

2017-2018 School Year



DEVON
PREPARATORY SCHOOL

Education for Life.



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School Curriculum Guide and Progression

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Education for

Devon Prep Mission and Goals

The Mission of Devon Preparatory School is the Holistic Education of young boys and men for life, according to the principles of a Catholic School and the Piarist Tradition, accomplished through the following Goals:

1. A solid Religious Formation, centered in Jesus Christ, where faith partners with knowledge, following the Pietas et Litterae tradition, that is, Piety and Learning.
2. A strong Academic Formation, preparing our students to succeed in a future of global engagement.
3. A relevant Athletic program built on personal development through effort, teamwork, and respectful competition.
4. A focus on values, where our students may grow as people and members of society, while retaining their religious dignity and identity.
5. Continuous attention to the needs of our students, who are at the center of our Ministry.
6. An expansive curriculum whose graduation requirements include elements of personal development and personal vocation.
7. An excellent Faculty, comprised of accomplished professionals who motivate and inspire our students.
8. A source of support for our families in the formation of their children, helping them to grow and flourish.
9. A positive service presence in our community, providing caring support for its most needy members.
10. A school environment created by a sense of personal responsibility for the care of God's Creation: our students.

Academic Program and Policies

REQUIREMENTS FOR GRADUATION

All Devon Prep students must complete the designated credits in the courses below in order to qualify for graduation. Full credit courses meet 6 or more times in a 7 day cycle.

4 Credits in Theology

4 Credits in Math

4 Credits in English

3 Credits in Science

3 Credits in Social Studies

3 Credits in World Language[†]

***1 Credit in Art**

***1 Credit in Physical Education**

*Denotes a requirement for all ninth grade students.

All students must take additional elective credits in order to satisfy the minimum number of scheduled class periods that Devon Prep allows. Additionally, all students must complete community service during each academic year and participate in school retreats.

Education for

GRADE SCALE

		Standard	AP
A+	97-100	4.25	4.89
A	93-96	4.00	4.60
A-	90-92	3.75	4.31
B+	87-89	3.50	4.03
B	83-86	3.00	3.45
B-	80-82	2.75	3.16
C+	77-79	2.50	2.88
C	73-75	2.00	2.30
C-	70-72	1.75	2.01
D+	67-69	1.50	1.73
D	65-66	1.00	1.15
F	below 65	0	0

REQUIREMENTS FOR PROMOTION

A student will be promoted to the next grade level on the following conditions:

1. The student shall have a passing average for the two semesters in every subject.
2. The student shall have a second semester G.P.A. of at least 1.60 for sixth through ninth grade students, 1.70 for sophomores, and 1.80 for juniors.
3. He shall successfully complete the required Christian Service hours.

HONOR ROLL AND AWARDS

To qualify for Distinguished Honors, a student must have a G.P.A. of at least 3.80. To qualify for Honors, he must have a G.P.A. of at least 3.00. The honor roll will be published four times each year based on the G.P.A. of the following: first quarter, first semester, third quarter, and second semester.

ACADEMIC PROBATION

Academic probation is a status conferred due to a student's demonstrated inability to meet established academic standards. The faculty may place a student on academic probation if he does not show satisfactory progress within a designated period of time. During this time, students receive additional academic help, and their participation in other school activities may be limited if it is determined they would detract from the time and effort necessary to improve academically. At the end of the designated period of time, the student will be considered no longer on academic probation if he has made satisfactory progress. If not, parents will be advised in a letter from the Headmaster that more action may be taken.

FAILING GRADES

Failure (F) in a subject at the end of the year must be made up in an approved summer program. Summer remediation must be approved by the Director of Student Affairs prior to its start. Students must pass the course in order to be invited to return to Devon Prep for the next school year. All grades in approved, summer, for-credit courses will appear on a student's transcript. If the final failure occurs in eighth grade or senior year, the student will be permitted to participate in graduation exercises, but will not receive his diploma until the failure has been made up in an approved program and the student has passed the departmental exam.

Education for

ABSENCES

Any student who is absent for more than ten days in a quarter is not eligible for the Honor Roll without a specific medical exemption for a long-term illness. This exemption is given by the Director of Student Affairs. Any student whose work is not completed at the end of the quarter shall be given a grade of INC (Incomplete) on their report card. All work that is not complete should be made up within two weeks of the end of the quarter. Exceptions to this would be students who are out of school for an extended period of time (ten or more days) or students who are recovering from a concussion. Exceptions to this will be communicated to all teachers by the Guidance Counselor.

