

PROJECTED COURSES IN UPPER SCHOOL 2022-2023

	Freshman	Sophomore	Junior	Senior
Computer Technology	Computer Applications (½ credit) Coding (½ credit) AP Computer Science Principles		Digital Graphics/3-D Printing (½ credit) Coding (½ credit) AP Computer Science Principles AP Computer Science A	
English	Eng I: Genre Studies* Eng II: World/Global Lit*	Eng II: World/Global Literature* English Reading and Writing*	Eng III: American Lit AP Lang & Comp English Reading & Writing*	Eng IV: British Literature Eng IV: AP Lit & Comp Eng IV: Dual Enrollment
Creative Arts	Dance, Film Studies, Theatre, Drawing & Painting, Ceramics , Media Arts/TV Production, AP 2-D Art (All Creative Arts courses are ½ credit with the exception of the AP courses)			
Mathematics	Algebra I* Geometry*	Geometry* Algebra II*	Algebra II* Precalculus* Probability and Statistics Financial Math Literacy	Precalculus Calculus AP Calculus Advanced Math Probability & Statistics Financial Math Literacy
Physical Education	2 credits required			
Religion	Rel I: Revelation & Jesus	Rel II: Church & Sacraments	Rel III: Morality & Social Justice	Rel IV: Vocations and World Religions
Science	Biology I	Chemistry*	Physics* AP Environmental Science AP Physics 1 Anatomy & Physiology Biology II Earth Science Environmental Science	Physics* AP Biology AP Physics 1 Anatomy & Physiology Environmental Science
Social Studies	World Geography	World History*	United States History* Psychology* Economics	American Government* Psychology* Economics
World Languages	French I, II* Spanish I, II*	French II*, III* Spanish II*, III*	French III*, IV* Spanish III*, IV*	French IV*, V* Spanish IV*, V*

*Honors or Advanced Placement courses available

**Elective offerings subject to change, based on scheduling and enrollment

With few exceptions, students are not allowed to take more than four Honors or AP classes a year. Students who enroll in an AP course are required to take the AP Exam. Weighted credit will be given for an AP course only if the AP exam is taken in that respective subject matter area.

In order to be eligible for admission into the National Honor Society as a junior a student must have taken half of the Honors/AP Courses available to her.

COMPUTER SCIENCE

Computer Applications (½ credit)

The computer course embraces the principles of our technology program. It is designed to provide students with a broad knowledge of microcomputer and software concepts. Computer Applications provides in-depth study of application programs that provide students with tools to assist in cross-curricular problem solving and to create multimedia products. Students integrate appropriate productivity tools including, but not limited to, word processing, database, spreadsheet, desktop publishing, presentation graphics, telecommunications, and paint/drawing programs. Students learn how to deliver their products electronically through a variety of media, such as printed copy, monitor display, and the internet.

Students are prepared to take the Microsoft Office Specialist exams in Word, Excel, and PowerPoint. These exams are given at the end of each of the units. Students who pass these exams receive official Microsoft Office Specialist certification, an impressive credential when applying for future academic and employment opportunities as this certification is one of the most globally renowned. The American Council on Education supports the program; colleges and universities normally award academic credit to certificants, with one credit per certification. Thus, a student who obtains certification in three areas earns the equivalent of three-credit college courses in computer science at most schools.

Through the study and hands-on use of technology applications, students learn to make informed decisions about technologies and their applications. By using technology as a tool that supports the work of individuals and groups in solving problems, students are able to select the appropriate technology source for the task, synthesize knowledge, create a solution, and evaluate the results. The acquisition of information includes using search strategies and technology to access, analyze, and evaluate information. Ethical considerations in technology usage (e.g. privacy, copyright and filtering) are discussed.

Digital Graphics/3-D Printing (½ credit)

In this course, students use multimedia to obtain a deeper understanding of computer technology and its capabilities. Students work with digital graphics, hypermedia, presentation, and web page design programs to create multimedia presentations integrating text, graphics, sound, animation, photography, and video resources, as well as interfacing with a range of hardware: scanners, digital cameras, video digitizers, and 3-D printers. Students also learn how to use publishing programs to design layouts as well as a range of graphics programs and tools to incorporate artwork, graphics, and photographs in their publications.

Coding (½ credit; Prerequisite: Computer Applications or approval of instructor)

This is an entry level one-semester course designed to teach students the basic concepts of computer programming. Coding offers the opportunity to build creatively and engage in thoughtful problem solving. This course utilizes a fun, friendly, and accessible curriculum to introduce students to systems design and analysis methodology.

AP Computer Science Principles (1 credit)

AP Computer Science Principles is a hands-on course that focuses on problem solving, design strategies and methodologies, organization of data, approaches to processing data, analysis of potential solutions, and the ethical and social implications of computing. Students will examine multiple approaches to problem solving and design, focusing on proven approaches for developing solutions, which range from small, simple problems to large, complex problems. Students will be prepared to take the Advanced Placement Computer Science Principles exam in May.

AP Computer Science A (1 credit; Prerequisite: Algebra I- Recommendation required)

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. College Course Equivalent AP Computer Science A is equivalent to a first semester, college-level course in computer science.

The AP Computer Science A course requires that solutions of problems be written in the Java programming language. Because the Java programming language is extensive, with far more features than could be covered in a single introductory course, the AP Computer Science A Exam covers a subset of Java.

Lab Requirement: The AP Computer Science A course must include a minimum of 20 hours of hands-on, structured lab experiences to engage students in individual or group problem solving. Thus, each AP Computer Science A course includes a substantial lab component in which students design solutions to problems, express their solutions precisely (e.g. in the Java programming language), test their solutions, identify and correct errors (when mistakes occur), and compare possible solutions. College Board has developed several labs that are aligned to the course framework that fulfill the 20-hour lab requirement. The class period recommendations provided in the unit guides account for the time needed to complete each lab activity as described in the lab guide.

CREATIVE ARTS

The Creative Arts Department offers opportunities for students to expand their knowledge of the Arts and cultivate their individual craft and creativity. In each artistic discipline, students benefit from daily practice of technical skills, creative habits and exposure to global art forms, historical concepts and current practices. Students reflect on what they are learning to encourage individual growth and understanding. Students are required to complete one year of creative arts credit to fulfill graduation requirements.

