPHOMORE SEMINAR</p> <p>TEAM SPORTS</p> <p>LIFETIME SPORTS</p> <p>STRENGTH & CONDITIONING</p> <p>DANCE COMPANY-PE</p> <p>INTRO TO DANCE-PE</p> <p>DANCE FOR CONDITIONING-PE</p>	<p>JUNIOR COLLEGE SEMINAR</p> <p>TEAM SPORTS</p> <p>LIFETIME SPORTS</p> <p>STRENGTH & CONDITIONING</p> <p>DANCE COMPANY-PE</p> <p>INTRO TO DANCE-PE</p> <p>DANCE FOR CONDITIONING-PE</p>	<p>SENIOR COLLEGE SEMINAR</p> <p>TEAM SPORTS</p> <p>LIFETIME SPORTS</p> <p>STRENGTH & CONDITIONING</p> <p>DANCE COMPANY-PE</p> <p>INTRO TO DANCE-PE</p> <p>DANCE FOR CONDITIONING-PE</p>
<p>EXPERIENTIAL LEARNING AND CAPSTONE</p> <p>(1 CREDIT REQUIREMENT)</p>	<p>FRESHMAN RETREAT</p> <p>J-TERM</p> <p>SERVICE LEARNING</p>	<p>SOPHOMORE RETREAT</p> <p>J-TERM</p> <p>SERVICE LEARNING</p>	<p>JUNIOR RETREAT</p> <p>J-TERM</p> <p>SERVICE LEARNING</p> <p>DUAL ENROLLMENT COURSEWORK THROUGH IMMACULATA UNIVERSITY</p>	<p>KAIROS / SENIOR RETREAT</p> <p>J-TERM</p> <p>CAPSTONE SENIOR PROJECT</p> <p>DUAL ENROLLMENT COURSEWORK THROUGH IMMACULATA UNIVERSITY</p>

COURSE SELECTION

The selection of an educational program is one of the most important decisions you can make. It is one that will affect your immediate educational plans as well as your future. This catalog provides a brief description of the courses offered at Villa Maria Academy. Students are required to choose a minimum of 6 ½ to 7 credits per year with more than enough credits to fulfill graduation requirements.

As you plan your program, assess your aptitudes as well as your past scholastic achievements. Think about your college and career goals. You may choose any course listed, provided you meet the requirements. These requirements are made because education must build on previous knowledge if it is to be effective. There is no point selecting a course if you have not mastered the one upon which it builds. ***No exceptions to stated prerequisites will be considered.***

Not all courses will match your schedule. Scheduling conflicts occur when two or more classes that a student requests are offered at the same time. Not all conflicts can be resolved due to the number of courses offered and students requesting courses. During the course selection process students will be given the option of 3 choices for those courses where there are other options. While every attempt will be made to match first choice courses, there is no guarantee. ***Courses listed in the Academic Catalog are offered only if staffing and student interest permit.***

COURSE REQUESTS

When selecting your courses it is important to remember:

- Requests for or from a specific teacher will not be honored.
- Courses will be scheduled only if there is sufficient student demand and staffing permits.
- Once schedules are set, they must be honored for the entire school year. This pertains to courses offered in both semesters.
- Students enrolled for AP classes must sign a contract acknowledging the expectations for the course.

Requests for changes are not honored after March 8. Exceptions are made only in the cases of conflicts, scheduling errors or recommendation of the teaching team and administration. Course fee refunds are only issued in the event of such situations.

ACCREDITATION and AFFILIATIONS

Villa Maria is duly registered by the Department of Public Instruction of the Commonwealth of Pennsylvania. In 2015, Villa Maria Academy was awarded dual accreditation with the Middle States Association of Colleges and Secondary Schools and the Pennsylvania Association of Independent Schools (PAIS). Villa Maria Academy High School is also a proud member of the National Coalition of Girls' Schools (NCGS) and the National Association of Independent Schools (NAIS). In 1989 the U.S. Department of Education recognized Villa Maria for Excellence in Education. In the same year the National Council of Teachers of English designated Villa Maria as a Center of Excellence in English Language Arts. Since 1990 the Villa Maria Chapter of the National Music Honor Society has consistently merited "Chapter of the Year" honors.

GRADUATION REQUIREMENTS

All students must accumulate over four years a minimum number of credits to meet the graduation requirements of the Commonwealth of Pennsylvania and Villa Maria Academy in adherence to the scope and sequence set forth. The typical Villa Maria student’s transcript exceeds this minimum requirement in order to customize an academic program that is best suited for her and the attainment of her post-high school goals.

Mandatory events/experiences for graduation – Classes of 2020, 2021, 2022, and 2023

- School-sponsored annual retreat
- Annual J-term
- Annual service-learning hours (only for Class of 2023, Class of 2022, and Class of 2021)
- Capstone Project in Senior year (1 credit in addition to credits listed below)

Minimum course credit requirements –

Class of 2023

Units of Credit	Course
4	Theology
4	English
3	Mathematics (4 strongly recommended)
3	Social Studies
3	Science
3	World Language
1	Health/Physical Education
1	Wellness/Guidance
1	Technology
1	Fine Arts
3	Elective courses
27	Total course credits

Class of 2022

Units of Credit	Course
4	Theology
4	English
3	Mathematics (4 strongly recommended)
3	Social Studies
3	Science
3	World Language
1	Health/Physical Education
1	Wellness/Guidance
0.5	Technology
1	Fine Arts
3.5	Elective courses
27	Total course credits

Class of 2020 and Class of 2021

Units of Credit	Course
4	Theology
4	English
3	Mathematics (4 strongly recommended)
3	Social Studies
3	Science
3	World Language
1	Health/Physical Education
1	Wellness/Guidance
0.5	Technology
0.5	Fine Arts
4	Elective courses
27	Total course credits

COURSE LEVELS

Courses are leveled according to a student's ability and needs:

- **Advanced Placement.** Twenty-four wide ranging Advanced Placement courses are offered to qualified students who experience college level classes and potentially earn college credits while still in secondary school. Those students wishing to roster for these classes must obtain the specific department approval having demonstrated motivation and previous academic achievement and must be ready to take responsibility for extensive reading and writing assignments as independent study. All students enrolled in an Advanced Placement course are required to pay for and take the advanced placement examination in May. Nightly independent workload for Advanced Placement courses may vary between subject areas. In general, students should expect significant independent weekly work per Advanced Placement course. In order to meet the Advanced Placement timetable, students may be required to complete summer work, although requirements may vary by course. **Any student scheduled for an Advanced Placement course must sign a contract (requiring parent signature) and commit to that course for the remainder of the following school year. There will be no exceptions. Students who are considering a roster of more than three Advanced Placement courses should be very clear on the time necessary to meet the demands of these rigorous courses and must seek Counselor approval.**

Advanced Placement courses are offered in the following areas:

AP English Literature and Composition
AP English Language and Composition
AP Spanish Language
AP French Language and Culture
AP Latin Language
AP United States History
AP World History
AP US Government and Politics
AP Psychology
AP Calculus AB
AP Calculus BC
AP Statistics
AP Computer Science A
AP Computer Science Principles
AP Biology
AP Chemistry
AP Physics 1
AP Physics C/Mechanics
AP Physics C/Electricity & Magnetism
AP Environmental Science
AP Studio Art/Drawing
AP Art History
AP Studio Art/2D
AP Music Theory

- **Honors.** Honors level courses are offered for academically competent students who are able to pursue in-depth study and who are willing to spend extra time outside of class working independently. These courses require additional reading and writing assignments. Entrance into these classes requires

department approval. The nightly workload for Honors courses may vary between subject areas, but students can anticipate a significant amount of independent work. Students are expected to manage their time to meet nightly and long-term deadlines.

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

EVALUATION SYSTEM

Villa Maria Academy reports grades using an ALPHA GRADING SYSTEM according to the following scale:

Alpha Grade	Numerical Grade	Quality Points
A+	100 – 98	4.1
A	97 – 93	4.0
A-	92 – 91	3.8
B+	90 – 88	3.5
B	87 – 85	3.0
B-	84 – 83	2.8
C+	82 – 80	2.5
C	79 – 77	2.0
C-	76 – 75	1.8
D+	74 – 73	1.5
D	72 – 70	1.0
F	69 –	0

Advanced Placement courses are weighted by incrementing the quality point equivalent by 0.3 point.

Honors courses are weighted by incrementing the quality point equivalent by 0.2 point.

ENTRANCE AND PLACEMENT CRITERIA/DETERMINATION OF THE CURRICULAR PATH

Villa Maria's students are selected for admission based on the results of the High School Placement Test (HSPT®) score, the student's grade school performance, previous standardized testing, teacher recommendations and individual placement testing as relevant. Additional information with regard to the placement process is posted in the "Academics" link to the Villa Maria homepage at <https://www.vmahs.org/academics/>.

Supported learning services are provided to ensure that students develop the strategies necessary to achieve success in high school and beyond. Designed in conjunction with our philosophy of '**placement for success**', students may be assigned to specific programming to support directed instruction of cognitive strategies that empower learning and lead to academic success, as directed by the Office of Curriculum and Instruction. No student, regardless of curricular path, will be exempted from the graduation requirements.

QUALITY POINT AVERAGE

The Quality Point Average is determined by finding the average of the quality points accrued in each course counting toward GPA, taking into consideration the increments earned by the level of the course. This is a **weighted** GPA. The final report in June will list the student's cumulative GPA, considering only those classes taken during her time in Villa Maria Academy. All coursework will be computed into the student's GPA. No transfer credit is computed into a student's Villa Maria GPA.

INTENSIVE SCHEDULING, SEMESTER SCHEDULING and REPORTING OF ACADEMIC PROGRESS

Beginning in the 2015-16 School Year, Villa Maria adopted a daily schedule that follows an "A/B" intensive cycle model, whereby students can take as many as 8 classes annually, 4 per day for a duration of 80 minutes each, should they choose, with approval. 6 ½ to 7 credits per year is considered the minimum annual course load for every student. Each student has the option to schedule the full eight (8) possible courses. The popular daily advisory period is embedded in the schedule to provide students with unscheduled time for independent work, collaborative research or the pursuit of specialized interests. In the event of unexpected school closing, a 'Cyber Days' policy will be invoked to ensure that instructional delivery stays consistent with the scripted pattern of the "A/B" schedule.

The Villa Maria Academic Calendar reflects a semester orientation, in preparation for the college experience. The Christmas holidays are intended to be a true break from work. Only semester-length classes may give cumulative assessments/projects in December. Year-long courses may give cumulative assessments/projects in November. The second semester resumes after the Christmas break. A J-Term is scheduled at the beginning of the second semester and is positioned intentionally to provide dedicated time to exploring coursework and experiences that the regular school schedule would not otherwise allow.

Student academic progress is reported formally on the semester in January and in June. The move away from quarter reporting was made to reduce the reliance on traditional testing and to allow for more authentic opportunities for application and demonstration of student knowledge. At the discretion of the instructor, traditional assessments may be given, but more holistic and authentic measures of student mastery are encouraged. The grade calculation for the first semester will vary from subject to subject but cross-taught courses are required to have uniformity in grade calculations. See individual course expectations for specific grade calculations. Traditional final examinations are still the norm in all core subjects. The final grade is the average of the two semester grades. A student's grade point average and eligibility for honor roll is only calculated on the semester grade. Students must attend annual retreats, participate in required service learning and all Seniors must complete a Capstone project in fulfillment of Senior year requirements. Failure to successfully fulfill all required obligations could limit a student's ability to successfully advance to the next level.

Live time grade reporting available through PowerSchool has eliminated the need for interim progress reports. Internal reporting of students noted as 'at risk' is provided to the Office of Curriculum and Instruction on average 3 times during the semester. 'At risk' is defined as a student with a 70 average or less in any course. Students reported on this list are reported to their designated guidance counselor for additional academic support and planning as needed. Academic eligibility is described in the section labeled "FAILING GRADES AND ACADEMIC ELIGIBILITY".

Positive communication between home and school is always welcomed. While students are encouraged to be the chief communicators of their academic status, student progress is continuously updated and available through PowerSchool. Formal parent conferences are scheduled annually, but conferences are encouraged any time to discuss a student's progress. A clear chain of command for home and school communication has been established and will be respected at all times. Parents with concerns about their daughter's instructional program are required to first approach the teacher with their daughter as an active agent in the resolution.

CYBER DAY POLICY

Villa Maria Academy High School has adopted guidelines for a "Cyber Days" schedule to ensure that classes stay on schedule even during weather events in which the physical school building is closed. With each occurrence the administration makes the decision whether a day will be designated a "Cyber Day" or a "free day" depending on several factors including the severity of the weather event, the accessibility of the school roads and lot, and the schedule for the day, among other factors. All emergency closings will be considered Cyber Days unless designated otherwise by the administration. The policy is as follows:

- All teachers will post assignments on Schoology for the cycle day being replaced. Assignments should be designed so that new material can be introduced and instructional objectives should be accomplished independently. The only work that needs to be posted is for classes that the 'Cyber Day' is replacing. For example, if an "A" day is considered a Cyber Day, no "B" day assignments can be posted. The assignments should take a reasonable amount of time. All assignments should be posted by 9 a.m. of the Cyber Day.
- New Cyber Day assignments must have a due date and time specified, e.g. "all work must be submitted through Google Drive or via email by 10 p.m. tonight." Any difficulty in meeting this deadline should be communicated to the teacher promptly by the student.
- Teachers must be available online for a specified time to answer questions at a time of the teacher's choice.
- Students are REQUIRED to check Schoology for assignments. Isolated emergencies are to be handled on a case-by-case basis. The Principal will remind students of this responsibility on the emergency message.
- If there is a widespread electrical outage and/or a State of Emergency and we/students cannot make contact, the students need to know to keep reviewing their current material. If there is an assessment scheduled for the next class day, the students need to be prepared to take it the day classes resume.
- Due dates for previously assigned work will remain in effect where possible. The Principal reserves the right to suspend this policy due to weather or circumstances beyond the school's control.