COURSE SELECTION

At the time of registration, a student and his parents will be asked to select any possible option for courses in the following year. Courses are filed on a first-come, first-served basis. Course scheduling for existing students for the 2018-2019 school year will begin on May 1, 2018. Only students who have submitted registration forms and deposits for the following year will be permitted access to the scheduling program. Certain courses will have prerequisites for admission.

TESTS

No student will be required to take more than two tests on any one school day. All tests must be posted on the online test calendar unless rescheduled on short notice for the convenience of the students. This policy does not apply to tests missed because of absence or inclement weather. Tests will not be sent home to parents unless the parent expressly asks permission to see the test. Teachers are required to keep all student tests in their files until the conclusion of the school year.

RELIGION

The School does not discriminate in its admissions policy on the basis of religious affiliation. All students shall be required to take religion classes for academic credit and to respectfully attend the various liturgical exercises which are part of the school's program.

Life.

CHANGE OF COURSES

The Add/Drop Period begins on Thursday, September 14 at 8:00am and ends on Friday, October 6. Any student who changes their schedule during this time will be graded exclusively in the new courses they enroll in and not in any course they drop.

The Withdrawal Period begins on Monday, October 16 at 8:00am. and runs through Friday, October 27. Any student who leaves a class during this period will receive a "W" on their transcript for "Withdrawal" and will not be graded (on the report card) in the new course they pick up until the end of Quarter 2.

Students who wish to pursue either Drop/Add or Withdrawal should follow the procedure below, but are strongly encouraged to discuss any possible changes with their Academic Advisor first.

1. Send an email to your Guidance Counselor (Grades 9,10 - Sarah Braccia and Grades 11,12 - Kelly Garnett) requesting a specific change.
2. Once the Guidance Counselor receives the email they will schedule a time to meet with you. Students are to continue to go to the classes that appear on their schedule until the scheduled meeting with the Counselor takes place and the schedule change has been appropriately processed.

Students are not required to speak with a teacher regarding a requested course change. It is common courtesy that this be done but it is not mandatory. Teachers will be notified of all course changes by email from a Counselor.

ADVANCED PLACEMENT COURSE POLICIES

Students in 10th, 11th, and 12th grades have the opportunity to enroll in Advanced Placement courses. These courses are taught at a COLLEGE LEVEL by our teachers. All students may enroll in as few or many AP courses as they desire. Tenth grade students enrolling in MORE THAN TWO AP courses must sign the waiver on page 61. This waiver states that they MAY NOT drop any of those courses during the school year. Eleventh and Twelfth grade students enrolling in MORE THAN THREE AP courses must sign the waiver on page 61. The waiver states that they MAY NOT drop any of those courses during the school year. All waivers must be signed and returned to the Coordinator of Academic Programing by September 14, 2017.

Pre-requisites for these courses were created by Department Heads on a course-by-course basis. In classes for which no prerequisite is stipulated, the instructor has the right to determine whether a student is properly suited for the course based on prior coursework. If a student takes an AP course, then he must take the AP Exam in that course unless there is a financial hardship, a waiver is granted by the Administration, or the course is described as one where the exam is optional. The School will include an actual listing of all AP Exams taken by the student with the final transcript to colleges in May of his senior year. The college admissions personnel can then verify the scores when they receive them in July. The College Board will recognize any student as an AP Scholar who receives grades of 3 or higher on three or more AP Exams. Students with an average grade of at least 3.25 on all AP Exams taken and grades of 3 or higher on four or more of these exams will receive the distinction AP Scholar with Honor. Students with an average grade of at least 3.5 of all AP Exams taken and grades of 3 or higher on five or more of these exams will receive the distinction AP Scholar with Distinction.

EXAMS

Exams, or a representative assessment, will be given in most subjects at the end of the each semester. The calculation of the exam in the semester grade is outlined by each teacher in their Course Expectations document. Any student who has a report card grade of A+ or A in a subject for the second and third quarters and has an average of A+ or A at the end of the fourth quarter will be exempt from taking the final exam in that subject. Students are officially exempt from exams only if their name appears on the official list posted by the administration.

VILLANOVA UNIVERSITY

Devon Prep is excited to announce our partnership with Villanova University's College of Professional Studies starting in the 2017-18 school year. Devon Prep students will have the opportunity to sign up for and complete undergraduate courses at Villanova. Students will have to reach specific criteria to be considered for the program, and the application process will run directly through Villanova. During the inaugural year only seniors with a cumulative grade point average of 3.5 can apply, but in future years qualified juniors will also be eligible.