Dance (½ credit)

The Upper School dance course continues the department's concentration on ballet, modern, contemporary, and musical theater dance. The class is largely movement based and encourages individual creativity, general arts appreciation, and understanding of the creative process. Weekly technical practice in ballet, modern, and contemporary dance allows the students to see physical improvement in flexibility, coordination, spatial awareness, and core strength throughout the course. Students learn compositional components for their own choreography and develop their personal creative process. They build a vocabulary for speaking and reflecting about their own dancing and as audience members by engaging in critical class discussions and giving feedback on each other's work and through weekly journals. Students learn the history of dance from ancient civilizations to current practices.

Drama (½ credit)

Drama offers the students a wide variety of opportunities to express themselves through theatre games and exercises, monologues, and scenes. Goals of the drama class include acquiring knowledge of self and others through participation in and reflection on the dramatic experience, developing competency in communication skills through monologue and scene work, and developing an appreciation for the artistic process in both theater and film. Students learn and build their theater vocabulary including not only the acting terms but the backstage, technical, directing, and producing language. Drama can be taken more than once.

Film (½ credit)

The goal of this course is to gain an understanding of how to tell a story through the medium of film. We will discuss all aspects of film production and what goes into making a film, beginning with the script all the way to post production/editing. Topics covered will include, but are not limited to set design, costumes, camera angles, script analysis, lighting, sound, soundtracks, acting styles, director's choices.

Students will watch and discuss films from all types of genres including drama, comedy, musical, adventure, silent, fantasy, science fiction, foreign, historical, documentary, etc.

AP Art and Design (1 credit)

In this year-long course, we will investigate topics that interest you as you prepare your portfolio for the AP College Board exam. Students will develop guiding questions and build a portfolio, developing conceptual artwork and enriching 2D art skills.

Painting and Drawing (½ credit)

Learn the foundations of 2D Art, contour drawing, value, shading, and color theory while you relax, paint, and draw. Communicate your ideas visually through acrylic paint, watercolor, and drawing materials such as graphite, charcoal, and illustration pens. This course is also an introduction to Art History.

Ceramics (½ credit)

Enjoy the therapeutic qualities of clay while you learn the stages of clay and ceramics processes. Students will create functional and sculptural work using slab construction, coil construction, and beginning wheel throwing.

Media Arts/TV Production (½ credit)

Students will explore all aspects of television production by independent learning. Students practice writing, speaking, reading, listening, and learning about communications and current events in the news. A wide array of opportunities exists both "in front of" and "behind the camera," including hands-on technology: producing, reporting, video editing, and anchoring. Students will learn how to find news stories, interview, and how to work with deadlines. A major benefit to this instruction is the in-house television broadcast of NewsFlash, where students will experience the challenges of television broadcast firsthand.

ENGLISH

The English Department facilitates the reading, analysis, discussion of, and writing in response to literature. The department believes that the study of texts challenges and trains the mind, inspires the spirit, and develops social and critical awareness, thus reflecting consistently the Goals and Criteria for Sacred Heart Schools. English courses work with literary texts of recognized quality from a wide range of cultures and historical periods, demanding that students examine each text closely to uncover meanings and implications. These courses also develop rigorous skills in writing, editing, speaking, and listening, which increasingly challenge students to excel as they advance through the Upper School curriculum.

All students use word processing software to write and revise written work, and each class integrates technology in other forms, as appropriate. E-texts, vocabulary development software, internet research databases, computer-based presentation software, and other technologies are incorporated throughout the four years of Upper School study. Students must complete four credits of English in order to fulfill graduation requirements.

All levels of English offer advanced/honors classes. These courses are available to those who meet the criteria set by the Upper School Division Head and who qualify on the recommendation of the Upper School English faculty. The criteria for entry may include higher-level reading comprehension, writing aptitudes, acceptable performance in prerequisite English classes, tenacious work ethic, and above average standardized test scores.

Teachers will further clarify the specific requirements and expectations for all courses.

English I: Genre Studies (1 credit)

This course examines a variety of literary genres (including fiction, poetry, drama, and nonfiction) within and across a range of historical periods and cultural and national contexts. In addition to gaining in-depth exposure to a wide range of genres, students will develop skills of close reading, textual support, inter-textual analysis, and critical thinking. Students will also be required to complete multiple papers across a variety of genres.

English I-Honors: Genre Studies (1 credit)

Moving at an accelerated pace, this course examines a variety of literary genres (including fiction, poetry, drama, and nonfiction) within and across a range of historical periods and cultural and national contexts. In addition to gaining in-depth exposure to a wide range of genres, students will improve their skills of close reading, textual support, inter-textual analysis, and critical thinking. Students will also be required to write at a high level across a variety of genres.

English II: World/Global Literature (1 credit)

This course offers an in-depth study of selected pieces of world literature in translation from ancient civilizations through modern times, across a wide variety of languages and cultures. The class is designed to promote intellectual growth by strengthening the ability to read analytically and creatively, to reinforce knowledge of the outlines of history, and to develop sensitivity to cultural diversity. Topics include but are not limited to colonization, globalization, cultural identity, diversity within world religions, gender roles across cultures, social class, politics, alienation, and personal triumph in the face of adversity. Students will continue to develop skills of close reading, critical and independent thinking, and literary analysis using textual support. Additionally, the course will include several writing components, culminating in a major research paper involving analysis and rhetoric.

English II-Honors: Pre-AP World Literature (1 credit)

In this course, students will read various genres of world literature, including nonfiction, memoir, essay, poetry, short story, drama, and the novel. These works are selected to emphasize classical and contemporary writing from a diverse group of authors, cultures, and styles. The course will include practicing the writing process in which students prewrite, plan, organize, draft, and edit their work. The writing process will also include peer review, teacher conference, and revision to produce error-free final drafts of teacher and student-selected writing for different audiences, modes, and purposes, with a focus on argumentative and expository writing. Regular grammar, syntax, and vocabulary drills will help students gain control over their writing. Various teaching methods will be employed so that students develop critical thinking skills, can both construct and deconstruct argument, and can closely read and analyze literature. Students will continuously practice writing and speaking skills and be exposed to rigorous material in order to develop the work ethic necessary for success in future AP English courses.