HONOR ROLL

An Honor Roll is computed on the first semester grade and on the second semester grade. Honors are awarded by fulfilling the following requirements:

- **Distinguished Honors:**
GPA of at least 4.0 with no major grade below A in any subject
- **First Honors:**
GPA of at least 3.5 with no major grade below B+ in any subject
- **Second Honors:**
GPA of at least 3.0 with no major grade below B in any subject

A student achieving less than a passing grade in Conduct and/or Capstone will not be eligible for the Honor Roll.

INSTRUCTIONAL TECHNOLOGY

Internet access is available to students and faculty. The purpose of this access is to support research and education consistent with the mission of the school. This access is a privilege, not a right. Students are required to purchase and carry an Apple iPad to school daily. Please check Villa Maria's website for current model and pricing information. This device will be used to enhance the instructional scope and delivery and students should have their iPads charged and ready for the start of school each day. They may be securely stored in a locker when not being used. A list of required and suggested apps will be given to each student as part of her school supplies list for her coursework. Students will be able to sign in to the school wireless network and access cloud storage and internet apps.

The **Computer Network and Internet Acceptable Use Policy** is published in the **Student Handbook**. Parents and students are asked each year to sign the form that accompanies this student handbook. In so doing, they agree to abide by the Internet Acceptable Use Policy, as well as all other policies of Villa Maria, and are made fully cognizant of the consequences of any violation.

ATTENDANCE

Regular attendance in class is expected of all students. If a serious reason causes a student to be absent from class, it is her responsibility, immediately upon her return to class, to meet with the teacher to determine the work missed and the manner of completing the assignments. At the direction of the individual teacher all work must be completed within the designated time limit.

Students absent from school for any extended time (more than three school days) should immediately make contact with their guidance counselor to coordinate a return to work plan.

LONG-TERM ABSENCE POLICY¹⁰

If a long-term absence from school becomes necessary, the following procedures will go into effect:

- Parents will be required to submit to the student's counselor a written note from the physician that explains the reason for the absence, the projected length of time of the absence, and any specific directives applicable to the school setting. Should that time be extended, the physician will need to provide an updated note. A copy of the physician's communication will be sent to the school nurse. Villa Maria reserves the right to interpret the recommended academic accommodations and will act, with the student's health and the school's interests in mind, to recommend alternative accommodations, if need be, that best fit the school's setting and curriculum. Villa Maria places the student's health interests first, mindful that the student's health and recovery may not permit the fulfillment of the Villa Maria curriculum (even with accommodations) and subsequently could have an effect on matriculation status, GPA, continuity in coursework, and graduation. An internal team, known as the "Academic Support Team" (comprised of the Dean of Students, the Director of Curriculum and Instruction, the School Nurse and the Student's designated counselor) will be the chief communicators with the student's academic team to convey, as appropriate, any academic modifications to the student's teaching team as described below.
- If the student's absence is for mental health reasons, a written note from her doctor/therapist is to be provided to the student's counselor who will monitor the student according to the written directives.
- The student's counselor will organize a meeting of the Academic Support Team to evaluate the written directives according to the academic policies of Villa Maria Academy. In the case of a concussion, the School Concussion Policy will be monitored by the nurse.
- Teachers of the student will be notified of the student's absence and needs by the student's counselor. If necessary, the counselor will organize a meeting of teachers, parents, and all involved parties to discuss any special circumstances. Following the meeting, each teacher, in consultation with the Director of Curriculum and Instruction, will devise an educational plan for the student which will include all required topics, assignments, and assessments that the teacher deems essential to the integrity of the course.
- Should the student's absence need to extend beyond the possibility of continuing successfully in the curricular program, the Academic Support Team will request that the parents register the student with their local school district of residence to initiate homebound tutoring. The counselor will contact the school district/tutor to discuss procedures and arrange for updates from the tutor to communicate with the student's Villa teachers.
- When the student is ready to return from such an extended absence, the school will require a written report from the physician/therapist and the school district tutors. A return to school meeting, organized by the counselor with the Academic Support Team, the student, and her parents will be scheduled to discuss the procedures and credit requirements/adjustments.

¹⁰ This policy applies to any student working through a concussion 'return to play' protocol.

POLICY FOR MAINTAINING CREDIT IN THE CASE OF LONG-TERM ABSENCE

Absences from school, for whatever reason, do not excuse a student from the obligation to meet all schoolwork, as defined by the teachers, the Director of Curriculum and Instruction, and the prescribed departmental curriculum. Students failing to seek this assistance will be afforded no latitude.

- In the event that assignments/assessments are outstanding, a zero for that work will be recorded in the teacher's grade book until the missing work is turned in to the teacher who will then remove the zero and enter the appropriate grade.
- It may happen that the grade will be recorded as an "F" due to the presence of the zeroes. This grade will be adjusted once all work is up-to-date.
- A student receiving academic accommodations due to long-term absence may not be eligible to participate in activities or extra-curricular events, nor may she travel as representative of the school until she receives clearance from the Director of Curriculum and Instruction.

CHRONIC ABSENCE

Students who miss more than 20 class periods for a full year course or 10 class periods for a semester course for any reason may fail that class for the year. Certification of an absence by a physician, as described in long-term absence policy, is an exception to the limit. Satisfactory completion of required work is expected. The administration in conjunction with the teaching team will review the matter with parents before a decision is made by the administration. Persistent absences may also result in the student being subject to appropriate disciplinary action.

FAILING GRADES AND ACADEMIC ELIGIBILITY

A student receiving a failing grade in any academic subject is on Academic Probation for the next grade reporting period. During the probation period, the student must meet weekly with the subject teacher, follow the recommendations of the subject teacher, report to any assigned tutoring, and report regularly to the Guidance Counselor and the Director of Curriculum and Instruction as directed.

If a student is reporting a failing grade "F" when interim 'at risk' updates are required, she will be considered ineligible for extra-curricular participation until a passing grade is achieved. Teachers have the latitude to report a student "In Danger of Failing/IDF" if, in the teacher's professional assessment, the student is making specific progress toward improvement of a poor grade. However, if the student does not meet the parameters of the improvement plan set forth or does move into a failing grade range, the student will be considered academically ineligible and she may not participate in extra-curricular activities until a passing grade is achieved. Students are fully responsible for monitoring their academic progress via PowerSchool. There should be no surprises if a situation arises to be made ineligible for an extra-curricular activity. If a student is deemed ineligible, her status will be communicated to her by the Director of Curriculum and Instruction in conjunction with the Director of Activities, the Athletic Director, and the Music Director.

Students in grades 9, 10 or 11 who earn a final grade of “D” or lower in any course must attend an approved summer school program in order to remediate the grade and return to Villa Maria Academy in good standing. Generally, no more than two courses with grades of “D” or lower may be remediated. The maximum allowable grade for a remediated course will be a “C”. Any student who receives a final failing grade in two courses or more will not be permitted to return to Villa Maria. Seniors who have a failure will not receive their diplomas until all work is satisfactorily completed.

A student whose GPA falls below the college-qualifying grade of “C” (2.0) at the end of August will not be permitted to return to Villa Maria Academy.

RANK IN CLASS

Villa Maria Academy does not rank its students. This decision gives recognition to the fact that Villa Maria has a selective admissions policy, small class size, and a demanding marking system. For this reason, class rank is not an accurate measure of individual achievement and could be misleading in determining a student's ability to complete college level work successfully.

At the midpoint of the second semester, the two Seniors with the highest cumulative GPA will be named Valedictorian and Salutatorian. Students must have spent their entire high school careers at Villa Maria Academy to be considered for this distinction.

SCHOLARS PROGRAM

By invitation, academic scholarship winners may be invited to be part of the special Scholars programming, the successful completion of which will lead to the attainment of Scholars’ distinction at graduation.

J-TERM EXPERIENCE

Developed as a natural extension to our move to intensive block scheduling in the 2015-2016 school year, the inaugural January Term or ‘J Term’ was launched in January 2017. The program enables students to explore coursework and experiences that the regular school schedule would not otherwise allow. By offering these “deep dives” into curricular interests and creative outlets, J-Term provides students with what the research shows are the keys to student learning: choice, relevance, meaning, and dare we say fun. J-term is held the first week students and faculty return from Christmas break in January.

DUAL ENROLLMENT

Beginning in the 2017-2018 School Year, Villa Maria Academy High School began an articulation agreement with Immaculata University to offer dual enrollment college credits on Villa Maria’s campus. Taught by Immaculata faculty, students pay a \$300 fee, and through successful completion, have potential to obtain 3 college level credits per course to accompany their high school level transcript. Course offerings vary from year to year. Interested students should have a 3.3 cumulative GPA and are encouraged to consult with their Counselor over the efficacy of these dual enrollment courses to the student’s plan of study.

SENIOR CAPSTONE PROJECT

An inquiry-based experience, driven by student interest, is required for graduation. It involves critical thinking, investigative research, problem solving, written reflection and application of prior and acquired knowledge under the guidance of a mentor and through documented field experiences and/or service. In lieu of final exams, all Seniors are required to submit written summaries which connect their Capstone experiences to their curricular work.

GRADUATION

Graduation takes place each year on the first Saturday after Memorial Day. To participate in graduation, students must fulfill all requirements of the school: academic, financial, and disciplinary.

COURSE OFFERINGS

THEOLOGY

The Theology Department of Villa Maria Academy recognizes its unique role in the educational ministry of the Church and its specific implications for this school. The Theology Department seeks to offer leadership, vision and inspiration within a school whose mission is firmly rooted in the Gospel and steeped in Catholic tradition. In an effort to respond faithfully to the goals set forth in the "Declaration on Christian Education", we define our program and purpose, "... to inspire the student with the Spirit of Christ, to help to bring to maturity the gifts and talents of each student, and to direct all students to become involved in transforming their world into God's Kingdom." These goals offer an attitudinal, cognitive, and affective dimension as we seek to transmit a spirit of faith and to teach Theology as an academic discipline with specific, measurable objectives. It is the integration of these dimensions that provides the challenge as we seek to lead young women to live lives of spiritual growth, intellectual inquiry, and Christian service.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
<u>Theology 1</u>	<u>Theology 2</u>	<u>Theology 3</u>	<u>Theology 4</u>
Semester 1: Overview of Catholicism Semester 2: Hebrew Scriptures	Semester 1: New Testament Semester 2: Church History	Semester 1: Social Justice Semester 2: Morality	One Semester of elective: <ul style="list-style-type: none"> ● Christian Spirituality ● World Religions ● Honors Apologetics ● Honors World Religions/Dual Enrollment World Religions One Semester of Marriage & Life Choices

135 Introduction to Christianity

All Grades

Credit 0.5

College Prep

This course introduces the vocabulary, the concepts, the events, and the beliefs of the Catholic faith for students who have little or no knowledge or experience of Christianity. It includes an overview of the story of Salvation History, beginning with Abraham and covering the main stories and people and truths of the Hebrew Scriptures. It continues with the story of Jesus through the Gospels, the growth of the Church, and an explanation of the status of Christianity in the world today. Students will also explore the reasonableness of Christian belief as well as the way a Catholic Christian life is practiced through prayer, Mass, Sacraments, observance of the Commandments, and service to others in imitation of Jesus.

160 The Hebrew Scriptures

Grade 9

Credit 0.5

College Prep

The *Hebrew Scriptures* course seeks to guide students to a more thorough understanding and a more mature appreciation of God's revelation to the People of Israel. The course examines the kinds of literature and literary devices used to communicate God's revelation about who God is, who we humans are, and what our relationship with God and each other should be. This Divine Revelation gradually unfolds through Jewish history. Students are encouraged to reflect on God's call and action within their own lives as their own salvation history. They are challenged to respond to God's love as it unfolds in their everyday experiences and relationships.

161 Overview of Catholicism **Grade 9** **Credit 0.5** **College Prep**

This overview of Catholic faith and character formation helps to form teenagers in the beliefs, values, and practices of the Catholic faith. Using the beliefs expressed in the Apostles and Nicene Creeds as the foundation, the course examines the meaning of these beliefs, the ways in which we should live according to these beliefs on a day to day basis, and specific faith-filled role models. It also examines the meaning and importance of Mass, the Sacraments, and prayer in the practice of the faith and growth in one's personal relationship with Jesus.

162 New Testament **Grade 10** **Credit 0.5** **College Prep**

The course on *New Testament* presents Jesus as the center of God's saving plan and, while it presents an overview of the entire New Testament, it especially shows how the four Gospels express the early Christian community's faith reflection on the meaning of Jesus' life. The course is also designed to help students to discover and appreciate the meaning of Jesus who understands and loves them and who challenges them to celebrate life, to care for other people, and to take responsibility for the world in which they live.