Villanova courses are not part of the formal Devon curriculum, have no quality points and receive no credit. As such, Villanova courses will have no direct bearing on a student's GPA nor appear on a student's transcript. Students participating in this program must still meet the Devon graduation requirements, but will have reduced course loads to accommodate for their time off campus.

SCHOOL RETREAT

Each year the School will conduct a spiritual retreat. Each student is required to attend and participate in all of its activities. If a student misses any part of the retreat for any reason, he will be required to make another retreat at a place and time designated by the school, and at his own expense.

CHRISTIAN SERVICE

All hours of Christian Service must be performed under the auspices of a religious or charitable organization and cannot be performed for, or verified by, a relative. For students in middle school, a minimum of fifteen hours is required each year while high school students must complete a minimum of twenty-five hours each year. While most C.A.P., Pro-Life and Open House activities are considered acceptable, we strongly encourage our students to participate in enrichment beyond Devon and their communities. These required hours are to be approved and verified by the Christian Service Coordinator. It is recommended that middle school students have 10 hours completed by the end of the first semester (15 for high school). Completion of Christian Service hours are represented on the report card as an "F" or "P." If service hours are not completed by the conclusion of the school year, additional hours will be required. If a student has not completed his service hours by 10 July (10 June for seniors) an irrevocable "F" will be placed on his permanent transcript.

FIELD EDUCATION

Students learn in a variety of ways. Experience can, at times, be the best teacher. At Devon Prep, each class participates in a required field education trip. These trips take students to areas of the United States which have cultural, historical, or scientific significance. The trips combine an educational experience with opportunities to work with other students in a community experience. It is hoped that the field study experience may open the door to personal, intellectual and spiritual awakening for our students.

If a field trip conflicts with a scheduled school athletic event, the student may be exempt from the field trip only with the permission of the Athletic Director. Any student who misses a field trip for any reason will be required to complete an alternative assignment.

TESTING PROGRAMS

A standardized test is used for placing students within the class before they enter our sixth, seventh, and eighth grades. This test measures intellectual and academic skills independent of specific texts or curricula and emphasizes understanding and the use of knowledge rather than rote memorization. Language arts, reading, English and math skills are tested and evaluated for admission and placement.

A standardized placement test is also used for testing students before they enter our ninth grade. The areas tested and evaluated for placement are English, math, science and writing ability. The Preliminary Scholastic Aptitude Test (PSAT) is given to our freshmen, sophomores, and juniors. This test measures two kinds of abilities that are important in college work: the ability to read with understanding, to use words correctly and to reason with them; and the ability to use and reason with numbers and other mathematical abstractions. This test is also used as a qualifying test for the National Merit Scholarships. During the Middle School years, the Terra Nova Test will be administered to each student.

REQUIREMENTS FOR ATHLETICS PARTICIPATION

The student must meet all the requirements and stipulations for participation in the athletic program as defined the Athletic Director. In addition, participation in athletics requires the following:

A student may not be on disciplinary probation.

A student may not be failing in more than one class.

If a high school or middle school student is failing two or more classes, he will be ineligible for the next week. A determination of a student's eligibility status will be made based on the grades entered in PowerSchool on 8:30 a.m. each Friday. By 2:40 p.m. that same day the School will notify all ineligible students. In the event that an ineligible student is absent from school at the time notice is given, he still remains ineligible. Parents will be required to sign a form acknowledging the ineligibility. Ineligibility begins at 12:01 AM the following Sunday morning and lasts for one week until 12:01 AM Sunday morning. Eligibility will be evaluated each week. In order for an ineligible student to become eligible again, he must be failing no more than one subject and he must turn in the ineligibility form to Mr. Fisher by Friday at 2:40PM. He then becomes eligible again at 12:01 AM the following Sunday morning. Special note should be given to School holidays and/or vacations. Eligibility will be checked the last school day prior to the holiday or vacation. That evaluation will be in effect until the next regularly scheduled evaluation date after the holiday or vacation. Any student who receives two or more failing grades on the quarterly report card is ineligible for fifteen school days after the report cards are issued. Once the fifteen school days have elapsed, the student becomes eligible again only if he is failing no more than one subject at that time.