English Academic Reading and Writing (1credit)

This honors course will be structured with to scaffold writing skills in the first semester by introducing students to various modes of writing and having them practice those modes. Students will read nonfiction exemplar texts, workshop essays in class, and conference with peers and the instructor throughout the writing process. In the second semester, the course will

emphasize literary genre study, with units on epic poetry, mythology, comedy/drama, and the novel. The course material and structure will set students up for success in future AP and Dual Enrollment English classes.

English III: American Literature (1 credit)

This course presents a survey of American literature from the Puritan period to the present with a special focus on the modern American novel. The readings include a variety of genre, including nonfiction, poetry, short story, drama, and novel. Close reading, critical and independent thinking, and the mastery of techniques and terminology of literary analysis receive special focus. Students write a research paper exploring cultural influences on American literature.

Advanced Placement Language and Composition (1 credit)

This course aligns with 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 nonfiction texts, including graphic images as forms of text from many disciplines and historical periods. Students who take this course are required to take the AP exam in May for potential college credit in English. Additionally, a large writing component involving argumentative and persuasive modes of discourse is required.

Advanced Placement Literature and Composition (1 credit)

The English IV Advanced Placement (Literature and Composition) course provides an opportunity for secondary school students to pursue and receive credit for college-level work completed at the secondary school level. Sponsored by the College Board, the AP program is based on the premise that college level material can be taught successfully to able and well-prepared secondary school students. AP program policies are determined by representatives of College Board member institutions and agencies throughout the country (public and independent secondary schools, colleges, and universities) and are implemented by the College Board. AP Literature and Composition students are required to take the Advanced Placement examination, which will be administered in May.

AP English Literature and Composition, as its title suggests, is an intensive reading and writing class. The course is roughly equivalent to a sophomore-level literature survey course at the university level. English IV is typically a British Literature course; however, to prepare students for the range of literary works that will appear on the AP exam, students will read selections from British, American, and World literary traditions. Therefore, novels and plays, as well as shorter works, like poems and short stories, will represent diverse voices speaking from a range of cultural backgrounds from around the world. To succeed, students need to extend both the breadth and the depth of their reading experience; therefore, students will be expected to not only keep up with a heavy reading load, but also to engage with, reflect on, analyze, and evaluate what they read. In order to become a truly critical reader, writer, and thinker, it is important that students understand how reading and writing inform one another: strong readers make strong writers and vice versa. By reading a wide range of rich, complex literary texts and by discussing and writing both formally and informally in response to those texts, students will improve their critical thinking skills and will be poised to thrive in the university classroom and beyond.

English IV: British Literature (1 credit)

This course surveys the literature of Britain and its former colonies, exploring the genres, traditions, and literary periods from Beowulf through contemporary materials. Students continue to explore short stories, novels, drama, poetry, and nonfiction. They gain greater proficiency in independent and higher-level reading and continue development of their writing and research skills.

Dual Enrollment/English IV: British Literature (1 credit)

The Dual Enrollment program aligns with an introductory college-level composition course and affords qualifying seniors the opportunity to earn high school credit in English IV and college credit in English 2000: English Composition and English 2025: Introduction to Fiction simultaneously while remaining in the familiar environment of high school. The literature component mirrors the English IV curriculum; however, the writing component requires students to complete expository and analytical essays which must meet the standards of a freshman-level university composition course. Students are exposed to a variety of writing techniques and styles with an emphasis on structure, tone, voice, persuasion, rhetorical analysis, proposal, and documentation. The students must demonstrate writing proficiency by the end of the course in order to acquire college credit and must simultaneously complete the requirements of the English IV curriculum.

MATHEMATICS

The mathematics faculty at the Academy of the Sacred Heart believes that the teaching and learning of mathematics is dynamic and must respond to the demands of an increasingly complex culture and to the potential empowerment promised by technology. The curriculum, pedagogical, and assessment standards articulated by the National Council of Teachers of Mathematics parallel the call of the Goals and Criteria of Sacred Heart Schools for a curriculum which is accessible to students of varied abilities and backgrounds but also challenging and rooted in computational fluency, reasoning, problem solving, mathematical modeling, and data management. We believe that the focus of the program at all levels should be on using mathematical processes to assist real-life decision making and problem solving and that appropriately used technology can help to realize this objective for all students.

Algebra I (1 credit)

The focus of this course is the development of algebra concepts and skills. Applications model algebra in real life and help the student to develop critical thinking skills. The course emphasizes the study of linear equations and inequalities. Other topics studied include systems of equations and inequalities, powers and exponents, quadratic equations, functions, polynomials, and factoring. A laptop computer with internet access and a TI-84 Plus graphing calculator are required. Students may not use a TI-30XS Multiview calculator.

Algebra I-Honors (1 credit)

This course presents a more demanding treatment of the material in Algebra I. The course emphasizes solving equations in one variable, and the graphing and writing of equations in two variables. Some additional topics include exponential functions and radicals. Throughout the course, real-world applications and problem solving demonstrate the relevance of algebra in everyday life. Students relate and apply algebraic concepts to statistics, data analysis, and probability. Applications and the use of the graphing calculator are woven throughout the course as are strategies for solving problems that appear on standardized tests. A laptop computer with internet access and a TI-84 Plus graphing calculator are required. Students may not use a TI-30XS Multiview calculator.

Geometry (1 credit; Prerequisite: Algebra I)

The focus of this course is the development of logical thought processes and creative problem-solving skills through the study of plane and solid geometry. Topics studied include the elements of Euclidean geometry, inductive and deductive reasoning, methods of proof, angles and relationships, perpendicular and parallel lines, congruent triangles, similar polygons, area, quadrilaterals, circles, coordinate geometry, right triangle relationships, transformations, and right triangle trigonometry. Students make extensive use of The Geometer's Sketchpad software on their laptop computers. A laptop computer with internet access and a TI-84 Plus graphing calculator are required. Students may not use a TI-30XS Multiview calculator.

Geometry-Honors (1 credit; Prerequisite: Algebra I)

This course presents a more demanding treatment of the material in Geometry. The course emphasizes proofs and using algebra to solve geometry problems. Some additional topics include areas of regular polygons, volumes and surface areas of solid figures, and geometric probability. Students make extensive use of The Geometer's Sketchpad software on their laptop computers. A laptop computer with internet access and a TI-84 Plus graphing calculator are required. Students may not use a TI-30XS Multiview calculator.