163 Church History **Grade 10** **Credit 0.5** **College Prep**

The *Church History* course completes the study of the New Testament begun in *The Gospels* course by examining the work of the Holy Spirit in Acts of the Apostles, the Epistles, and the Book of Revelation. It then surveys the development of Christianity to the present day, stressing the importance of knowing the richness as well as the difficulties of our past in order to understand and appreciate more deeply the teachings and practices of the Church today and the continued guidance and help of the Holy Spirit. It is the story of the people who have been and are being called to be the family of God, to be the brothers and sisters of Jesus Christ.

165 Christian Morality **Grade 11** **Credit 0.5** **College Prep**

The *Christian Morality* course stresses the need for a Christian philosophy of life that is reflected in moral choices. It seeks to help the student realize the need to make moral decisions based on her awareness of herself as a human person and a child of God. It also attempts to guide the student in recognizing that the law of Jesus is basically the response of a person who is truly human and at the same time a sharer in Divine Life.

168 Social Justice **Grade 11** **Credit 0.5** **College Prep**

The course on *Social Justice* aims to provide students with a methodology for living and doing justice in their own lives, according to their own capabilities. It guides them first to recognize the problems and the causes of the problems in our world. Next, it helps them to judge the facts according to Christian principles and criteria, drawing on the body of Catholic social teaching in modern times. Finally, once a situation is judged to be unjust, students consider what actions must be taken to correct it. All are encouraged to put their faith into action by doing what they can to further justice and peace in their lives and in our world. Note: A requirement of this course is 5 hours of service specifically and directly with the poor, the elderly, and/or the handicapped.

143 Honors Apologetics **Grade 12** **Credit 0.5** **Honors**

Prerequisite: A student wishing to register for Honors Theology 4 must have earned a grade of at least an "A" in her last two semesters of Theology and maintain an "A" through the end of Theology 3 and receive a recommendation from her current teacher.

The Honors Catholic Apologetics course of the first semester is designed to provide students with the opportunity to examine the truths of their faith at a deeper level, with the hope that students will be able to appropriate for themselves the beliefs that they have been taught. In order for this personal acceptance of a faith relationship to occur, it is necessary that students examine the thinking and knowledge that underlies the beliefs of the Catholic religion, as well as understand that there are logical connections among our knowledge, belief, and actions. To this end the course will examine the key teachings of Catholicism from the Scriptures, Tradition, and Church teachings, as well as connect and relate those teachings as they developed over time within the context of the cultural, philosophical, and spiritual evolution of humanity. Readings will be selected from a variety of authors and primary sources and will serve as a basis for discussion. Students will also examine the Church's teachings in the area of social justice.

ENGLISH

The English Department offers students a solid college preparatory program built around a strong emphasis on written communication. Classroom time is devoted to including each student in a community of discourse through reading, writing, speaking, and listening. Critical thinking is fostered and encouraged as students develop an appreciation and understanding of both classic and contemporary literature. Within both the college prep and honors courses, students approach literature as a means to explore our world and communication as a tool to express perceptions of that world. All students are required to participate in the summer reading program.

Seniors have several options in the English Department. Advanced Placement Literature and Composition is a year-long course, and students enrolled in the course must take the AP exam at the end of the year. Those students not taking Advanced Placement have the option of a variety of single semester courses. Students not taking AP must take one of these half-credit courses each semester of their Senior year in order to meet the English requirements towards graduation; students may not take both required courses in a single semester.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 1: Literary Genre	English 2: American Lit	English 3: British Lit	AP English Literature and Composition
Honors English 1: Literary Genre	Honors English 2: American Lit AP English Language and Composition	Honors English 3: British Lit Electives: ● Creative Writing ● Public Speaking	Semester Courses: ● Modern American Literature ● The Literature of Social Justice ● The Short Story ● Honors 20 th Century Drama ● Honors Women in Literature ● Honors Isolation vs. Belonging Electives: ● Creative Writing ● Public Speaking

211 Honors English 1: Literary Genre

Grade 9

Credit 1.0

Honors

Prerequisite: A student wishing to register for this honors course should have scored in the range of 70 or above on the reading section of the HSPT and show proficiency on a writing sample administered by the English Department.

This course is designed for Freshmen who have exhibited proficiency in both reading and writing skills. Students are introduced to various literary genres through texts that explore personal identity. They learn to identify the genres as well as the elements specific to each genre. The process of literary analysis is reviewed, and students enhance their analytical skills using various forms of response including performance assignments, in-class discussions, oral presentations, creative writing, artistic expression, and essays. Students learn to approach writing as a process through brainstorming, outlining, drafting, and revision. Students also develop research skills and are introduced to MLA documentation. Finally, students prepare for the PSAT examination through ongoing vocabulary development, grammar instruction, and timed writing.

212 English 1: Literary Genre **Grade 9** **Credit 1.0** **College Prep**

This course provides an introduction to literary genre through texts that explore personal identity. Students learn to analyze literature and effectively utilize literary terminology through class discussions and written responses to literary works. Critical reading is developed through reading strategies, and student response to literature takes a variety of forms including performance assignments, artistic expression, creative writing, and oral presentations. Students learn to approach writing as a process through brainstorming, outlining, drafting, and revision. They prepare for the PSAT examination through ongoing vocabulary development, grammar instruction, and timed writing. Students also develop research skills and are introduced to MLA documentation.

220 AP English Language and Composition **Grade 10** **Credit 1.0** **Advanced Placement**

Prerequisite: A student wishing to register for Advanced Placement English Language and Composition must have earned a semester grade of at least an “A” in Honors English 1 and receive a recommendation from her current teacher. A student wishing to register for this course with a semester grade of an “A-” or lower must receive a recommendation from her current teacher and show proficiency on a writing sample.

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. The intellectual level and workload of the course are modeled on the expectations of an undergraduate writing course. Students are required to take the Advanced Placement Examination.

221 Honors English 2: American Literature **Grade 10** **Credit 1.0** **Honors**

Prerequisite: A student in English 1 wishing to register for this honors course must have earned a semester grade of least an “A”, receive the recommendation of her current teacher, and show proficiency on a writing sample. A student in Honors English 1 must have earned a semester grade of “B” or higher to register for this Honors English 2 course.

This course provides a survey of the writers of American Literature from Puritan times to the mid-twentieth century with in-depth studies of several major works. Students explore the evolution of American identity and ideals of freedom. Through classroom discussions, multi-textual analysis, group presentations, and independent research, students are encouraged to develop critical thinking skills. Writing instruction includes literary analysis, persuasive speeches, and timed essays. The year culminates with the writing of an independent comparison and contrast essay on a major American Literature motif or theme. Students continue to prepare for the PSAT examination through ongoing vocabulary development, grammar instruction, and timed writing. In addition, they further develop their knowledge of research and MLA documentation.

222 English 2: American Literature **Grade 10** **Credit 1.0** **College Prep**

This course provides a survey of American Literature, including Native American stories, colonial texts, novels, and poetry. Students explore the evolution of American identity and ideals of freedom. Classroom discussions and close textual reading aim to develop the students' analytical skills. Students also engage with the text through performance and creative expression. Writing instruction includes persuasive speeches, compare-contrast essays, and creative writing assignments. Students continue to prepare for the PSAT examination through ongoing vocabulary development, grammar instruction, and timed writing. In addition, they further develop their knowledge of research and MLA documentation.

231 Honors English 3: British Literature Grade 11 Credit 1.0 Honors
Prerequisite: A student in English 2 wishing to register for this honors course must have earned a semester grade of at least an “A”, receive the recommendation of her current teacher, and show proficiency on a writing sample. A student in Honors English 2 must have earned a semester grade of “B” or higher to register for this Honors English 3 course.

Covering centuries of literary achievement from the Anglo-Saxons to the modern era, this course offers both a survey of British masters and an in-depth study of selected works, focusing on social criticism and cultural history. Special focus is placed on developing thoughtful, valid, and independent literary analysis through class discussions, oral presentations, and research. In order to prepare the students for college courses, the writing program strives to further develop the students’ persuasive and expository writing skills by focusing on both untimed and timed essays. The course culminates in the students writing research papers using the MLA documentation style. Students are also supported in the college application essay writing process. Vocabulary, grammar, and timed writing skills are further developed in preparation for the SAT examination.

232 English 3: British Literature Grade 11 Credit 1.0 College Prep

This course provides an introduction to the riches of our literary heritage from Britain, focusing on social criticism and cultural history. The development of British Literature is traced from the epic poem *Beowulf* to the modern era. Characteristics of the literary genres are recognized and appreciated through reading and discussion. A sequential writing program includes pre-writing, writing, and rewriting activities with emphasis on critical analyses. Improvement in the technical aspects of accepted written English is developed through attention to proofreading and correction. The course culminates in the students writing research papers using the MLA documentation style. Students are also supported in the college application essay writing process. Vocabulary, grammar, and timed writing skills are further developed in preparation for the SAT examination.

SENIOR ENGLISH

Non-AP Seniors must choose two (2) of the following courses to complete their Senior English credit.

The English Department might not offer all of the following elective courses each year and cannot guarantee specific placements. The Department will attempt to offer those courses that are of the greatest interest to the majority of Seniors. Staffing and scheduling constraints may affect course offerings and availability.

Through seminar-type discussions and other class activities, students will further their skills in communication and critical thinking. In honors and AP level classes, students will also be introduced to various forms of critical theory. The curriculum for first semester classes will engage students in the writing process to complete a research paper. The independence and critical thinking fostered by the first semester research process prepares students for the second semester curriculum, which includes an annotated bibliography in APA format and a public speaking assignment, and culminates with a creative writing project.

240 AP Literature and Composition Grade 12 Credit 1.0 Advanced Placement
Prerequisite: A student wishing to register for Advanced Placement English Literature and Composition must have earned a semester grade of at least an “A” in Honors English 3 and receive a recommendation from her current teacher. A student wishing to register for this course with a semester grade of an “A-” or lower must receive a recommendation from her current teacher and show proficiency on a writing sample.

Advanced Placement English follows the Princeton guidelines and is designed for those students who wish to earn college credits in English while still in secondary school. Students will read a variety of works representing multiple genres and literary periods, and centered around thematic questions. They will develop their critical reading skills through consideration of the way that authors convey the essential themes and cultural perspective of each work

through structure and style (including use of figurative language, imagery, symbolism, and tone). They will approach writing as both a reflection of and a tool for learning, which will enable them to express ideas, develop understanding, and engage in conversation with others. Through their reading and writing, students will have the opportunity to challenge their preconceptions, engage in meaningful conversation, and ultimately define their own understandings. The intellectual level and workload of the course are modeled on the expectations of an undergraduate literature course. Students are required to take the Advanced Placement Examination.

251 Honors English 4: 20th Century Drama **Grade 12** **Credit 0.5** **Honors**
Prerequisite: A student in English 3 wishing to register for this honors course must have earned a semester grade of at least an “A”, receive the recommendation of her current teacher, and show proficiency on a writing sample. A student in Honors English 3 must have earned a semester grade of “B” or higher to register for this honors course.

Students will study the works of influential 20th century playwrights, spanning the early 1900s through the 1990s. Classic works by playwrights such as Tennessee Williams, Arthur Miller, and Samuel Beckett will be explored, as well as plays from more diverse voices and perspectives such as *Angels in America* by Tony Kushner. Analysis will focus on historical context, social criticism, theatrical conventions, and literary theory. Students will spend the majority of class time engaged in discussions where they will develop and share their own critical insights about the texts.

252 Honors English 4: Women in World Literature **Grade 12** **Credit 0.5** **Honors**
Prerequisite: A student in English 3 wishing to register for this honors course must have earned a semester grade of at least an “A”, receive the recommendation of her current teacher, and show proficiency on a writing sample. A student in Honors English 3 must have earned a semester grade of “B” or higher to register for this honors course.

This course examines the contributions of women writers to literature throughout diverse time periods and cultures. Aided by the study of literary criticism and theory and using a global perspective, students explore literature by women which emphasizes the powers and challenges of women in society - past and present, near and far. There will be an emphasis on the impact of women despite social and economic inequality.

253 Honors English 4: Isolation vs. Belonging **Grade 12** **Credit 0.5** **Honors**
Prerequisite: A student in English 3 wishing to register for this honors course must have earned a semester grade of at least an “A”, receive the recommendation of her current teacher, and show proficiency on a writing sample. A student in Honors English 3 must have earned a semester grade of “B” or higher to register for this honors course.

In this course, students will examine a variety of texts across different cultures using the question, “What makes someone an outsider in the larger culture?” Students will explore what factors in society or the individual create the role of “the outsider,” considering at the same time the effects that this phenomenon has on both society and the individual.

254 English 4: Modern American Literature **Grade 12** **Credit 0.5** **College Prep**
This course is designed to extend the American Literature curriculum beyond Salinger’s *The Catcher in the Rye*. Students will explore the American Dream in the novels written in the late 20th century and early 21st century. The class will also focus on works that offer a diverse range of perspectives across ethnicity, religion, and gender.