PARENT-TEACHER CONFERENCES

We expect parents and teachers to meet about an individual student whenever either feels that a conference is necessary. Conferences may be arranged directly with the individual teacher. Formal parent-teacher conference dates occur during the first and third quarters. Please check our online platforms for the dates and times.

STATEMENT OF COURSE OFFERINGS

1. All courses offered are for-credit and as such will count towards a student's GPA.
2. All courses are subject to a maximum student enrollment. When a maximum enrollment is reached, the first preference will be given to students who require the course in order to achieve the graduation requirement.
3. AP courses are COLLEGE-LEVEL courses and all parents and students should understand that before enrolling in them. Pre-requisites for these courses will be enforced on a department-by-department basis.
4. Any student who wishes to enroll in a course for which they do not meet the prerequisite must submit Academic Waiver Form #2 which is located in the Curriculum Guide. This waiver must be submitted to the Coordinator of Academic Programing.

Middle School Curriculum Overview

Subject	6th Grade	7th Grade	8th Grade
English	<i>Language Arts I and Study Skills</i>	<i>Language Arts II and Study Skills</i>	<i>Language Arts III</i>
Math	<i>Pre-Algebra</i>	<i>Algebra I</i>	<i>Integrated Algebra I/II</i>
Science	<i>Interactive Life Science</i>	<i>Interactive Physics</i>	<i>Introduction to Chemistry</i>
Theology	<i>Old Testament</i>	<i>New Testament</i>	<i>The Sacraments</i>
World Language	<i>Exploratory Language</i>	<i>French IA, German IA, or Spanish IA</i>	<i>French IB, German IB, or Spanish IB and Latin I</i>
Social Studies	<i>Colonial History</i>	<i>American History</i>	<i>Modern American History</i>
Art	<i>Discovery Art</i>	<i>Art Explorations</i>	<i>Experienced Art</i>
Music	<i>Introduction to Music I</i>	<i>Introduction to Music II</i>	<i>None</i>
Physical Education	<i>Physical Education 6</i>	<i>Physical Education 7</i>	<i>Physical Education 8</i>
Computer Science	<i>Tech Foundations</i>	<i>Tech Explorations</i>	<i>Tech Experiences</i>

- **All middle school students will participate in Guidance lessons and have the opportunity to learn an instrument in our Concert Band.**

High School Curriculum Overview

Subject	9th Grade	10th Grade
English	<i>Introduction to Literature and Composition</i>	<i>British Literature</i>
Math	<i>Algebra I Geometry Geometry/Algebra II Algebra II</i>	<i>Algebra II Pre-Calculus Algebra II/Trigonometry</i>
Science	<i>Molecular Biology Organismal Biology</i>	<i>Oceanography Chemistry Advanced Chemistry</i>
Theology	<i>Introduction to Catholicism</i>	<i>History of the Catholic Church</i>
World Language	<i>Latin I, Latin III, French I, German I, Spanish I</i>	<i>Latin II, Latin IV, French II, German II, Spanish II,</i>
Social Studies	<i>World History World Geography</i>	<i>AP European History Contemporary Issues Seminar, AP Human Geography</i>
Fine Arts	<i>Studio Art I, Makerspace: Sculpture and Construction I</i>	<i>Ceramics I, Design Thinking</i>
Physical Education	<i>Physical Education 9</i>	<i>Physical Education 10</i>
Computer Science	<i>Graphic Design I Computer Science Principles</i>	<i>Graphic Design I Graphic Design II AP Computer Science Principles, AP Computer Science A - Java</i>
Professional Studies	<i>Presentation Skills</i>	<i>Presentation Skills Introduction to Macroeconomics Introduction to Finance and Entrepreneurial Studies , Introduction to Psychology, Introduction to Accounting</i>