Algebra II (1 credit; Prerequisites: Algebra I, Geometry)

This course encourages the student to approach problems algebraically and graphically as well as through the use of tables and charts, spreadsheets, and real-life modeling. The student uses the graphing calculator and laptop computer in problem solving. Topics of study include matrices and determinants, functions, powers and radicals, exponents and logarithms, polynomials, rational expressions, trigonometry, probability, and statistics. A laptop computer with internet access and a TI-84 Plus graphing calculator are required. Students may not use a TI-30XS Multiview calculator.

Algebra II-Honors (1 credit; Prerequisites: Algebra I, Geometry)

This course consists of a more rigorous treatment of the material covered in Algebra II, with additional study of probability, the conic sections, sequences, and spreadsheets. A laptop computer with internet access and a TI-84 Plus graphing calculator are required. Students may not use a TI-30XS Multiview calculator.

Precalculus (1 credit; Prerequisites: Algebra I, Geometry, Algebra II)

Precalculus is a study of functions and their graphs. Concepts and skills are approached numerically, graphically, and analytically, and topics of study covered in the first semester include function operations and behavior, transformations from parent functions, fundamental trigonometric identities, trigonometric functions, trigonometric equations, trigonometric applications and modeling. Second semester topics include analytic trigonometry, vectors, polar co-ordinates and equations, exponential and log functions, sequences and series, probability, conic functions, data analysis and statistics. A laptop computer with internet access and a TI-84 Plus graphing calculator are required for this class.

Precalculus-Honors (1 credit; Prerequisites: Algebra I, Geometry, Algebra II)

This course consists of a more rigorous treatment of the material covered in Precalculus. Topics are approached numerically, graphically and analytically and mirror the concepts and skills that are taught in a college level Precalculus class. First semester topics of study include function operations and behavior, transformations from parent functions, fundamental trigonometric identities, trigonometric functions, inverse trig functions, trigonometric equations, trigonometric applications and modeling. Second semester topics include analytic trigonometry, vectors, polar co-ordinates and equations, exponential and

log functions, sequences and series, probability, conic functions, data analysis, statistics, and an introduction to limits. A laptop computer with internet access and a TI-84 Plus graphing calculator are required for this class.

Advanced Placement Calculus (1 credit; Prerequisites: Algebra I, Geometry, Algebra II, Precalculus)

The content, framework and guidelines for AP Calculus are established by the College Board. Students use differential and integral calculus to solve real-world problems numerically, graphically and analytically, and all students enrolled in this class must register for and take the Advanced Placement exam in May. First semester topics include limits, the difference quotient definition of a derivative, differentiation techniques and applications, curve sketching, tangent line approximation, related rates, and optimization. Second semester topics include slope fields, general and particular solutions of differential equations, Riemann sums, the Fundamental Theorem of Calculus, integration techniques, and integration applications. The last few weeks of the class are spent preparing for the AP exam. A laptop computer with internet access and a TI-84 Plus graphing calculator are required for this class.

Advanced Math: (1 credit; Prerequisites: Algebra I, Geometry, Algebra II)

Advanced Math is intended for students who have completed Algebra II but have not taken Precalculus. Topics covered during the first semester include function operations and behavior, trigonometric ratios, radian and degree measure, right triangle trigonometry, unit circle trigonometry, fundamental trigonometric identities and trigonometric equations. The second semester is devoted to probability, statistics and advanced algebraic concepts and skills. Students will be required to solve real-world problems graphically, numerically, and analytically. A laptop computer with internet access and a TI-84 Plus graphing calculator are required for this class.

Probability and Statistics (1 credit; Prerequisites: Algebra I, Geometry, Algebra II)

Probability and Statistics is a one-year course designed for students who have completed Algebra II. The course emphasizes statistical thinking, focusing on statistical ideas and reasoning as they relate to fields such as medicine, education, environmental science, business, psychology, politics and sports. Students work with real data that they have collected through activities done in class. The course examines the statistical problem-solving process and provides a foundation in explanatory data analysis. Topics covered include displaying and

describing distributions, the normal distribution, linear regression, methods of sampling, experimental design, probability, binomial distributions, confidence intervals and significance tests for proportions and means, and Chi-Square tests. A TI 84 or TI 84+ graphing calculator and a laptop computer are required.

Financial Math Literacy (1 credit)

The Financial Math Literacy class is unique to Sacred Heart and is a special partnership with PJ's Coffee of New Orleans. Multi-unit franchisee Aubry Miller teaches a yearlong course to juniors and seniors covering topics including operations, management, financials, and everything in between that is needed to be a successful entrepreneur. The course is not limited to only the knowledge needed for a career in business, but it also includes the knowledge needed to have a smart and successful personal financial life. The students manage a small PJ's on campus that is open daily before and after school in order to practice what they are learning in the classroom. The students prepare a business plan over the duration of the course for their own coffee shop that will be presented "Shark Tank" style at the end of the school year to a panel of judges from Whitney Bank and the PJ's Coffee Roast Master, Felton Jones. Field trips and over ten guest speakers make the class lively, enjoyable, and engaging.

*This course can not be used to fulfill the state math requirement.

PHYSICAL EDUCATION

The Physical Education Department is committed to preparing the student to live a safe, healthy, and physically active life. The program encourages the student to enjoy being physically active in a non-threatening, no-fault atmosphere. The student is taught to synthesize the knowledge she acquires in physical education courses in order to apply that learning to her daily living. Active participation, demonstration of basic skills, and an understanding of the rules, strategies, and techniques taught are integral parts of success in all physical education courses. Additionally, the emotional strengths of good sportsmanship, enhanced self-esteem, and improved cooperation are emphasized in all classes.

In the Upper School, four semesters of physical education are required. In these courses, skills and rules are briefly reviewed. The main focus is on playing and learning to enjoy being physically active for a lifetime. The student participates in team sports as well as individual activities. Health takes on an important role in the Upper School physical education program. The health unit will focus on nutrition and current health trends. However, other topics such as drugs, alcohol, and safety may also be addressed. In addition to these topics, students will earn their American Red Cross certification in CPR and First Aid.