256 English 4: The Short Story **Grade 12** **Credit 0.5** **College Prep**
Students will read short stories composed by authors from around the world, focusing on the roles of women, the struggle for civil rights, and rites of passage from adolescence to adulthood. The course will focus on an analytical reading of the stories by identifying elements of fiction and literary devices in each story. The semester one writing focus will be the Senior research paper, and the semester two class will culminate in the composition of original short stories.

257 English 4: The Literature of Social Justice Grade 12 Credit 0.5 College Prep

This course will provide an examination of social justice issues through literature using global texts and varied genres. Using literature, students will study the struggle of humanity against social injustices with issues involving race, gender, ethnicity, and class. Students will explore the meaning of social justice and its relationship with literature. Does literature promote social justice in our society? If so, how does literature grapple with issues of social justice? What is literature's role in activism in movements involving emancipation and equality? In turn, do social justice issues affect literature as to its content and form?

ENGLISH ELECTIVES

244 Creative Writing Grade 11, 12 Credit 0.5 College Prep

This course focuses on writing as an art form, encouraging students to develop creative ideas and express them through writing in a variety of genres. The four major genres of creative writing featured in this curriculum are short fiction, poetry, playwriting, and nonfiction. The students will engage in the writing process and will work consistently in writing groups. The three components of the course - creative writing, the study of literature, and critical response - will support this writing group process. Creative Writing is an elective course in addition to the English requirement.

263 Public Speaking Grade 11, 12 Credit 0.5 College Prep

This course focuses on the study, writing, and delivery of informative, persuasive, and inspirational speeches. Students will study the work of master orators in each speech category, transfer the skills and strategies to their own writing, and then deliver the speeches in class. Students will implement technology during assigned speeches throughout the semester. Public Speaking is an elective course in addition to the English requirement.

SOCIAL STUDIES

The role of the Social Studies Department is to make available to the students a body of knowledge that will broaden their educational horizons and strengthen those values that are part of our school community. To these ends we have designed a curriculum that reflects the awareness of the diversity of humanity, the dignity of each person, and the responsibility which young women must exercise in the modern world.

The course offerings for the Social Studies Department fulfill the requirements of the state of Pennsylvania for those persons seeking a high school diploma. In addition to the required courses of World History 1, World History 2 and American History, our electives give students an opportunity to probe more deeply into the history of the ancient and modern world.

Through an examination of other times and places, it is hoped that our young women will develop respect for the role that geography, technology, and diversity play in the study of history; that the study of historical events and peoples will illuminate the pitfalls and perils that have resulted in chaos and catastrophe in order to learn more peaceful methods of dealing with national and world disputes; and finally, that our students will grow in their own faith as they trace the path of mankind's search for meaning in life. A summer reading assignment may be required for Social Studies courses.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
World History 1	World History 2	U. S. History	AP US Government & Politics
Honors World History 1	Honors World History 2	Honors U.S. History	US Government
AP World History	AP World History	AP U.S. History	Law in America
		Electives:	Intro to Psychology
		● US Government	Geography
		● Law in America	Economics
		● Intro to Psychology	AP Psychology
		● Geography	American Cultural History
		● Economics	
		● AP Psychology	
		● American Cultural History	

311 World History 1

Grade 9

Credit 1.0

College Prep

This is a survey course that emphasizes the origins and nature of civilization including the political, social, economic and cultural developments that define human history. Students are encouraged to investigate and analyze the events and influences from prehistory to the Renaissance and to identify common themes that influence the world of today. Combined with lecture and cooperative learning is instruction in organizational and study skills, geography and research process incorporating web search techniques.

320 AP World History**Grade 9, 10 Credit 1.0****Advanced Placement**

Prerequisite: Class of 2022 students must have taken Pre-AP World History and have recommendation of current teacher; Scholars in the Class of 2023 will qualify for this course by showing proficiency on a placement essay.

The AP World History course focuses on developing students' understanding of world history from approximately 1250 C.E. to the present. The course has students investigate the content of world history for significant events, individuals, developments, and processes in three historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The AP World History is designed to be the equivalent of the second semester of an introductory college or university world history course. AP World History follows the curriculum set out by the AP in order to prep for the AP World History Exam in May. All students must take the exam. Due to the nature of the course, a college level atmosphere of scholarly articles, independent work, research, and seminar style discussion are used throughout the course. Additional reading assignments will be given throughout the course of the year. Students are required to take the Advanced Placement Examination.

321 Honors World History 1**Grade 9 Credit 1.0****Honors**

Prerequisite: Show proficiency on a placement essay administered by the Social Studies Department.

Honors World History will focus on a multitude of topics, ranging from the early ancient civilizations to the Renaissance. A heavy emphasis will be placed on higher order thinking skills, making analytical and evaluative aptitude critical. Students will use a wide range of texts and primary sources as well as literary pieces and cultural examples to enhance their knowledge . Daily reading and discussion will be critical. Effective writing skills will be developed. Technology will be a priority incorporating blogs, online forums, and geographic applications as part of the evaluative process. With a focus on critical analysis, this course is designed to prepare the student for requirements of the collegiate skill set while providing a more global view.

322 World History 2**Grade 10 Credit 1.0****College Prep**

This is a survey course that emphasizes the development of the world's major civilizations since 1500. This course focuses on the role of economic, social, and political change throughout modern world history. Students will gain a greater appreciation of the interaction and interdependence of nations and cultures within the modern world.

323 Honors World History 2**Grade 10 Credit 1.0****Honors**

Prerequisite: Students must obtain current history teacher recommendation and further department approval.

Honors World History 2 emphasizes the development of the world's major civilizations since 1500. This course focuses on the role of economic, social, and political change throughout modern world history. Students will gain a greater appreciation of the interaction and interdependence of nations and cultures within the modern world. A heavy emphasis will continue to be placed on higher order thinking skills, making analytical and evaluative aptitude critical. Students will use a wide range of texts and primary sources to enhance their knowledge. Daily reading and discussion will be critical. Effective writing skills will be further developed. With a focus on critical analysis, this course is designed to prepare the student for requirements of the collegiate skill set while providing a global view of the world.

330 AP United States History**Grade 11 Credit 1.0****Advanced Placement**

Prerequisite: Students must have taken Honors World History 2 and must obtain current history teacher recommendation and further department approval.

This Advanced Placement United States History course is intended for qualified students. The course follows the AP program designated by the College Board AP curriculum. Students are expected to learn how to assess historical material, to weigh the evidence and judgments of historical scholars, and to express that understanding in comprehensive writing. Students must demonstrate motivation, previous high academic achievement in English and Social Studies courses and possess superior reading and writing ability. This course requires intense independent preparation and class participation. Students are required to take the Advanced Placement Examination.

331 Honors United States History **Grade 11** **Credit 1.0** **Honors**
Prerequisite: Students must obtain current history teacher recommendation and further department approval.

This course is intended for the academically competent student who is able to pursue an in-depth study of United States History from its beginning to the present day. The student must be willing and able to spend extra time outside of class working independently. This includes reading and analyzing primary and secondary sources as well as the ability to express this in historical writing.

332 United States History **Grade 11** **Credit 1.0** **College Prep**

This is a survey course in United States History from the Age of Discovery to the present day. The influence of geographical, social, cultural, and economic factors is considered at the appropriate time. Special attention is given to the Colonial and Revolutionary eras, to the writing and establishing of the Constitution, to the Civil War, Industrialization and United States international involvement.

343 United States Government **Grade 11, 12** **Credit 0.5** **College Prep**

This semester-long course is designed to provide students with a background in United States Government and its function. Students will study the Constitution and the theories it contains. The three branches of government and the electoral process will be explored. Current events will be incorporated to promote student comprehension of the governmental process.

344 Economics **Grade 11, 12** **Credit 0.5** **College Prep**

This semester-long course studies the key concepts underlying economic theory and practice. A survey of macro and micro-economics includes: supply and demand, economic institutions, labor/wages, government spending/regulation, money/banking, the Federal Reserve System, Gross National Product, economic growth and stability, unemployment, inflation, cooperative economic systems and international trade. Assessments include tests and individual projects which apply concepts to reality. This course is a prerequisite for enrollment in AP Microeconomics when offered.

347 Introduction to Psychology **Grade 11, 12** **Credit 0.5** **College Prep**

This semester-long course is a survey of the study of behavior and mental processes, with emphasis on the scientific nature of contemporary psychological investigation. Topics discussed include research methods, the biology of behavior, sensation and perception, learning, memory, cognition, motivation, emotion, life-span development of behavior, abnormal behavior and its therapies.

349 Law in America **Grade 11, 12** **Credit 0.5** **College Prep**

This semester-long course is an introduction to the complex world that is the United States's criminal justice system. The course focuses on the current issues that plague the American criminal justice system. Other major topics include: What is crime?, the history of crime, police and police investigation, criminal court procedure, and the corrections system. Students will learn about these topics through simulations, case studies, practicing investigative techniques, guest speakers, and seminar style discussion.

350 AP US Government & Politics **Grade 12** **Credit 1.0** **Advanced Placement**

Prerequisite: Students must obtain current history teacher recommendation and further department approval.

This Advanced Placement Government course is intended for the qualified, independent learning students who have attained a high academic achievement in English and Social Studies courses. Students will follow the AP program designated by the AP College Board curriculum. Students will evaluate viewpoints presented through significant print and electronic media, understand statistical data and analyze trends related to political events. Students are required to take the Advanced Placement Examination.

354 Geography**Grade 11, 12 Credit 0.5****College Prep**

This semester-long survey course covers physical, human, and political geography. Major topics include: the physical layout of the earth, world climates, weather patterns, landforms and oceans, water and soil, vegetation and animal life and current geographic problems. Various ancient and current technologies are explored. This course requires a lively interest in the past, present, and future of our planet.

356 American Cultural History**Grade 11,12 Credit 0.5****College Prep**

This semester-long course is designed to look at the culture of America, in the 20th & 21st centuries, through the eyes of film, music, fashion, art, cars, and literature. Students will analyze the roles each of these aspects of culture have played on the current culture of the United States.

360 AP Psychology**Grade 11, 12 Credit 1.0****Advanced Placement**

Prerequisite: Students must obtain current history teacher recommendation and further department approval.

The Advanced Placement Psychology course is designed to introduce students to the systematic and scientific study of human behavior and the mental processes. Students are introduced to the psychological influences (both normal and abnormal) that make humans unique individuals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students are required to take the Advanced Placement Examination.

WORLD LANGUAGES¹¹

The World Language Department of Villa Maria recognizes the need for all students to be able to communicate with the global community and meet the challenges of the 21st century. Students must study at least 3 consecutive years of one language (French, Latin, or Spanish); although most students choose to continue their language studies beyond this requirement. The study of a second world language is also available as an elective.

Language Acquisition

The course of study provides the opportunity to meet all aspects of language learning, with an emphasis on communication: vocabulary development, grammatical structure, reading and listening comprehension, civilization and culture, literature, composition, and (for the modern world languages) oral proficiency in the target language. The learning environment encourages risk-taking and problem-solving skills.

Cultural Understanding

The culture-centered curriculum encourages an appreciation for diversity, and promotes empathy toward and an understanding of foreign peoples and cultures. Students gain perspective on other cultures so that they may better understand their own.

Authentic Experiences

Students are encouraged to apply their language skills in the classroom setting and beyond. Language is studied in context via authentic, real-life resources, and meaningful experiences so that students become better informed citizens of the world. Opportunities for students to travel and practice the language and culture are provided both locally and abroad.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Latin 1 ¹²	Latin 2	Honors Latin 3	Honors Latin 4
French 1	French 2	French 3 Honors French 3	Honors French 4 Honors French 5 AP French Language & Culture
Spanish 1	Spanish 2	Spanish 3 Honors Spanish 3	Spanish 4 Honors Spanish 4 Honors Spanish 5 AP Spanish Language

¹¹ World Language assigned by level, not grade.

¹² Course is capped. Students entering the course after Year 9 will require teacher approval.

411 Latin 1 **Grade 9** **Credit 1.0** **College Prep**

This course introduces Latin to the student and emphasizes a deep understanding and critical analysis of both English and Latin grammar constructions. Intense study of word building and vocabulary helps develop skills in translations and graded Latin readings. The rich Roman heritage found in culture, history, and mythology is also presented in modified form.

412 Latin 2 **Grade 10** **Credit 1.0** **College Prep**

The deepening of analysis of English and Latin grammar is stressed. The heritage of the classical language is imparted in greater detail by a study of famous writers and of events that shaped their thoughts. Appropriate readings are translated and vocabulary is amplified. A continuous growth of appreciation for the glories of the past as they are reflected in life today is encouraged. Eutropius and Livy are introduced as noted authors and are read along with retellings of the myth of Perseus and the myth of Hercules.

417 Honors Latin 3 **Grade 11** **Credit 1.0** **Honors**

This course presents the progressive development of competence in the comprehension of Latin through the readings of Cicero (Orations), a study of Latin prose, and authors up through the fifth century A.D. Students will increase and reinforce their vocabulary and grammar skills by reading *Latina Mythica*. A full survey of Latin grammar will be completed through reading *Fabulae Faciles*.

418 Honors Latin 4 **Grade 12** **Credit 1.0** **Honors**

The immediate objective of this course is comprehension and appreciation of the various themes and structure of Latin literature. This is presented by way of the *Aeneid* by Vergil, the *Gallic Wars* by Caesar, and selections taken from a wide range of the works produced during the Republic and the Empire. It is important that the student realize the great influence Roman culture has exercised on the literary masterpieces of the western cultures, particularly in England and the United States.