High School Curriculum Overview

Subject	11th Grade	12th Grade
English	<i>AP Language and Composition Introduction to Journalism</i>	<i>AP Literature and Composition Introduction to Journalism</i>
Math	<i>Pre-Calculus, Calculus, AP Calculus AB Applied Statistics, AP Statistics, Algebra II/Trigonometry</i>	<i>AP Calculus BC, Calculus, Applied Statistics, AP Statistics</i>
Science	<i>AP Physics I & II, Physics, Chemistry, AP Chemistry, AP Environmental Science, Oceanography, Forensics, Sports Physiology, AP Biology</i>	<i>AP Physics I & II, AP Physics C, Physics, AP Chemistry, Forensics, AP Environmental Science, Oceanography, Sports Physiology, AP Biology</i>
Theology	<i>Faith and Morality, Apologetics, Catholic Social Theory, Religions of the World</i>	<i>Faith and Morality, Apologetics, Catholic Social Theory, Religions of the World</i>
World Language	<i>Latin III, French III, German III, Spanish III</i>	<i>AP Spanish Language and Culture, AP French Language, AP German</i>
Social Studies	<i>American History, AP American History, Cold War Seminar, Introduction to Philosophy, Contemporary Issues Seminar, AP Comparative Government, AP US Government, American History Through Film</i>	<i>American History,, AP American History, Cold War Seminar, AP Comparative Government, AP US Government, Introduction to Philosophy, Contemporary Issues Seminar, American History Through Film,</i>
Fine Arts	<i>Ceramics I, Ceramics II, Design Thinking, Design of Engineering Systems</i>	<i>Ceramics I, Ceramics II, Design Thinking, Design of Engineering Systems</i>
Physical Education	<i>Physical Education 11</i>	<i>Physical Education 12</i>
Computer Science	<i>Graphic Design I, Graphic Design II, AP Computer Science Principles, AP Computer Science A - Java</i>	<i>Graphic Design I, Graphic Design II, AP Computer Science Principles, AP Computer Science A - Java</i>
Professional Studies	<i>AP Economics, Introduction to Marketing and Management, Introduction to Finance and Entrepreneurial Studies, Business Writing, Introduction to Psychology, Introduction to Legal Studies, Introduction to Accounting</i>	<i>AP Economics, Introduction to Finance and Entrepreneurial Studies, Introduction to Marketing and Management, Business Writing, Introduction to Legal Studies, Introduction to Psychology, Introduction to Accounting</i>

Advisory and Counseling Program

PERSONAL AND COLLEGE GUIDANCE SERVICES

The goal of the School's personal guidance program is to promote the development of life skills in our students and to provide counseling services for students as they seek to make decisions regarding social, emotional and academic concerns. Mrs. Sarah Braccia and Mrs. Heather Coulter are Middle and High School Counselors. Ms. Kelly Garnett is also a High School Counselor and Mrs. Elizabeth Eshleman is Director of College Counseling.

STUDENT ASSISTANCE PROGRAM

In today's rapidly changing world, young people are faced with more pressures than ever before in our society. For this reason, Devon Preparatory School has implemented the Student Assistance Program, designed to identify students who are having problems in school because of drugs, alcohol, or mental health stressors, and to assist them in finding help. The heart of the program is the Student Assistance Team, a core group of school personnel who have been specially trained to work with these students. Student assistance programs have been functioning in Pennsylvania schools since 1983, and thousands of young people have found help through these programs. We at Devon Prep, recognizing the pressures our young people face, are hopeful that any student needing help with dysfunctional behavior will be able to find assistance and treatment through the referral process of the Student Assistance Program. Individuals can refer themselves to the team, or refer someone else about whom they are concerned. Referrals may be made by any student, teacher, staff member or concerned family member. Referral forms are available from any guidance counselor. You may fill them out and return them to any guidance counselor. You will not be asked to give your name unless you choose to do so. Referrals may also be made by mail. Return the referral forms to: Student Assistance Program, Devon Preparatory School, 363 North Valley Forge Road, Devon, PA 19333.

MIDDLE SCHOOL

Our middle school students will meet in advising groups during the entirety of each of their three years. All students will have a dedicated Counselor (by grade) and Faculty Advisor. Counseling and Advising meetings will take place on both an individual and group basis. The purpose of these meetings is to further facilitate the social and emotional growth of each student. The meetings will also allow for our students' academic progress to be tracked by a specific adult(s) who can recommend help from your teachers where necessary.

The sixth grade guidance curriculum will focus on empathy, bullying, respect, friendship, fibbing and self-reflection.

The seventh grade guidance curriculum will focus on choices, decision making, respect, gratitude, and appreciation.

The eighth grade guidance curriculum will focus on responsibility, self belief, and career planning.

9th GRADE

All of our incoming freshmen will be assigned to a Guidance Counselor who will meet with them in small groups and individually. These meetings are designed to help in forming relationships between the students and the counseling staff. These meetings are also important for trying to, both individually and as a group, help all our students transition to high school and all of the unique pressures that come with it.

10th GRADE

Our sophomores will be assigned to a Guidance Counselor who will meet with them in small groups and individually. The purpose of our group counseling program in tenth grade is to begin the process of career assessment. Our program will guide the students towards self-realization of their strengths and how those strengths may eventually lead them towards a fulfilling career. Clearly all students come to these realizations at different intervals but we believe strongly that the conversations and guided self-assessment are critical for all high school students.