The student athletes who are eligible to opt out of the physical education portion of the Upper School P.E. curriculum are as follows:

- Students who are actively participating on Sacred Heart varsity or JV teams at the discretion of the coach(es).
- Active participation is defined as attending three or more practices and/or competitions per week. Student athletes who fail to attend the requisite number of practices will not be excused from P.E.
- Students in Athletic P.E. will sign in with the Fitness and Wellness Coordinator in the Favrot Fine Arts Center.
- All students in Athletic P.E. will complete the health and CPR/First Aid component of the physical education course.

RELIGION

The religion program seeks to implement the Goals and Criteria for Sacred Heart Schools and strives to assist each student in the development of an active, personal faith life. Classroom instruction is complemented by co-curricular activities sponsored by Campus Ministry and by the school's community outreach program.

The Academy of the Sacred Heart encourages a strong faith life by involving all students in meaningful liturgies and prayer services—both in preparing these events and as participants. These services call forth from the whole school community an expression of belief in God and a desire to make this a relevant part of each person's life. Students are called to act in Christian community, which entails being well-grounded in one's own faith while respecting all faiths and valuing each person for the gifts she or he has. Students are exposed to the sufferings, needs, and aspirations of all humanity and are taught to see all people as fellow members of God's family. All religion courses provide challenging ways for students to learn about the Catholic faith tradition and its relevance for their lives. Through all aspects of the religion program, each student is encouraged to assume, with appropriate guidance, responsibility for her own spiritual growth.

Religion I: Revelation and Jesus (1 credit)

This is a one-year course taken by all students. Core themes of this course are revelation and “Who is Jesus?” Students explore how humans seek a relationship with God and how God is revealed to humans in creation and in scripture. Students are introduced to the historical-critical method of scripture analysis and are expected to apply it to their exploration of the Old Testament and of Jesus in the gospels. Basic Christology is presented in connection with study of the gospels. In light of the scriptures and Catholic tradition, students are encouraged to reflect on their own efforts to live a Christ-centered life. This course also explores the past tradition and present mission of the Society of the Sacred Heart. This exploration is intended as an introduction of the Sacred Heart community for students new to our school and as a chance for returning students to gain a more mature understanding of the Society and its noteworthy role models.

Religion II: Church and Sacraments (1 credit)

This is a one-year course taken by all students. This course explores the four marks of the Church—one, holy, Catholic, and apostolic—and show how they are linked together in the Church’s mission. Students will be encouraged to help fulfill the Church’s mission of witnessing to the “good news” of Jesus Christ. They will be prompted to see the Church as the community of disciples who lead us to know Jesus in experiences throughout our lives, whether ordinary or extraordinary, happiness or suffering. The Church community and sacraments create a “living link” between our lives and Jesus’ life. Core creedal doctrines and sacraments are studied in order to understand aspects of Catholicism that are distinctive, as well as those shared by Protestant and Orthodox Christian traditions. The seven sacraments are explored in depth so that students can articulate the aspects of faith they celebrate in each sacrament. Students will examine how God is revealed and understood, both through official institutional expressions of church and in everyday piety of ordinary believers.

Religion III: Morality and Social Justice (1 credit)

This is a one-year course taken by all students. Students learn key themes and concepts of Catholic moral tradition and use these as the basis for reflection on both ordinary and extraordinary ethical decisions. Students examine scripture and Catholic magisterial documents so as to inform their consciences regarding moral decision making. The course stresses that morality is not simply a matter of making decisions in isolation, but also a matter of cultivating virtues over a lifetime. Based on the Goals and Criteria of Sacred Heart Schools, the social justice component of this course affords students an in-depth examination of their role in the national and global communities, seen in light of Catholic social teaching. The goal is for each student to develop an appropriate response to current issues and enduring questions of social justice.

Religion IV: Vocations and World Religions (2 .5 credit courses with a DE option for World Religions)

This is a one-year course taken by all seniors. As a culmination of theological studies at the Academy of the Sacred Heart, students reflect on the role of God’s call in an individual’s life and on each person’s communal responsibility in following her vocation. Students explore various states of life (vowed religious life, marriage, parenthood, single life) through a variety of historical/spiritual sources and guest speakers in order to foster wise discernment of each student’s own individual calling. As they enter adulthood, students are also given opportunities to consider how their faith convictions and moral values can be embodied in their future professional work. As a response to the Goals and Criteria of Sacred Heart Schools, and in order for students to gain a greater understanding of their own faith and the faiths of others, students examine Catholicism in comparison with the major world religions, including Judaism, Hinduism, Buddhism, and Islam. Students are exposed to the history, practices, beliefs, religious holidays, and sacred texts of these religions and experience firsthand accounts of each tradition through literature, films, guest speakers, and/or field trips. Students learn about Catholic teaching and practice

concerning ecumenism and inter-religious relations. They are encouraged to reflect on their own faith in light of the broadened perspective that such study brings. Those who enjoy exposure to other cultures and who are interested in world news events that involve religion should benefit greatly from this class.

SCIENCE

The science curriculum is viewed as a discipline, a body of knowledge, a dynamic process, and an integral part of the whole of life. Science is taught as a discipline because the nature of the material lends itself to many levels of learning, from the simplest tasks of observation and memorization to the highest forms of cognition including interpretation, application, synthesis, evaluation, analysis, and invention. Science is seen as a body of knowledge because knowing about the planet and life on the planet is the most basic step to understanding, utilizing, and appreciating all things. Science is a dynamic process of observing, questioning, investigating, and discovering because this is the way the world really works. Finally, science is presented as an integral part of the whole of life because science touches every aspect of life. It is necessary to attain knowledge and understanding in both the biological and physical sciences in order to begin to make informed and ethically acceptable decisions about the preservation of the planet and the life it sustains.

Each student must take four years of science to fulfill her science requirements in the Upper School. All students must complete three years of study in Biology, Physics, and Chemistry. If a student takes Physical Science during her eighth grade year, the grade received is placed on her Upper School transcript but is not averaged into her high school GPA. This credit counts as one of the required credits for TOPS, but it does not count as one of the 28 credits required for graduation or one of the 4 years of high school science. Students must take a fourth year of science in the form of elective or AP courses.

Elective offerings vary each year and are based on student scheduling requests. All electives are year courses.