419 AP Latin Language **Grade 12** **Credit 1.0** **Advanced Placement**
Prerequisite: Honors Latin 4. Exceptions to this requirement may be made at the discretion of the teacher.

AP Latin is designed for students who have thoroughly mastered the forms and constructions of Latin prose and poetry and are ready to move onto an in-depth literary study of individual authors of prose and poetry. Students are expected to move beyond the mechanics of translation to literary and stylistic analysis of Latin prose and poetry. Precise knowledge of vocabulary, translation (prepared and at sight) and critical analysis are emphasized as preparation for the Advanced Placement Examination. In accordance with the AP Syllabus, selections from both Caesar and Vergil are read in English translation and analyzed from literary, cultural, and historical perspectives.

421 French 1 **Grade 9** **Credit 1.0** **College Prep**

This course is designed to introduce and develop the student's proficiency in the four basic language skills of listening, speaking, reading, and writing in the target language. Through the extensive use of oral and written drills, students learn elementary grammar and verb forms and master vocabulary essential for communicating about themselves and their daily lives. Students are exposed to the French sound system by means of interactive videos, oral comprehension and web/application activities. Critical reading is introduced early and with increased frequency as skills develop. The student's ability to work independently is enhanced by the textbook website which offers self-assessment opportunities and interactive practice in sound recognition, pronunciation, and grammar. Each lesson is culturally driven and provides frequent opportunities to build language skills and create authentic connections to the francophone world.

422 French 2 **Grade 10** **Credit 1.0** **College Prep**

This course continues the development of the four language skills through further study of grammatical structures and vocabulary. It is designed to help students develop linguistic proficiency and cultural awareness. Cultural readings, level-appropriate literary selections, videos, and realia are examples of content-oriented materials used at

this level. This course stresses oral comprehension, correct pronunciation, the continued development of critical reading skills, and the ability to communicate in simple, idiomatic French. Everyday life situations are revisited in greater depth, providing re-entry of previous material while adding new vocabulary and grammatical structures. This course also offers deeper inspection of the culture and traditions of francophone countries. By the end of the second year, four of the basic verb tenses have been mastered.

423 French 3 **Grade 11** **Credit 1.0** **College Prep**

This course is designed for students who have completed French 1 and French 2. Students practice advanced grammatical concepts while reviewing grammar and core material from the two previous levels. Expanded vocabulary and additional verb tenses are presented. A greater emphasis is placed on cultural enrichment activities and cooperative assignments. Written expression is developed through dialogues, creative assignments, skits, and short essays. Proficiency in speaking is further developed through the use of open-ended communicative exercises, including digitally recorded skits, oral presentations, and web-based assignments. Listening and critical reading skills are improved via film, video streaming, and more varied and complex reading material from the francophone world.

426 Honors French 3 **Grade 11** **Credit 1.0** **Honors**

Prerequisite: a minimum grade point average of B+ in French 2 and teacher recommendation are required for enrollment in this course. This is a prerequisite for admission to Honors French 4. The main objective of this course is to increase fluency and self-confidence in the target language. Analytical, communicative, collaborative and presentational skills are reinforced. Greater emphasis is placed on free expression in writing, including dialogues, essays, poetry, cooperative assignments, and web-based activities. More complex and varied reading material is presented to improve critical reading skills. Students are exposed to French literature in various genres: the fable, the poem, and the short story. French film is also used to provide opportunities for discussion, short essays, and historical and cultural analysis. *Students must be enrolled in advanced-level honors courses to be eligible for nomination to the French Honor Society (Société Honoraire de Français).*

427 Honors French 4 **Grade 12** **Credit 1.0** **Honors**

Prerequisite: a minimum grade point average of B+ in Honors French 3 and teacher recommendation are required for enrollment in this course. At the discretion of the department, students with three years of CP level French may take this course by completing additional summer studies.

This course, conducted almost entirely in the target language, emphasizes advanced communication in all language modes, through a thorough discovery of francophone film and literature in rich and varied contexts. Students will express themselves orally and in writing on a variety of personal, cultural and literary topics. Instruction is based on authentic texts and film, and includes a comprehensive review of essential grammar concepts of the French language, as well as a review of the verb tenses. The focus of this course is the further development of students' proficiencies in Interpersonal, Interpretive, and Presentational Communication – in preparation for the AP French Language and Culture exam. *Students must be enrolled in advanced-level honors courses to be eligible for nomination to the French Honor Society (Société Honoraire de Français).*

429 Honors French 5 **Grade 12** **Credit 1.0** **Honors**

Prerequisite: a minimum grade point average of B+ in Honors French 4 or Honors French 3 and teacher recommendation are required for enrollment in this course.

The content of this course is similar to that of the AP French Language and Culture course; however, modifications to assignments and assessments are made as appropriate, and the student is not required to take the AP French Language and Culture exam.

420 AP French Language and Culture **Grade 12** **Credit 1.0** **Advanced Placement**

Prerequisite: Honors French 4. Exceptions to this requirement may be made at the discretion of the department.

This course is designed to promote both fluency and accuracy in the three modes of communication (interpersonal, interpretive, and presentational) and the exploration of culture in both contemporary and historical contexts. To

prepare students for the assessment of these skills, this course simulates the AP examination as closely as possible. Six themes are employed to integrate language, culture, and content in a variety of contexts: global challenges; science and technology; contemporary life; personal and public identities; families and communities; and beauty and aesthetics. Opportunities are provided to practice and develop proficiency in spoken and written interpersonal skills (conversation and email response), presentational speaking and writing (cultural comparisons and persuasive essays), and interpretive communication (newspaper and magazine articles, literary texts, audio/visual and other authentic sources). Students are required to take the Advanced Placement Examination in French Language and Culture. This class is conducted entirely in the target language.

431 Spanish 1 **Grade 9** **Credit 1.0** **College Prep**

This course is designed to introduce students to the language and culture of Spanish speaking countries. Practice is given in the four skills of listening, speaking, reading, and writing through the use of oral and written drills as well as audio and visual materials. Emphasis is given to the acquisition of basic vocabulary, correct pronunciation and fundamental grammatical structures. The students' vocabulary acquisition and reading comprehension are enhanced through the reading of authentic text from various sources, including a supplementary reader. Students develop their interpersonal communicative skills by creating and presenting dialogues, writing emails, and recording video responses to speaking prompts. Throughout the course students acquire knowledge and appreciation of the Spanish speaking world through text-based cultural readings as well as web-based sources.

432 Spanish 2 **Grade 10** **Credit 1.0** **College Prep**

This course continues the work begun in Spanish I. The four language skills are further developed by the introduction of new grammatical concepts and extensive vocabulary. The students demonstrate their mastery by writing and presenting original dialogues, emails, paragraphs and letters. Independent work is provided by the textbook website which offers interactive practice in writing, speaking, and listening. Critical reading skills are developed by the use of content oriented realia, web-based sources, and supplementary readers. Various cultural themes are presented throughout the year, providing a connection to the culture and traditions of the Spanish-speaking world.

433 Spanish 3 **Grade 11** **Credit 1.0** **College Prep**

This course is designed for students who have completed Spanish 1 and Spanish 2. It gives students practice in advanced grammatical concepts, while reinforcing structures learned during the first two years. Communication skills are developed through paired and group activities, oral presentations, and recording video responses to speaking prompts. Students improve their listening and reading comprehension, as well as their knowledge of Hispanic culture, history and geography, by reading narratives on various cultural topics from Spanish-speaking countries, and being exposed to film, video streaming, and other authentic sources.

436 Honors Spanish 3 **Grade 11** **Credit 1.0** **Honors**

Prerequisite: A minimum grade point average of B + in Spanish 2 and a teacher recommendation are required for admission to this course, which is a prerequisite for admission to Honors Spanish 4.

Honors Spanish 3 is designed for students who have exhibited the ability to master advanced grammatical concepts and vocabulary at an accelerated pace. In addition, they must demonstrate the ability to integrate new concepts with previously learned material and to apply them in various situations, whether orally or in writing. In this course, students will continue to improve their listening comprehension and oral proficiency through the use of listening activities and thematic short films that accompany the text, as well as interactive web-based resources. Communicative skills are further developed through paired and group activities and oral presentations. Writing skills are enhanced through the writing of blogs, emails, and compositions on various topics. Students increase their reading proficiency and expand their knowledge of the culture of Spain and Latin America through the reading of articles, narratives, poems, and short stories, and by conducting individual research on a cultural topic. *Students must be enrolled in advanced-level honors courses to be eligible for nomination to the Spanish Honor Society.*

434 Spanish 4**Grade 12****Credit 1.0****College Prep**

Prerequisite: A minimum grade point average of B in Spanish 3 is required for admission to this course, which is designed for students who have successfully completed Spanish 3 and wish to continue their study of Spanish. It provides opportunities for students to further develop their listening, speaking, reading and writing skills. By writing original skits and dialogues, emails and compositions, students demonstrate their mastery of complex grammatical concepts and the extensive vocabulary they have learned. Cultural readings, including fables, short stories, and poems, are included to enhance their critical reading skills and to help them connect to the traditions of the Hispanic world. Students also gain knowledge of the history, geography and culture of Spain and Spanish-speaking countries of Central and South America through the use of web-based resources and the interactive website which accompanies the text.

437 Honors Spanish 4**Grade 12****Credit 1.0****Honors**

Prerequisite: A minimum grade point average of B+ in Honors Spanish 3 and a teacher recommendation are required for admission to this course. At the discretion of the department, students with three years of CP level Spanish may take this course by completing additional summer studies.

This course is designed for those students who have successfully completed Honors Spanish 3 and have demonstrated both a desire and an ability to continue the study of the language beyond the required courses. The study of advanced grammatical structures is continued and deepened. Students improve their listening comprehension and speaking skills through the use of interactive programs provided by the textbook, class discussions, and web-based interactive materials. Critical reading skills are enhanced by reading and discussing a variety of literary material, including short stories, poems, and fables. Students also research current events in the Spanish speaking world and present them to the class. *Students must be enrolled in advanced-level honors courses to be eligible for nomination to the Spanish Honor Society.*

439 Honors Spanish 5**Grade 12****Credit 1.0****Honors**

Prerequisite: a minimum grade point average of B+ in Honors Spanish 4 or Honors Spanish 3 and teacher recommendation are required for enrollment in this course.

The content of this course is similar to that of the AP Spanish Language and Culture course; however, modifications to assignments and assessments are made as appropriate, and the student is not required to take the AP Spanish Language and Culture exam.

430 AP Spanish Language**Grade 12****Credit 1.0****Advanced Placement**

Prerequisite: The Advanced Placement course is designed for students who have successfully completed the Honors Spanish 4 course with an B+ average in each semester.

Exceptions to this requirement will be made at the discretion of the teacher. Prior to admission to the class, students must demonstrate a serious approach to studies and the ability to work independently at an accelerated pace. In this class students strengthen their interpretive and communicative skills by: reading articles, short stories, plays, and novels; participating in class discussions; and completing a variety of oral and/or written assignments related to the readings. Great emphasis is placed on vocabulary acquisition and its integration with previously learned grammatical concepts in the writing of compositions and persuasive essays. Students practice comprehension of the language by listening to recordings of dialogues, narratives and lectures and by viewing Spanish language films and television programs (at home and in class). Students increase their oral proficiency by engaging in extemporaneous and simulated conversations and giving oral presentations (cultural comparisons) on various cultural topics related to the Spanish-speaking world. The three modes of communication (interpersonal, interpretive, and presentational) are implemented throughout the course. Six themes are integrated into the language, culture, and content in the following contexts: global challenges; science and technology; contemporary life; personal and public identities; families and communities; and beauty and aesthetics. Students are required to take the Advanced Placement Examination in Spanish Language and Culture. The class is conducted entirely in Spanish.

MATHEMATICS

The goal of the Mathematics Department is to develop the mathematical talents of each student. Our curriculum encourages academic excellence and fosters a love of learning, critical thinking, analytical reasoning, precise expression and a healthy spirit of achievement. It challenges each student according to her ability by offering courses that provide a well-rounded background in fundamentals as well as honors and advanced placement opportunities. Emphasis is placed on applications at all levels of instruction. As a college-preparatory school, we strongly recommend that all students take four years of mathematics, and we require each student to own a TI-84 graphing calculator.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Algebra 1 Honors Algebra 1	Algebra 2 Honors Algebra 2	Geometry Honors Geometry Electives ¹³ : ● AP Statistics ● Honors Statistics ● Statistics	Pre-Calculus Honors Pre-Calculus AP Statistics Honors Statistics Statistics
Honors Algebra 2	Honors Geometry Geometry	Honors Pre-Calculus Pre-Calculus Electives ¹⁴ : ● AP Statistics ● Honors Statistics ● Statistics	AP Calculus AB Honors Calculus AP Statistics Honors Statistics Statistics
Honors Algebra 2 ^{15,16}	Honors Pre-Calculus Pre-Calculus	AP Calculus AB Honors Calculus AP Statistics Honors Statistics Statistics	AP Calculus BC ¹⁷ AP Statistics Honors Statistics Statistics

¹³ Geometry (Honors or CP) is the required course; Statistics (AP, Honors or CP) may be taken concurrently.