11th GRADE

Our juniors will be assigned to a Guidance Counselor who will meet with them in small groups, during the second semester, and individually. The purpose of our group counseling program in eleventh grade is to begin the process of college guidance. We believe strongly that our students need to be “experts” in understanding all that goes into the process of applying to colleges. This is a culminating experience for our families and we need to ensure that they receive as much information as possible so that they may be put in the best possible position for acceptance.

12th GRADE

Our seniors will be assigned to a Guidance Counselor who will meet them in small groups, during the first semester, and individually. Our group counseling program will focus specifically on the college process. Our seniors will be in the midst of the application process and these meetings will be crucial for assistance that will be needed but also for continuing dialogue and discussion on how best to prepare each individual application.

ENG15 Language Arts III: Advanced Grammar, Epic Literature and the Iliad 8

Our eighth grade English class covers a wide area of study: literature, grammar, vocabulary, writing, and speaking. Students are expected to read two novels in the summer prior to their eighth grade year, *The Hobbit* and *A Study in Scarlet*, and two books of student choice during the school year as outside reading on which reports will be written. Diverse assessments, not just quizzes and tests--essays, presentations, research papers, role plays--enable diverse learners to demonstrate their mastery of material. Vocabulary is studied in conjunction with the readings; several grammar units will be completed. A grammar diagnostic test is given at the beginning of the year to assess each student's strengths and areas for improvement. The course meets six of the seven days of the rotating class cycle.

ENG16 Introduction to Literature and Composition 9 1 Credit

Our ninth grade English class is an introduction to genre, that is, an overview of the most common literary genre: prose, poetry, drama, and non-fiction. In addition to the study and analysis of literature, we write, augment vocabulary, and refine grammar and writing mechanics. A contemporary novel is read in the summer prior to the start of ninth grade, and a writing assignment is completed that explores some aspect of the novel. This course meets six times per cycle.

ENG05 British Literature 10 1 Credit

The course meets 6 times per cycle, and is intended to acquaint students with the history and conventions of British literature from the Old English period to the present. It is a survey course, which, by definition, imposes limits on both the scope and the depth of study, but there will be intensive examination of certain authors and works during the year. Students will read two novels and complete an assignment on those readings during the summer prior to their sophomore year, and read many more works of various genres during the year. Assessments will include homework, quizzes, tests, verbal recitations, and papers. A wide vocabulary is an essential knowledge base for an educated scholar, and will be taught in the context of the literature studied.

ENG06AP AP Language and Composition 11 1 Credit

Our 11AP American Literature English class covers a wide area of study; literature, grammar, vocabulary, essay writing, targeted AP prep, and class presentation. Students are expected to read two novels and a biography in the summer prior to their eleventh grade year. The biography assignment includes a Double Entry Journal task, which prepares students for the close reading demanded by the AP Language and Composition course and culminating test, which all students must take. Nonfiction, short stories and poetry ranging from Jonathan Edwards' Sinners in the Hands of an Angry God to Herman Melville's Bartleby the Scrivener to Walt Whitman's Song of Myself make for a fascinating journey through the Am Lit landscape. Diverse assessments, not just quizzes and tests--essays, presentations, research papers, practice AP exams--enable diverse learners to demonstrate their mastery of material. A first semester exam is mandatory; the AP Language and Composition exam is considered a final assessment, but is not counted in the second semester grade calculation. The course meets six of the seven days of the rotating class cycle.

Prerequisites: In order for a student to qualify to be registered in AP Language and Composition he must have received a grade of B+ in his previous year's English course.

ENG08AP AP Literature and Composition 12 1 Credit

The AP English Literature and Composition course is taught as a college-level course with college level speed, demands and expectations. It involves intense study of great works of Western literature, in-depth discussion and frequent writing assignments. There will also be ample opportunity for the student to engage his own imagination in responding to various works. This year the course is organized around the theme of Crime, Punishment and Redemption. Students will study schools of formal literary criticism, analyze thematic, stylistic, historical and biographical aspects of the works, and how form affects meaning and vice versa. Students will have ongoing reading assignments, with writing assignments each week.

Prerequisites: In order for a student to qualify to be registered in AP Language and Composition he must have received a grade of B+ in his previous year's English course.