Biology I (1 credit)

This course builds upon an evolutionary understanding of the unity and diversity of life. This perspective is applied to understanding the similarities and differences among living things from the basic chemistry of life to the structure and functions of the cell to identifying common ancestry among the major groups comprising life on Earth. Students will explore heredity through classical and molecular genetics and tie a year of ideas together through ecology, the study of organisms and their interactions with their environment. This course is a prerequisite to all biology electives in the Upper School.

General Chemistry (1 credit)

This course is designed to provide students with a beginning level of understanding in the world of chemistry. Intended for the non-science oriented student, General Chemistry allows students a thorough exploration of the chemical world with a variety of creative approaches to guide them through an often complex subject. Topics include properties of matter, atomic structure, the periodic table, chemical bonding, nomenclature, chemical reactions, and stoichiometry. Other possible topics of interest include biochemistry and nuclear chemistry.

Chemistry-Honors (1 credit; Prerequisite: Geometry-Honors)

This course is an in-depth investigation of matter and its changes. From the basics of atomic structure to a deeper understanding of the matter-energy relationships associated with a wide range of physical and chemical changes, students use many tools to gain an understanding of the chemical world. It is an inquiry-based course, in which laboratory work, observational skills, and critical thinking are developed and honed by building an excellent foundation for further science exploration. Chemistry-Honors also serves as a required prerequisite for Advanced Placement Chemistry and Advanced Placement Biology. Topics include, but are not limited to, the organization of matter, quantum theory, language of chemistry, mathematical relationships in chemistry, chemical bonding, phases of matter, solutions, and chemical reactions.

Physics (1 credit; Prerequisite: Algebra I)

Driven to understand how things work? Interested in which aspects of nature govern the living creatures discussed in biology and the matter analyzed in chemistry? Expect an introductory exploration into topics such as how things move and interact in introductory physics. Rather than a quick skim through a vast range of topics, ASH Physics embraces an in-depth investigation into these fundamental aspects using the internationally implemented Physics Modeling Curriculum. This far departure from a lecture-based classroom provides the challenge to work collaboratively with peers in order to reveal connections in nature. This is accomplished through lab investigations and varied application scenarios rather than lecture and rote memorization. Starting in the Fall of 2022, this course will transition to a more conceptual course, de-emphasizing the mathematical nature of physics.

Although you need not know any physics at this point, your background in math, science, language, and art will aid in your examination of natural phenomena. My goal is to provide you with the tools and vantage point necessary to approach these subjects with awareness and skill. Challenges abound, but our systematic approach should have you thinking more methodically and logically in all aspects of life.

Opportunities to design and build will also be woven into various parts of the year. The iLab becomes the breeding ground for creative application and a trial-and-error approach to engineering.

Physics-Honors (1 credit; Prerequisite: Algebra I & Geometry)

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Although you need not know any physics at this point, your background in math, science, language, and art will aid in your examination of natural phenomena. My goal is to provide you with the tools and vantage point necessary to approach these subjects with awareness and skill. Challenges abound, but our systematic approach should have you thinking more methodically and logically in all aspects of life.

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By contrast, the honors course will move more quickly through topics, allowing for several additional units while requiring more homework than the Physics Course.

Advanced Placement Physics 1: Algebra- Based (1 credit; Rising junior Prerequisites: A+ in Algebra II with teacher recommendation and at least an A- in Chemistry H with teacher recommendation; Rising senior Prerequisites: Algebra II and Physics H)

AP Physics 1 is an algebra-based, introductory college-level physics course. This challenging course requires not only success in Physics Honors, but a strong mathematical foundation in both geometry and algebra. Topics from Physics Honors will be reviewed during the first semester, with new(er) topics such as energy, momentum, rotational motion, and waves over the majority of the year. The science practices incorporated in Physics Honors will be continued with methods such as modeling, data analysis, and argumentation. This advanced course will also come with a significant amount of out-of-class work, such as homework and research.

A strong understanding of physics will not only help you excel on the Medical College Admission Test (MCAT) and the Law School Admission Test (LSAT), but will also provide a venue to apply the math you learned throughout your education. For those interested in a career in fields such as biology, chemistry, engineering, and physics, this course is a stepping stone to the calculus-based, introductory college-level physics courses.

Advanced Placement Environmental Science (1 credit; Prerequisites: Biology I, Chemistry-Honors or Physics-Honors, Algebra II-Honors)

Advanced Placement Environmental Science follows the curriculum of the College Board to meet the same objectives as a first-year college-based course and in preparation for the AP examination. However, the method of instruction for this course is unique compared to similar courses because we have adopted a project-based learning (PBL) approach. Although PBL may take many forms, our approach involves student investigations and simulations that require students to think like scientists, policy makers, farmers, and other adults in real-world settings. Teachers engage students in collaborative problem-solving, argumentation, and deep exploration of the concepts and principles of the discipline. The goal for the students learning is understanding rather than relying on rote memory to create meaningful learning and knowledge that is actionable, adaptive, and transferable.

Advanced Placement Biology (1 credit; Prerequisites: Biology I, Chemistry-Honors or Physics-Honors, Algebra II-Honors)

Advanced Placement Biology follows the curriculum of the College Board in preparation for the AP examination. Topics of study include biological chemistry, cells, energy transformation, genetics and evolution, and organisms and populations. The course includes lab activities that are appropriate for AP preparation. It is recommended for success in this course that students concurrently take Precalculus-Honors or higher.

Anatomy and Physiology (1 credit; Prerequisites: Biology I, Chemistry)

The systems of the human body are studied from the perspective of structure and function while emphasizing the importance of homeostasis. In this one-year course, studying these topics will begin to uncover the interdependency among the systems. Also, the human organism is compared to other living things, allowing students to explore evolutionary relationships. Outside issues related to each system will be discussed as well. Lecture, laboratory, and dissection of the SynDaver will fill most of the class time, while readings and research will be expected outside of class. The study of the human systems, evolutionary relationships, and associated topics will reveal the complexity and fascination surrounding the human organism.

Biology II (1 credit; Prerequisites: Biology I, Chemistry)

Biology II is an advanced study of the science of life. Topics in this one-year course will include, but are not limited to, cytology (the study of the cell and cellular functions), molecular genetics (DNA to proteins), biotechnology, heredity, evolutionary biology, and the study of the biodiversity of life to include bacteria and viruses, protists, fungi, plants, and animals. This course includes laboratory activities.