¹⁴ Pre-calculus (Honors or CP) is the recommended course; Statistics (AP, Honors or CP) may be taken concurrently.

¹⁵ For students who have already successfully completed Algebra 1 and Geometry prior to Grade 9.

¹⁶ Curricular options will be designed for those students entering at a level above those listed.

¹⁷ AP Calculus AB is a prerequisite for AP Calculus BC.

511 Honors Algebra 1**Grade 9****Credit 1.0****Honors**

This is a first year course in the fundamentals of algebra that moves at an accelerated pace and offers an in-depth study of the basic algebraic concepts. The course reviews basic operations with real numbers and progresses through linear equations and inequalities, absolute value equations, systems of equations, quadratic equations, polynomials, factoring, and rational expressions. Graphing is emphasized with linear equations, scatter plots, inequalities, and quadratic equations. Problem solving and use of the graphing calculator are integral parts of the course.

512 Algebra 1**Grade 9****Credit 1.0****College Prep**

This is a first year course in the fundamentals of algebra. Its purpose is to provide a thorough and well-rounded study of the basic algebraic concepts. The course meets the needs of a wide range of students with a review of simplifying expressions and progressing through linear equations and inequalities, absolute value equations, systems of equations, quadratic equations, polynomials, factoring and rational expressions. Graphing is emphasized with linear equations and inequalities. Problem solving and use of the graphing calculator are interjected throughout the course.

531 Honors Algebra 2**Grade 9, 10, 11****Credit 1.0****Honors**

Prerequisite: A student in Algebra 1 wishing to register for this honors course (531) must have earned a grade of at least an "A" and receive the recommendation of her current teacher. A student in Honors Algebra 1 must have earned a grade of "B" or higher and receive the recommendation of her current teacher to register for this honors course.

This course moves at an accelerated pace and extends concepts and skills of Algebra 1. Functions are treated at length in a wide variety of topics, including linear, quadratic, polynomial, absolute value, exponential, and logarithmic. Algebraic properties of both real and complex number systems are studied and used throughout the course. A study of conic sections, quadratic relations, matrix operations, and series and sequences is included. Graphing, problem solving techniques and modeling are an integral part of the course. The graphing calculator is used extensively.

532 Algebra 2**Grade 10****Credit 1.0****College Prep**

This course extends the concepts and skills of Algebra 1. Emphasis is placed on finding the solutions of algebraic equations, inequalities and systems of equations and inequalities. Various types of functions are presented including linear, quadratic, polynomial, absolute value, exponential and logarithmic. Algebraic properties of the real and complex number systems are incorporated throughout. A study of matrix operations, determinants, and conic sections is included along with an overview of series and sequences. Graphing and problem solving techniques are an integral part of the course. The graphing calculator is used extensively.

521 Honors Geometry**Grade 10, 11****Credit 1.0****Honors**

Prerequisite: A student in Algebra 2 wishing to register for this honors course must have earned a grade of at least an "A" and receive the recommendation of her current teacher. A student in Honors Algebra 2 must have earned a grade of "B" or higher and receive the recommendation of her current teacher to register for this honors course.

This accelerated, in-depth course is designed for those students who have excelled in Algebra 1 and Algebra 2. Students prove and apply theorems about points, lines, planes, triangles, circles, polygons, areas and volumes. They develop deductive and inductive reasoning skills that allow them to formulate rigorous two-column, paragraph and indirect proofs. The use of precise mathematical language is required. Students apply geometric concepts to problem solving. This course emphasizes the cumulative nature of geometry.

522 Geometry**Grade 10, 11 Credit 1.0****College Prep**

Following the successful completion of Algebra 2, students explore a broad range of topics in plane and solid geometry. Topics studied include points, lines, planes, triangles, circles, polygons, areas, and volumes. Students develop deductive and inductive reasoning skills through two-column and indirect proofs. Appreciation of the need for precise language is encouraged, and applications to real life situations are made whenever possible.

541 Honors Pre-Calculus**Grade 10, 11, 12 Credit 1.0****Honors**

Prerequisite: A student in Geometry wishing to register for this honors course must have earned a grade of at least an "A" and receive the recommendation of her current teacher. A student in Honors Geometry must have earned a grade of "B" or higher and receive the recommendation from the current teacher to register for this honors course.

This course is offered to students who have demonstrated excellent mathematical ability in Algebra 1, Algebra 2, and Geometry and are capable of moving at an accelerated pace. In the first semester, emphasis is placed on the trigonometric functions and their graphs. In the second semester, emphasis is placed on linear, quadratic, polynomial, rational, exponential and logarithmic functions and their graphs. Students will be introduced to both the intuitive and computational approach to determining the limit. The course strives to bring students to an understanding of the connections among the representations of functions graphically, numerically, analytically and verbally. The use of the graphing calculator is an integral part of the course.

548 Pre-Calculus**Grade 11, 12 Credit 1.0****College Prep**

This is a traditional Pre-Calculus course. In the first semester, emphasis is placed on the trigonometric functions and their graphs. In the second semester, emphasis is placed on linear, quadratic, polynomial, rational, exponential and logarithmic functions and their graphs. The course strives to bring students to an understanding of the connections among the representations of functions graphically, numerically, analytically and verbally. Emphasis is placed more on application and less on theory. The graphing calculator is used extensively.

540 AP Statistics**Grade 11, 12 Credit 1.0****Advanced Placement**

Prerequisite: A student wishing to register for Advanced Placement Statistics must have the recommendation of her current teacher and approval of the current AP Statistics teacher.

Advanced Placement Statistics follows the College Board guidelines and is designed for those students who wish to earn college credit while still in secondary school. The topics in this accelerated course are divided into four major themes. Part I covers *exploratory data analysis*, that is, using graphical and numerical techniques to study patterns and departures from patterns; Part II emphasizes the importance of *data collection* according to a well-developed plan or design so that valid data are obtained; Part III focuses on the study of *probability* as a tool for anticipating what a distribution should look like under a given model; Part IV covers the methods of *statistical inference* as a guide in the selection of an appropriate model. Important components of the course include: the use of technology (graphing calculator and statistical software), projects and laboratories, cooperative group problem-solving, and writing as part of concept-oriented instruction and assessment. This approach allows students to build interdisciplinary connections with other subjects and with the outside world. A summer assignment should be expected. Students are required to take the Advanced Placement Examination.

545 Honors Statistics**Grade 11, 12 Credit 1.0****Honors**

Prerequisite: A student wishing to register for Honors Statistics must have the recommendation of her current teacher.

This year-long course is divided into four major themes. Part I covers *exploratory data analysis*, that is, using graphical and numerical techniques to study patterns and departures from patterns. Part II emphasizes the importance of *data collection* according to a well-developed plan of design. Part III focuses on the study of *probability* as a tool for anticipating what a distribution should look like under a given model. Part IV covers the methods of *statistical inference* as a guide in the selection of an appropriate model. The graphing calculator and MINITAB statistical software are both used as computational/analytical tools. Projects, laboratories, group problem solving, and writing tasks are integral to the concept oriented instruction and assessment.

547 Statistics**Grade 11, 12 Credit 1.0****College Prep**

This course provides a foundation for college statistics courses and develops the student's ability to understand data in the world at large. The four major themes of statistics are presented more through activities than theory. Students will develop their ability to gather, organize, interpret, and present data, as well as learn how to use the basic tools of probability to draw inferences about populations. The graphing calculator and MINITAB statistical software are both used as computational/analytical tools. Projects, laboratories, and group problem solving are incorporated to assist the students to master the concepts.

550 AP Calculus AB**Grade 11, 12 Credit 1.0****Advanced Placement**

Prerequisite: A student wishing to register for Advanced Placement Calculus AB must have earned a grade of at least a "B+" in each semester of Honors Pre-calculus and receive the recommendation of her current teacher.

Advanced Placement Calculus follows the College Board guidelines and is designed for those students who wish to earn college credit while still in secondary school. The course emphasizes the variety of ways that concepts, problems and results can be expressed: geometrically, numerically, analytically and verbally. The interconnectedness of these representations is very important. Students study the themes of limits, derivatives, integrals, approximation, applications and modeling. Interpreting results, explaining solutions and justifying conclusions are desired goals. The use of the graphing calculator is an integral part of the course. A summer assignment must be completed. Students are required to take the Advanced Placement Examination.

552 Honors Calculus**Grade 11, 12 Credit 1.0****Honors**

Prerequisite: A student wishing to register for Honors Calculus must have completed Honors Pre-calculus and receive the recommendation of her current teacher. A student taking CP Pre-Calculus wishing to register for Honors Calculus must have the recommendation of her current teacher and must complete a summer assignment.

This course is designed for those students who show aptitude in mathematics, have successfully completed pre-calculus and are capable of moving at an accelerated pace. Students study limits and continuity, derivatives, the definite and indefinite integral, area, volume, and a variety of applications. Emphasis is placed on the ways that concepts, problems and results can be expressed geometrically, numerically, analytically and verbally. Interpreting results, explaining solutions and justifying conclusions are desired goals. The use of the graphing calculator is an integral part of the course.

560 AP Calculus BC**Grade 11, 12****Credit 1.0****Advanced Placement**

Prerequisite: A student wishing to register for Advanced Placement Calculus BC must have completed AP Calculus AB and have the recommendation of the AP Calculus AB teacher.

This course is designed for the student who has successfully completed AP Calculus AB and wishes to continue her study of calculus. The topic outline for Calculus BC includes all Calculus AB topics. Students independently review all topics in differential calculus. AP Calculus BC focuses heavily on integral calculus, building on basic skills in order to extend to more advanced techniques and applications. Additional topics are: parametric, polar and vector functions and their derivatives and integrals, analysis of planar curves, numerical solution of differential equations using Euler's method, logistic differential equations and sequences and series and their applications to polynomial approximation, convergence, divergence and error analysis. A summer assignment must be completed. Students are required to take the Advanced Placement Examination.

SCIENCE

The Science Department supports the school's philosophy of educating the whole person. In order to help the school attain this goal the Science Department presents a comprehensive curriculum in the physical and biological disciplines. Science concepts and the development of the scientific method and its applications are stressed in the teaching of the college preparatory, honors, and advanced placement courses. Laboratory investigations instill the concepts presented and the use of current technology in the classroom develops a positive attitude for science in the student's life. Villa Maria requires the successful completion of three years of a lab science for graduation. Courses required are: Physical Science or Physics, Biology, and Chemistry.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Honors Biology	Honors Chemistry	Honors Physics	Physics (CP, H)
Biology	Chemistry	Physics	AP Biology
Physical Science	Biology	Chemistry	AP Chemistry
AP Biology	AP Chemistry	AP Physics 1	AP Physics 1
	Electives:	Electives:	AP Physics C: Mechanics
	● Sports Medicine	● AP Biology	AP Physics C: Electricity & Magnetism (Ind Study)
		● AP Chemistry	AP Environmental Science
		● AP Physics C: Mechanics	Anatomy/Physiology
		● AP Environmental Science	Honors Anatomy/Physiology
		● Anatomy/Physiology	Honors Genetics
		● Honors Anatomy/Physiology	Environmental Science
		● Honors Genetics	Astronomy
		● Environmental Science	Sports Medicine
		● Astronomy	
		● Sports Medicine	

611 Honors Biology

Grade 9

Credit 1.0

Honors

This course covers in great depth and detail the study of living things on the cellular, molecular and organism level. Laboratory experiences augment knowledge gained through class study.

612 Biology

Grade 9, 10

Credit 1.0

College Prep

The study of living things on the cellular, molecular and organism levels enhances the student's appreciation for the wonders of God's universe. Knowledge gained through class study is illustrated by laboratory investigations.

640 Honors Human Anatomy/Physiology **Grade 11, 12** **Credit 1.0** **Honors**
Prerequisite: B average or higher in all preceding science courses including Honors Chemistry. All students must have a teacher recommendation and department approval. Preference for enrollment given to Grade 12 students.

This introductory course presents an in-depth study of the brilliant complexities of the human body. It focuses on the structure and function of the eleven organ systems and their interdependence. Students should be interested in learning about the body, from cellular level through organ system, and motivated to learn medical terminology, understand the impact of disease and engage in thoughtful discussion around topics pertaining to the human body.

641 Human Anatomy/Physiology **Grade 11, 12** **Credit 1.0** **College Prep**
Prerequisite: B average or higher in all preceding science courses, including Chemistry.

This introductory course presents the brilliant complexities of the human body. It focuses on the structure and function of all eleven organ systems and their interdependence. Students should be motivated and interested in learning about the body, from cellular level through organ system.

644 Sports Medicine **Grade 10, 11, 12** **Credit 0.5** **College Prep**

This is an introductory course to Sports Medicine, which explores many aspects of the specialized area of remediation for, and prevention of, athletic injuries. This course covers understanding of kinesiology as well as care, prevention, and treatment of those injuries specific to athletes. Topics will include basic first aid, taping and wrapping, emergency action principles, and basic sports nutrition through theory and practical applications. There is a fee of \$40 for this course.

647 Honors Genetics **Grade 11,12** **Credit 0.5** **Honors**
Prerequisites: Student must have earned an A- grade or higher in Honors Biology or a B+ or higher in AP Biology.