ENG17 Journalism/Research Methods**11-12****1 Credit**

The intention of this elective course is not only to sharpen students' storytelling skills, but also to show you how to approach content legally and ethically. As the landscape of journalism has eroded into a confusing jungle of alternative facts and fake news, the writing of news stories and the judging of stories we read or see has become a perplexing minefield. Through lessons in effective interviewing, writing editorials, preparing stories for social media, and creating ethical school journalism policies, students will come to appreciate the complexities inherent in America's First Amendment freedoms. All students will be required to publish at least one article for each issue of the Devon Dialogue . Class participation will be judged by the teacher taking into consideration student time on task and grades on formal rubric-guided class presentations. Open to juniors and seniors, the course meets six of the seven days of the rotating class cycle. There is no exam in this course; your Dialogue articles will be your final assessments.

Math Courses

MATH01 Pre-Algebra

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The Pre-Algebra course lays the foundation for all future math courses at Devon Prep. Everything math class taken here is a continuation of the previous course. This course focuses on building the basic fundamentals of algebra, including solving multi-step equations and inequalities, as well as dealing with fractions, decimals, exponents, etc. all while learning the proper steps in using the order of operations. This course meets 7 days per cycle, as it is vital that students entering Devon Prep's math curriculum have a strong foundation in Pre-Algebra to set them up for future success in Algebra I and beyond.

MATH02 Algebra I MS

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This course will cover a variety of topics that are essential for students who will move into Integrated Algebra I/II next year. It will establish a foundation for working with fractions, solving equations, understanding order of operations, and more. The first chapter of the book may be review for certain students while others may be seeing certain topics for the first time. This course will meet 6 days per cycle.

MATH04 Integrated Algebra I/II

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Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Algebra II is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, and concepts and includes the study of trigonometric functions. It also introduces matrices and their properties. The daily class will consist of lecture, discussion, group work, individual work, and self-learning assignments. This course will meet 6 out of the seven cycle days.

MATH18 Algebra I HS

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1 Credit

Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. The daily class will consist of lecture, discussion, group work, individual work, and self-learning assignments. This course will meet 6 out of the seven cycle days.

MATH19 Geometry/Algebra II 9 1 Credit

This course is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. Geometry is a mathematical discipline that broadens the student's mathematical analytical skills. Algebra II is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, and concepts and includes the study of trigonometric functions. It also introduces matrices and their properties. This course meets six times in a seven day cycle.

MATH06 Geometry 9 1 Credit

This course is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes the study of transformations and right triangle trigonometry. Inductive and deductive thinking skills are used in problem solving situations, and applications to the real world are stressed. It also emphasizes writing proofs to solve (prove) properties of geometric figures. Geometry is a mathematical discipline that broadens the student's mathematical analytical skills. Problem solving will continue to be a focus on the teaching and learning so that the student will be ready for the next level in mathematics. Projects or group work may be included at the teacher's discretion. Meeting days will be 6 out of the 7 day cycle. Prerequisites for Geometry are a good foundation in Pre-Algebra or Algebra I.

MATH07 Pre-Calculus 10 1 Credit
MATH17 11-12

The purpose of Pre-Calculus is to prepare the student for calculus in either junior or senior year by introducing the student to topics, concepts, and to think analytically. Prerequisites for Precalculus are a good foundation in Algebra I and II. The topics that will be covered include: functions, particularly, polynomial, rational, exponential, and logarithmic and their graphs. In depth analysis of trigonometry topics including their functions, graphs, and applications. The end of the course will include sequences, series. Projects or group work may be included at the teacher's discretion. This course will meet 6 out of the seven cycle days.

MATH08	Algebra II	10	1 Credit
MATH10		11	

Algebra II is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, and concepts and includes the study of trigonometric functions. It also introduces matrices and their properties. The daily class will consist of lecture, discussion, group work, individual work, and self-learning assignments. This course will meet 6 out of the seven cycle days.

MATH16	Calculus	11-12	1 Credit
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This course is designed to develop the topics of differential and integral calculus. Emphasis is placed on limits, continuity, derivatives and integrals of algebraic and transcendental functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology. The daily class will consist of lecture, discussion, group work, individual work, and self-learning assignments. This course will meet 6 out of the seven cycle days.

MATH12AP	AP AB Calculus	11-12	1 Credit
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Our text covers the specific topics of the College Board syllabus almost in the same sequence as the actual syllabus. The text topic will be supplemented by handouts and the math web sites related to the text: www.mathxl.com and www.interactmath.com. Students who begin Calculus AB have already had experience using graphing calculators. Nonetheless, time is spent at the beginning of the course addressing issues of the limitations of technology, including round-off error, hidden behavior examples, and other issues.