Environmental Science (1 credit; Prerequisites: Biology I, Chemistry, Algebra I)

This one-year course is designed to provide students with a beginning level of understanding of real-world environmental phenomena occurring in Louisiana and globally. Intended for non-science oriented students, this class has adopted a project-based learning (PBL) approach that involves student investigations and simulations that allows students to engage in collaborative problem-solving, deep exploration of local and global issues, practice determining risks and sustainable solutions, and assist in community education. The goal for the students learning is experiential understanding rather than rote memory to create meaningful learning and knowledge that is actionable, adaptive, and transferable.

SOCIAL STUDIES

The social studies curriculum is intended to make the student aware of the realities of the world in which she lives, of its historical roots, its governmental development, and the complex interaction of geography, climate, and cultures past, present, and future. It attempts to develop in each student the thinking skills needed to assimilate necessary information, to think critically and to express her ideas, and then to act with judicious social awareness –now and for a lifetime. The curriculum is based on the underlying assumption that the student will experience this growth in an environment of mutual respect and open dialogue and, in large part, through her own inquiry into issues, sources, and values guided by a flexible teacher who acts as both facilitator and educator. The curriculum integrates technology: word processing for notes and papers; databases, the internet, and documentation software for research; and digital presentation software. Social studies courses are required at every grade level in the Upper School. All freshmen study World Geography, sophomores study World History, juniors study United States History, and seniors study Government. AP courses are available in World History, U.S. History, and Government. Enrollment in AP courses is determined by the Upper School Division Head on the recommendation of the social studies faculty and may take into consideration the student's reading and writing aptitudes, previous performance in social studies classes, work ethic, level of interest, and standardized test scores.

Elective offerings vary each year and are based on student scheduling requests. All electives are year courses.

World Geography (1 credit)

World Geography is a one-year introductory course in the study of both physical and cultural geography. The students will examine the constantly changing world, looking at the world from many different perspectives. By using maps, graphs, charts, and geographic concepts, the students will study global patterns and processes. Using such ideas as physical characteristics, patterns of settlement, economic activities, and science and technology, the students will determine how people, places, and environments are interconnected.

World History (1 credit)

This course is the study of world history beginning with the earliest human societies. The class focuses on major political, social, and economic developments from the fourteenth century to the present. In the first semester, the emphasis is on the rise of absolutism, the development of nationalism, and the subsequent growth of imperialism. In the second semester, the focus turns to the modern world and the political, economic, and social interconnections that exist among nations today. In this course, the student becomes familiar with methods for evaluating and interpreting primary and secondary documents. The class helps students understand the present world situation by studying the forces that shaped the past.

Advanced Placement World History (1 credit)

This course follows an AP curriculum and offers the student the knowledge and skills of a college-level course. The course concentrates on the non-European world, examining a narrative of events, their causes, and the people involved. At the same time, the student becomes familiar with methods for evaluating and interpreting primary and secondary documents. The student is immersed in factual detail and overriding concepts, and she develops her ability to think and write about both.

United States History (1 credit)

This course is a chronological study of the United States beginning with pre-Columbian civilizations and extending into the early 21st century. The course makes connections between events and eras by emphasizing concepts, issues, themes, and trends over time. The student is encouraged to think critically, to learn independently, and to formulate educated opinions and ideas in dealing with present-day problems.

Advanced Placement United States History (1 credit)

Following a prescribed AP curriculum, this course offers the student the analytical skills and factual knowledge equivalent to a college-level course. The student evaluates the evidence presented in primary and secondary documents and draws conclusions from these sources. History is shown to include not just narratives of the past but also historians' traditional and non-traditional interpretations of that past.

American Government (1 credit)

The student in this course examines the principles and processes of government in general and those of the United States in particular. The course highlights the study of the national government with some inclusion of state and local structures. Overall themes include politics, the Constitution, civil liberties, and the three branches of government.

Advanced Placement Civics-Government (1 credit)

Following a prescribed AP curriculum, this course offers each student the skills and knowledge equivalent to a college-level government course. The course emphasizes governmental development especially through study of the Constitution and its historical underpinnings. Special attention is paid to the processes and procedures through which the United States government, guided by its founding documents, has responded to meet each new national crisis.

Psychology (1 credit)

This year-long course provides a basic knowledge of psychology and an understanding of the major approaches to this study; it also encourages the student to mature personally by increasing her understanding of herself and others along the stages of human development. The student develops the basic skills in testing and evaluating information such that she is able to gather data and be critical of it. Finally, the course strives to motivate the student to increase her desire to learn more about psychology and its applications to life.

Advanced Placement Psychology (1 credit)

The AP Psychology course is designed to introduce students to the scientific study of human behavior and mental processes. Students examine the psychological facts, principles, and phenomena associated with each of the major subfields within psychology, including topics such as human development, behavior, consciousness, memory, psychological disorders, and social interaction, and develop their own psychological research skills. They also learn about the ethics and methods psychologists use in their examination and practice and employ these methods in class activities.

Economics (1 credit)

The economics course will focus on the fundamental economic ideas and concepts that are widely shared by professional economists. It will also address the macroeconomic concepts that will enable educated young women to make informed citizenship, employment, and financial decisions as they venture forth seeking to fully engage and find success in our complex global economy.

WORLD LANGUAGES

The world language program helps the student to achieve proficiency in a foreign language and to gain an appreciation for foreign cultures. The program challenges the student with high academic abilities, but it also strives to teach languages in a nurturing, non-threatening way. It places emphasis on communication and pays specific attention to each student's learning style. It makes every effort to widen the student's perspectives on her own and other cultures and to enrich her outlook on the world as a whole.

Upper School world language courses are offered beginning in the eighth grade. The grade received is placed on the student's Upper School transcript, and the course counts as one of the three years of language study to be completed for graduation. However, the eighth grade course is not averaged into her Upper School GPA, nor does it count as one of the 28 high school credits required for graduation. To graduate, the student must successfully complete a minimum of three years in one language.

Throughout the world language course sequence, students use a variety of technological tools. These include but are not limited to: PowerPoint presentations, audio files, video, internet, and word processing programs.