Honors Genetics is designed to be an in-depth introduction to the field of genetics. Students will be challenged to understand how DNA, genes, and chromosomes work to provide the template for all life on earth. Discussions will range from the molecular to the organismal level with a primary focus on human genetics. Topics will include classical Mendelian genetics, sex-linkage, multifactorial inheritance, extra-nuclear inheritance, cancer genetics, population genetics, and evolution. Students will also be introduced to biotechnology and the ethics that surround our newest scientific capabilities.

642 Environmental Science **Grade 11, 12** **Credit 1.0** **College Prep**
Prerequisite: Biology and Chemistry.

The two main themes are Ecology and The Effects of Humans on the Environment. Ecology topics include ecosystems, population dynamics, biodiversity community interactions, earth science, biome identification, energy flow, and chemical cycling in ecosystems. Second semester topics include renewable and nonrenewable resources, energy, land, air and water pollution, policies. Students will learn the facts behind environmental issues and solutions so that they can make up their own minds about what should be done to promote a sustainable environment.

652 AP Environmental Science **Grade 11,12** **Credit 1.0** **Advanced Placement**
Prerequisite: Teacher recommendation and departmental approval.

The AP Environmental Science year-long course is designed to be the equivalent of a one-semester, introductory college course in environmental science. Topics of studies include elements from geology, biology, environmental studies, environmental science, chemistry, and geography. Students will gain experience in collecting and analyzing data from both fieldwork on campus and in the lab. This course has a rigorous writing component. Students are required to take the Advanced Placement Environmental Science Examination.

TECHNOLOGY & MEDIA SERVICES

Technology Education

Instruction in Technology incorporates hands-on learning of computer skills which supports the academic life of the students across the curricula. Students are encouraged to communicate, collaborate and create in the digital world. Many projects are constructivist in nature, creating the building blocks and then assembling and presenting the final product. Studies in programming stress the development of logical thinking through development of problem solving heuristics, top down design, and understanding of control structures. Graphics and animations are infused in the process at all levels of instruction.

Library Media Services

The mission of Library Media Services is to partner with faculty and administration to provide students with content and information services that support and enhance the VMA curriculum and help students develop information literacy skills necessary for college level research and adulthood. Within the flexible Learning Commons space, exposure to a professional librarian and different levels and formats of content helps students to ask questions, think critically about the “answers”, draw conclusions, and confidently make informed decisions to apply and share with the community.

Specific services of Library Media Services include:

- *Collaboration with faculty in the development of interesting and relevant projects, as well as providing guidance on the appropriate level and subject area content*
- *Understanding 21st century library organization and collections*
- *Preparing for college level research by introducing different information vendors, content stores and interfaces*
- *Developing students’ information literacy skills, including how to evaluate a variety of resources and work with the librarian*
- *Providing an inviting, dynamic and self-directed learning environment*
- *Knowing how to locate resources and how to structure searches*
- *Encourage a love for reading with a representative general and fiction collection*

680 Computer Resources

Grade 9

Credit 0.5

College Prep

This course serves as an introduction to Villa Maria’s computer resources. Computational thinking and problem-solving are stressed. Students work in emerging technologies such as in 3D design and 3D printing, coding and interfacing with robots. Hands-on instruction is given on a variety of applications including Spreadsheet problems, Google drive/forms, and video editing. Credit attainment is standards-based.

662 Graphic Design-TECH

Grade 11, 12

Credit 0.25

College Prep

In this semester course, students will learn how to visualize their ideas electronically through the use of Adobe Photoshop, Illustrator, and InDesign. They will create projects based on design concepts, illustration, advertising and marketing from the artist's point of view. There is a \$75 fee for this course to cover cost of materials.

663 Computer Programming

Grade 9, 10, 11, 12

Credit 0.5

College Prep

In this semester-long course, students will learn programming in Java, a language which is currently used in web applications, robotics and engineering. The class requires no prior understanding of programming or game creating experience. We will create interactive java applets with graphics, use SNAP! to create games and control basic robots, and learn to design and print 3D projects. A student who is considering pursuing a career in Computer Science, or desires taking AP Computer Science should strongly consider this course.

671 Digital Media Applications **Grade 10, 11, 12** **Credit 0.5** **College Prep**

In this semester course, students will design a website, learn how to create digital photography using Photoshop, edit photos with drawing tablet tools, make photo mosaics, create logos with Adobe Illustrator, design and print 3D objects, generate infographics, create video and audio files. Emphasis will be project-oriented original work.

673 Computer Game Design **Grade 11, 12** **Credit 0.5** **College Prep**

Prerequisite: Computer Programming 663 course. 1st semester work in 660 AP Computer Science Principles or 670 AP Computer Science A will fulfill prerequisite requirements for this course.

In this semester course, students will create an environment and control characters within it, create collisions, walls, mazes, obstacles and tally points. Logical thinking, problem solving, and controlling object behavior are emphasized. The class requires at least one course in computer programming as a prerequisite.

660 AP Computer Science Principles **Grade 10, 11, 12** **Credit 1.0** **Advanced Placement**

Prerequisite: Grade of B or better in Algebra I

AP Computer Science Principles introduces students to the foundational concepts of Computer Science and challenges them to explore how computing and technology can impact the world. There is no computer programming experience required, as this is meant as an introductory course. There is a focus on creative problem solving, real-world applications, and building relevant solutions. AP Computer Science Principles prepares students for college and the workforce of tomorrow. The course offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the internet, cybersecurity concerns, and computing impacts. All students must take the multiple-choice portion of the Advanced Placement exam in May. This exam also includes two major projects which are done in class and submitted to AP Central Digital Portfolio before the exam.

670 AP Computer Science A **Grade 11, 12** **Credit 1.0** **Advanced Placement**

Prerequisite: Computer Programming 663 course, AP Computer Science Principles, or Approved Summer Computer Programming Course in Java

This full year course will cover programming concepts in preparation for the Advanced Placement examination in Computer Science A. A focus on problem solving, data structures and writing clear modular programs is supported throughout the course. Students will also work in the community (WE) for exposure to real world problem solving. The programming language is Java, an object-oriented language which is used to create applications that will run on any computer and supports many web browser applications. Students will learn to design programs that are efficient yet easy to understand and modify. All students must take the Advanced Placement exam in May.

746 Ceramics Independent Study **Grade 12** **Credit 0.25** **College Prep**
Prerequisite: Ceramics 1 & 2

In this advanced semester-long course of study, students will build upon the concepts and skills learned in Ceramics 1 and Ceramics 2. Students are guided to work on independent projects pertaining to a chosen theme. Students will explore more advanced topics and techniques. There is a \$75 fee for this course to cover the cost of materials.

747 Collage: Mixed Media **Grade 10, 11, 12** **Credit 0.25** **College Prep**

Students will experiment with a variety of materials and subject matter in this semester course. We will research 20th century artists and techniques including but not limited to expressionism, assemblage, printmaking, advanced drawing and painting, and cut paper collage. Students will create a variety of works inspired by these ideas and styles. There is a \$75 fee for this course to cover the cost of materials.

748 Introduction to Sculpture **Grade 11, 12** **Credit 0.25** **College Prep**

In this semester-long class students will explore creative construction in three dimensions using a variety of media, including but not limited to clay, paper, plaster, wire, and cardboard. Projects will deal with geometric, abstract and organic forms. Students will learn about and be inspired by famous sculptors throughout history while being able to express their own creativity. There is a \$150 fee for this course to cover the cost of materials.

761 Studio Art 1¹⁸ **Grade 9, 10, 11, 12** **Credit 0.5** **College Prep**

This year-long course is designed for the beginning art student. Basic techniques in applying the elements of art and the principles of design will be covered with a strong emphasis on observational drawing and painting. Instruction is given individually to develop and enhance each student's abilities to her fullest potential. There is a \$150 fee for this course to cover the cost of materials.

764 Studio Art 2 **Grade 10, 11, 12** **Credit 0.5** **College Prep**
Prerequisite: Studio Art 1

This year-long course is designed for the second year art student. Basic knowledge and techniques from Studio 1 are reviewed and expanded upon by investigating more complex subject matter and artistic processes. There is a \$150 fee for this course to cover the cost of materials.

780 Intro to Art¹⁸ **Grade 9** **Credit 0.25** **College Prep**

Art represents the integration of human experience with individual creativity. In this half-semester introductory course, students will gain an understanding of exemplary works of art from a variety of cultures and periods, and will have an opportunity to experiment with the elements of art and principles of design through a variety of studio experiences.

790 AP Studio Art/Drawing & 2-D **Grade 12** **Credit 1.0** **Advanced Placement**
Prerequisite: Studio 1 & teacher recommendation/approval

A one-year intensive course, AP Studio Art is designed for the highly motivated student who is serious about studying art, displays motivation, and demonstrates initiative. Drawing portfolios are completed, with three major areas submitted: Quality, concentration, and breadth. There are suggested guidelines so that the teacher and student may collectively discuss options for study and practice. An extensive body of work to be completed during the summer will be required. Students are required to submit portfolios to the College Board. Teacher approval for this course is required, as well as a \$150 fee to cover the cost of materials for the year.

¹⁸ Music Appreciation (726), Music Instruction (731-734) or an approved ensemble class, in combination with Intro to Art (780) or Studio Art 1 (761) fulfills the minimum Music and Art requirements. The remainder of the Fine Arts credit may be fulfilled through any combination of other Fine Arts electives.

731-734 Music Instruction²⁰ **Grade 9, 10, 11, 12** **Credit 0.25** **College Prep**
Private weekly lessons are available in piano, voice, guitar, strings, woodwinds, brass, and percussion. Lessons are designed on an individual basis, after evaluation of the student's ability and previous experience. Students will be given a grade for each lesson based on their preparedness and individual progress. Students will benefit from performance opportunities such as piano repertoire classes, the Piano Guild Auditions, and the voice and guitar recitals. Private lessons are a year-long commitment and cost \$900 for the year (\$800 for instruction on a second instrument, for the year)

740 AP Music Theory **Grade 11, 12** **Credit 1.0** **Advanced Placement**
Prerequisite: Final grade of A- or higher in Music Theory unless waived by instructor based on placement evaluation.

This course follows the syllabus requirements set by the College Board for Advanced Placement Music Theory. It is intended for qualified students prepared to pursue studies on the level of a first-year college course in music theory and aural skills. The goal of the course is to develop students' ability to recognize, understand and describe the basic materials and processes of music heard or presented in score. A detailed course description may be found on the College Board website. Students can expect independent work during the summer and all students must take the Advanced Placement Examination.

752 Ear Training **Grade 10, 11, 12** **Credit 0.25** **College Prep**
Prerequisite: Music Theory

This semester-long course will provide sight singing with diatonic melodies. Melodic and rhythmic dictation with simple and compound meters, intervals and chords will be stressed. This course is valuable for all musicians, especially singers.

756 Music Technology **Grade 10, 11, 12** **Credit 0.25** **College Prep**

In this semester-long course students will learn to notate music using Finale software on the Macintosh computer and will also receive an introduction to sound recording, editing, mixing and composing using the computer. Basic music reading ability is required.

758 Music Theory **Grade 10, 11, 12** **Credit 0.25** **College Prep**

This semester-long course introduces students to the fundamentals of music. It is designed to provide students with the music reading, writing, and aural skills required to understand, perform, and create music. It is invaluable for instrumentalists and vocalists of all levels as well as anyone who wishes to deepen their appreciation for music in general.

757 Advanced Topics in Music Theory **Grade 11, 12** **Credit 0.25** **College Prep**

Prerequisite: Music Theory, teacher approval
A continuation of Music Theory, this semester-long course will further develop students' music reading, writing, and aural skills. Topics of study for this course will be chosen based on student interest and future plans regarding music. Must have approval of the instructor.

²⁰ Music Appreciation (726), Music Instruction (731-734) or an approved ensemble class, in combination with Intro to Art (780) or Studio Art 1 (761) fulfills the minimum Music and Art requirements. The remainder of the ~~1.0~~ Fine Arts credit may be fulfilled through any combination of other Fine Arts electives.

Dance & Theater -

714 Intro. to Dance - FA

Grade 9, 10, 11, 12

Credit 0.25

College Prep

This half-semester class is an introduction to dance. It will focus on understanding one's body and how it works. Touching on basic concepts in multiple styles of dance such as ballet, modern, and Jazz. No previous dance training required. Additional dance electives may be offered depending on course demand. Dance electives will be scheduled courses and require a \$150 fee. Please note, this course, 714, will count toward the Fine Arts credit.

715 Dance for Conditioning - FA

Grade 9, 10, 11, 12

Credit 0.25

College Prep

This half-semester class will focus on enhancing athletic performance through basic dance training and conditioning to improve flexibility, endurance, agility and balance in the physically active student. Focus on proper alignment and increasing core strength will aid in injury prevention and balancing muscle groups. Dance electives will be scheduled courses and require a \$150 fee. Please note, this course, 715, will count toward the Fine Arts credit.

950-957 Dance Company - FA

Grade 9, 10, 11, 12

Credit 0.5 or 1.0

College Prep

The Dance Company is an auditioned group of Freshman, Sophomores, Junior and Senior students. This full-block course will consist of classes and rehearsals that will prepare dancers for performances throughout the year. The company will perform regionally in dance festivals and competitions, as well as in-house Villa Maria Academy High School events. Dancers will learn ballet, modern and jazz repertoire. The course may be taken for one or two semesters over the course of the school year. There is a fee of \$300/semester for this course.

799 Theatrical Production and Design

Grade 10, 11, 12

Credit 0.5

College Prep

This rigorous semester-long course is a complete immersion into the world of theatrical production. Students will choose a theatrical work to produce over the course of the semester. Students will work in all areas of the production, which include the following: actors, stage manager, assistant director, technicians, and designers (costume and set). The finished production will be performed at the end of the semester. All students, regardless of interest, will take part in an audition to cast the show at the end of the current school year. Students will also have a summer assignment involving their role in the production. Throughout the course guest speakers and theatrical performances will be utilized to enhance a student's view of the theatrical world. This class will be capped at 15 and upperclassmen are offered first preference.

PHYSICAL EDUCATION AND HEALTH

WELLNESS & COUNSELING

Villa Maria Academy is proud to embrace the National Health Education Standards that were developed by the Joint Committee of the Association for the Advancement of Health Education; the American School Health Association; and the Society of State Directors who governs Health, Physical Education and Recreation in academic settings. The goal of this committee was to develop for schools what would be a framework for “world class” health education in this country. The Wellness model, which emphasizes the essence of balancing the mind/body/spirit triangle, has driven our curriculum to select specific performance indicators that focus on the development of both cognitive as well as personal-social skills that empower students to live healthier lives.

The health and physical education program has an instructional curriculum that enables our students to become responsible members of their families and communities. Skills stressed in all areas of learning include problem-solving, decision-making, critical-thinking, and effective communication. Students at Villa Maria Academy will take one semester of health education in the Sophomore year. Students will take two physical education electives to be completed in the Sophomore year and may take additional electives in subsequent years if desired. PE electives can be chosen in the following combinations:

- *Team Sports and Lifetime Sports*
- *Team Sports and Strength & Conditioning*
- *Lifetime Sports and Strength & Conditioning*
- *Intro to Dance and Strength & Conditioning*
- *Dance Conditioning and Strength & Conditioning*
- *Intro to Dance and Dance Conditioning*

We feel it is essential to enable students to acquire the knowledge and skills necessary to promote health and overall well-being. Toward that end, we are committed to providing a framework for ongoing curriculum development, instruction, and assessment. All courses are taught for college-prep credit. Required Guidance coursework counts in fulfillment of the Health and Wellness credits.

845 Health: Wellness and World Health Grade 10 Credit 0.5 College Prep
The goal of this course is to enhance the student’s well-being by creating a culture that integrates and balances the dimensions of wellness: social/environmental, physical, intellectual, emotional, and spiritual. Wellness emphasizes individual responsibility for well-being by making choices that will facilitate attainment of a higher level of health and fitness. It is an active process rather than a goal. It means becoming aware, developing attitudes and engaging in behaviors to make choices that enhance quality of life and maximize physical potential. This curriculum is designed to promote self-responsibility, motivation, and excellence in learning as well as a lifelong commitment to wellness. This course will include content on decision-making, nutrition, substance use and abuse, and it will explore the HIV/AIDS and STD curriculum provided by the Archdiocese of Philadelphia. Students will also be provided opportunities to explore current issues in health. The goal of this curriculum is for the students to acquire the knowledge and life skills necessary to make informed decisions regarding their health and well-being.

701 Intro to Dance - PE Grade 10, 11, 12 Credit 0.25 College Prep
This half-semester class is an introduction to dance. It will focus on understanding one's body and how it works. It will include basic concepts in multiple styles of dance such as ballet, modern, and Jazz. No previous dance training required. This dance elective fulfills the Physical Education requirement and requires a \$150 fee.

709 Dance for Conditioning - PE **Grade 10, 11, 12** **Credit 0.25** **College Prep**
This half-semester class will focus on enhancing athletic performance through basic dance training and conditioning to improve flexibility, endurance, agility and balance in the physically active student. Focus on proper alignment and increasing core strength will aid in injury prevention and balancing muscle groups. This dance elective fulfills the Physical Education requirement and requires a \$150 fee.

846 Team Sports **Grade 10, 11, 12** **Credit 0.25** **College Prep**
This course is designed for students who enjoy the competition of team sports. Activities may include team handball, ultimate Frisbee, flag football, basketball, soccer, softball, and other team activities that require cooperation, leadership, and decision-making skills. Emphasis will be on team participation and strategic competition within a sport.

847 Individual and Lifetime Sports **Grade 10, 11, 12** **Credit 0.25** **College Prep**
This course is designed for students who enjoy individual activities and competition. It will also highlight exposure to activities that can be carried over to adulthood and will help students assume responsibility for their own wellness through constructive use of leisure time. Students will gain knowledge of sports such as tennis, bowling, and badminton, and activities such as pilates, yoga, and lawn games.

848 Strength and Conditioning **Grade 10, 11, 12** **Credit 0.25** **College Prep**
This course is designed for students with a very strong interest in improving their physical conditioning. Students will receive instruction in all aspects of fitness, including nutrition, lifting techniques and safety, and cutting edge training. Students will be exposed to a variety of training methodologies as well as how and why the body responds to training.

960-967 Dance Company - PE **Grade 10, 11, 12** **Credit 0.5 or 1.0** **College Prep**
The Dance Company is an auditioned group of Freshman, Sophomores, Junior and Senior students. This full block course will consist of classes and rehearsals that will prepare dancers for performances throughout the year. The company will perform regionally in dance festivals and competitions, as well as in-house Villa Maria Academy High School events. Dancers will learn ballet, modern and jazz repertoire. The course may be taken for one or two semesters over the course of the school year. There is a fee of \$300/semester for this course.

868 Freshman Seminar **Grade 9** **Credit 0.25** **College Prep**
Freshman Seminar, through the theme “Identify” assists Freshman students in becoming oriented to Villa Maria and adjusted to life in high school. It addresses organizational and study skills, time management, extra-curricular involvement, community service, and college preparedness. This course also affords the Freshmen an opportunity to discuss the different qualities that go into building and maintaining strong character, both as a student at Villa Maria and a woman in today’s world. The students identify possible obstacles and brainstorm solutions in an effort to make their first year one of success both academically and personally.

866 Sophomore Seminar **Grade 10** **Credit 0.25** **College Prep**
Sophomore Seminar is centered on the theme of “Investigate”. Students will explore, research, and reflect upon how they interact with and impact the world around them. They will identify their preferences through completion of personality inventories and have an opportunity to discuss perceptions and stereotypes. Students are introduced to the college/career search platform SCOIR where they have the opportunity to learn more about potential careers and majors that may satisfy their individual personality traits and interests. Students continue to assemble a strong resume and are encouraged to develop leadership skills in co-curricular and extra-curricular activities.

870 Junior College Seminar**Grade 11****Credit 0.5****College Prep**

The Junior College Seminar focuses on the central theme, "Implement." Students rely on developed self-awareness and incorporate that information into their college search. Students will spend the first half of this course receiving standardized test prep. They will work on developing a plan for standardized testing. Juniors in this course practice articulating their strengths and complete coursework that helps them prepare for personal statements, essays, and college admissions interviews. Students will utilize our search platform, SCOIR to define their college search and create their college application list. At the end of this course, students will have key elements of the application process complete and the tools necessary to continue application progress throughout the summer and fall.

871 Senior College Seminar**Grade 12****Credit 0.5****College Prep**

Students utilize the Senior College Seminar to "Imagine" their possibilities. This course serves as college application resource period to answer any logistic questions regarding the application process. The seminar also gives Senior students an overview of procedures regarding their applications throughout the year. In addition to instruction regarding required application materials and deadlines, the course also serves to support students with expectations of college and the transition from high school to college. Time starting in 2nd Quarter will be devoted to Senior Capstone work.

EXPERIENTIAL COURSEWORK/CAPSTONE

905/906/907 Service Learning 9, 10, 11

Grades 9-11

Pass/Incomplete/Fail

Service Learning is an instructional method that fosters student learning and service to one's community. Students apply knowledge and skills developed in the classroom to service opportunities in the community. In turn, the service experiences help create conditions for students to succeed in the classroom and in life.

Service should be a journey with our brothers and sisters in need. As one enters into this journey with people with life experiences different from our own, the participants are transformed as is society. Service is internalized and becomes a mission. Villa Maria wants our students to joyfully take this journey and, in doing so, to reach the following objectives:

- to provide further opportunity for students to discover and use their God-given gifts and to share these gifts with others,
- to connect the academic curriculum with an educated, meaningful response to the needs of the community so that students use their academic and social abilities to improve the community,
- to educate students on and encourage reflection on issues of social justice and their responses to them in accordance with Catholic social teachings
- to provide further opportunity for students to develop as leaders, problem solvers, and women of God, and as such to remember the words of St. Alphonsus Liguori: "He who trusts himself is lost. He who trusts in God can do all things."

Service Hours Requirements

Class Year	Hours Required	1 st semester due date & number of hours	2 nd semester due date & number of hours
2021	20	10 hours by or before 12/13/2019	10 hours by or before 5/1/2020
2022	15	8 hours by or before 12/13/2019	7 hours by or before 5/1/2020
2023	10	5 hours by or before 12/13/2019	5 hours by or before 5/1/2020

873 Capstone Project

Grade 12

Credit 1.0

An inquiry-based experience, driven by student interest, is required for graduation. It involves critical thinking, investigative research, problem solving, written summary and application of prior and acquired knowledge through documented field experiences and/or service. Fulfillment of a culminating assessment is required for graduation. This course must be fulfilled to meet all graduation requirements.

900/901 Diocesan Scholar Program S1/S2 Grade 12

Credit 4.0

Advanced Placement

Eligible students may be invited to apply to take college coursework sponsored through the Archdiocese of Philadelphia at one of the local Catholic Universities within the Archdiocese. Students are notified of their eligibility in mid-February and successful candidates are notified in late March. Grades are not incorporated into the student's GPA but are recorded on the transcript as being equivalent to Advanced Placement weight.

902 Dual Enrollment S1 **Grades 11, 12** **Credit 1.0 (per course)**

903 Dual Enrollment S2

909 Dual Enrollment 2: S2

Immaculata University offers dual enrollment courses onsite at Villa Maria for a fee of \$300 per course. The following one-semester courses are offered here by Immaculata University faculty. These courses are scheduled during Block 1 on both A and B days, but will follow a calendar schedule. Grades earned in dual-enrolled courses are not incorporated into the student's GPA but are recorded on the transcript as being college level work. Students interested in any of these dual enrollment courses are instructed to discuss first with their Counselor during the course selection process.

The following courses will be offered for the 2019-2020 school year:

- **THE 314 - World Religions (Fall semester)**

Prerequisite: A student wishing to register for Dual Enrollment World Religions must also be enrolled in an Honors or AP English course because of the reading and writing skill level needed.

This semester course will explore the nature and philosophy of the worldviews that make up the various religious traditions, especially those of Hinduism, Buddhism, Judaism, and Islam and Christianity. Students will examine the elements of each religion and the ways in which humans have experienced the sacred and how they attempt to answer the big questions of life. This rigorous course will help the student not only to understand the doctrine, history, and philosophical foundations of other religions but also provide her with another lens to examine Catholicism in the context of a pluralistic and ecumenical world. Having already completed a course in social justice, this course will help students to recognize the need for mutual understanding and respectful dialogue among members of the world's major religions as vital to seeking and maintaining world peace. Students will have the option to take dual enrollment college credit for this course.

- **INFO 103 - Introduction to Data Analytics (Fall semester)**

Denoted in PowerSchool as Dual Enrollment S1

Introduces the fundamentals of data analysis. Students learn to gather and interpret data in order to gain insight into possible future trends and strategies. Research and case studies exemplify how data analytics is being used in business and industry.

- **CIS 226 - Databases: Querying & Reporting (Fall semester)**

Denoted in PowerSchool as Dual Enrollment 2: S1

Introduces the concepts driving the data modeling process with an emphasis on interpreting data models, creating queries via Structured Query Language (SQL), and determining reporting requirements. This is Immaculata's basic database class for students majoring in Business.

- **ACC 201 - Accounting & Budgeting (Spring semester)**

Denoted in PowerSchool as Dual Enrollment S2

An introduction to accounting information and the basic accounting cycle. Techniques of accounting for business transactions, preparation and interpretation of financial statements for internal control and external reporting and for use in making sound business decisions, forecasting and budgeting methods.

874 Scholars Seminar 2: Investigating Interests**Grade 10****0.5 credit**

VMA Scholars Year 2 supports, supplements, and extends the skills taught in other 10th Grade courses. To encourage personal curiosity and focus student interests for the greater communal good, students inventory their personal interests, understand how their own passions and talents can be used for the benefit of the larger community, and develop a plan to use their skills in a global context. As they ponder and plan for the completion of a personal project, second year scholars students also continue to hone their critical thinking skills through a Socratic Seminar that focuses on defining the concepts of beauty and value. Students build upon the knowledge they gained about truth and bias in Scholars Year 1 and add to it by defining beauty, goodness, and value after careful consideration of the works of ancient and modern philosophers. At the conclusion of Scholars Year 2, students should be able to discuss philosophical concepts such as truth and beauty and apply their understanding by contributing to the welfare of others around them. Students will complete a large scale personal project that showcases their ability to plan, organize, and lead.