Offerings subject to change based on enrollment.

French I (1 credit)

This one-year course includes an introduction of basic vocabulary and grammatical structures. Emphasis is placed on grammatical accuracy and communication skills. The text is supplemented with films, videos, and interactive digital activities. The study of France and francophone cultures puts language acquisition into a lively and concrete context.

French II (1 credit)

This course is a continuation of French I, going on with more advanced activities and stories. The student begins to write short paragraphs. She broadens her vocabulary on everyday topics, and she learns the past verb tenses needed for conversation (passé composé and imperfect). Studies also include new grammar as well as a review of French I grammar and vocabulary.

French II-Honors (1 credit)

This course is similar to French II, but moves at a faster pace. It includes a study of additional tenses and more extensive readings in order to prepare the students for the Advanced Placement track (French III-H, French IV-H, and French V-AP). Tests cover broader amounts of material than French II.

French III (1 credit)

This course addresses the needs of the student who does not want to continue on the Advanced Placement (AP) track by fulfilling the three-year requirement without introducing complex ideas or extensive writing. It reinforces material from French I and II and gives further opportunities for speaking and listening. Activities include storytelling, French radio programs, short readings on cultural topics, films, video projects, and computer activities.

French III-Honors (1 credit)

The student interested in following the AP track should select French III-Honors. The course stresses speaking and listening activities. It also includes an in-depth review of French I and II grammar and introduces new grammatical structures including the pluperfect, subjunctive, past conditional, future perfect, idiomatic constructions, and pronouns. The vocabulary is taught through the use of films, and all discussions are in French. This course requires more writing than French I or II.

French IV (1 credit)

This course is intended for the student who does not plan to take the AP French exam. Emphasis is on culture and conversation, and vocabulary is reviewed and taught through the use of a variety of materials. Discussions are in French. Although grammar is not taught as a separate activity, the student will be expected to review basic grammatical concepts in order to reinforce her conversational skills and complete short writing assignments. Each semester ends with a project entailing both written and oral work.

French IV-Honors (1 credit)

This course continues with the work begun in French III-Honors and finishes the grammar begun there. In addition, it introduces the student to the specific exercises that are a part of the AP test. The student works extensively on listening comprehension, speaking, reading comprehension, and writing through a variety of activities. These activities include reading short stories, poems, and newspaper articles; listening to French radio programs; frequent compositions; and class discussions in French.

French V (1 credit)

This course is a continuation of French IV and uses the same format. Some of the themes explored are family, immigration, suburbs, women, school, and adolescent life. Each semester ends with a project involving oral and written work.

Advanced Placement French V (1 credit)

This course in the French sequence is the preparation for the AP test. Extensive readings from magazines, contemporary literature, and newspapers expose the student to varied vocabulary and give her some insight into several francophone cultures. Films and videos expose the student to native speech. Writing becomes an important part of the course, with weekly writing assessments and weekly or biweekly essays related to the topics discussed in class. Because this course requires intensive homework and daily preparation, it is geared toward the very motivated student. Students enrolled in this course must take the AP exam in May.

Spanish I (1 credit)

This one-year course includes an introduction of basic vocabulary and grammatical structures with emphasis placed on grammatical accuracy and communication skills. The text is supplemented with films, videos, and computer and audio activities. Hispanic cultures put language acquisition into a lively and concrete context.

Spanish II (1 credit)

This course is a continuation of Spanish I, with more computer and listening activities. The student works towards broadening her vocabulary on everyday topics and on learning more tenses needed for conversation, especially preterit and imperfect. Grammar studies also include a review of Spanish I topics.

Spanish II-Honors (1 credit)

This course is similar to Spanish II, but it also includes a study of the future and conditional tenses and more extensive readings and writing in order to prepare the students for the faster pace of the Advanced Placement track (Spanish III-H, Spanish IV-H, and Spanish V-AP). The testing covers broader units of material than Spanish II.

Spanish III (1 credit)

For the student who does not wish to continue on the Advanced Placement (AP) track, this course fulfills the three-year language requirement without introducing more advanced grammar or extensive writing. It reinforces material from Spanish I and II and provides further opportunities for speaking and listening. Many class activities, written and oral, are done in pairs or groups; the various films and videos studied concentrate on contemporary issues in Spain and Latin America.

Spanish III-Honors (1 credit)

This course is the beginning of the AP track. It encourages speaking and oral activities, with an emphasis on grammar. The student learns structures not covered in Spanish I or II: subjunctive, past conditional, idiomatic constructions, and other grammatical elements. Short cultural and literary readings increase student comprehension. Further practice with video and audio improves listening skills. The course also requires short compositions, with multiple drafts corrected with the laptop to ease the process.

Spanish IV (1 credit)

This course is intended for the student who does not plan to take the AP Spanish exam. Emphasis is on culture and conversation, on such topics as contemporary life, women, schools, films, artists, politics, and religion. The student will be expected to review past grammar concepts in order to reinforce her conversational skills. She will be required to read independently, to listen to and understand native speakers, to give oral presentations in class, to research various assigned topics on the internet, and to write a personal journal as directed.

Spanish IV-Honors (1 credit)

After finishing the Spanish III-Honors text, this course begins work in the AP format, with more advanced listening and analytical writing. The student acquires new vocabulary and reviews grammatical structures through extensive readings in modern and contemporary articles and literature.

Spanish V (1 credit)

This course is a continuation of Spanish IV. The course is intended for the student who does not plan to take the AP Spanish exam but would like to continue her study of Spanish. Emphasis is on culture and conversation, on such topics as contemporary life, women, schools, politics, films, artists, music, and religion. The student will be expected to review past grammar concepts in order to reinforce her conversational skills. She will be required to read independently, to listen to and understand native speakers, to give in-class oral presentations, to research various assigned topics on the internet, and to write a personal journal as directed.

Advanced Placement Spanish V (1 credit)

This last course in the Honors Spanish program is the preparation for the AP test. Extensive readings from magazines, contemporary literature, and newspapers expose the student to varied vocabulary and provide some insight into various Hispanic cultures. Writing becomes an important part of the course with a biweekly journal essay on topics related to class discussions. Because this course requires intensive homework and daily preparation, it is geared toward the very motivated student. Students enrolled in this course must take the AP exam in May.