***Prerequisites:** In order for a student to qualify to be registered in AP Calculus AB he must have received a grade of B in his previous year's Pre-Calculus course. If he did not take Pre-Calculus he must have received a B+ in his previous year's math course. In all cases a teacher recommendation will also be required.*

MATH13AP AP BC Calculus **11-12** **1 Credit**

This course is the equivalent of a college calculus course of two semesters. It will follow the syllabus of the College Board for a course in the calculus of single variable algebraic, trigonometric, logarithmic, and exponential functions. Topics treated will be determined by the syllabus of the College Board. Topics include a review of the calculus AB material as well as infinite series, the calculus of parametric functions, and differential equations in a variety of applications. Allowing for the ability of the class and time constraints, the instructor will enrich the course with topics and applications from multivariable calculus.

Prerequisites: In order for a student to qualify to be registered in AP Calculus BC he must have received a grade of B in his previous year's Calculus course. A teacher recommendation will also be required.

MATH11 Applied Statistics **11-12** **1 Credit**

This non-AP course offering teaches the basic principles of statistics and applies them in the area of professional sports. The course begins with a study of variables and how to create and test hypotheses. The class will move on to studies of mean and median and their relevance to hypotheses testing. The course will conclude with principles of graphing and the use of permutations. This course will include various sports, such as: basketball, baseball, football, soccer, golf, hockey, etc. A large part of the school year will be spent going over assorted case studies, articles, and documentaries that relate to the textbook. This course will meet 6 days per cycle, and there are no prerequisites for this course.

MATH14AP AP Statistics **11-12** **1 Credit**

AP Statistics is an introductory, non-calculus-based, college-level course covering topics designated by the College Board in preparation for the AP exam given in May. The course teaches students how to communicate methods, results, and interpretations using the vocabulary of statistics. Students will develop a thorough knowledge of all aspects of the statistical process, including design, analysis, and conclusions. The course outline is based on the four major themes and 15 major topics as presented in the College Board course outline. The course is designed to engage students in constructing their own knowledge and encourages cooperative group problem solving. Wherever possible, students should build interdisciplinary connections with other subjects and with their world outside school.

Prerequisites: *In order for a student to qualify to be registered in AP Statistics he must have completed Pre-Calculus. Additionally he must have achieved a B+ or higher in his previous year's math course.*

Science Courses

SCI01 Interactive Life Science

6

This course is an overview of Life Science. The first quarter focuses on the scientific process, laboratory techniques and technology with the remainder of the year discussing the diversity of life. Students learn about different types of living organisms, from the smallest amoeba to the largest mammal, and remark on how all energy is connected. The class uses the Pearson Interactive Science Program featuring an innovative write-in student edition that makes learning personal, relevant, and engaging. This course helps students to better understand and appreciate the world they live in through investigative techniques, virtual exploration and hands on laboratory activities. This course meets 7 periods in a 7 day cycle.

SCI02 Interactive Physics

7

This course is an overview of Physics. In this unit of study, students are introduced to force and how it causes an object's motion to change, as well as the different forms energy can take. Students also learn about machines and work, energy conservation, heat, electricity and magnetism. Students investigate waves, sound, and the interaction between light and matter. The class uses the Pearson Interactive Science Program featuring an innovative write-in student edition that makes learning personal, relevant, and engaging. This course helps students to better understand and appreciate the world they live in through investigative techniques, virtual exploration and hands on laboratory activities.

SCI03 Introduction to Chemistry

8

Science and technology play a major role in our society. The interplay between scientific findings and application fosters progress in many different areas. Science education enables the individual to take an active role in social communication and formation of opinion on technical developments and scientific research. Therefore, it is an essential part of general education. Introduction to Chemistry is an 8th grade science course introducing students to basic chemical skills and concepts. The course content focuses upon the basic concepts of chemistry. Topics discussed will include properties of matter, atomic structure, the periodic table of elements, chemical bonds and reactions, solutions, acids & bases as well as nuclear chemistry. Students will have equal exposure to theoretical concepts and laboratory experimentation. Introduction to Chemistry meets 7 times in a 7-day cycle. Two periods per cycle will usually be dedicated to laboratory experimentation. The other five meeting days will focus on the theory of chemistry, exercises and hands-on activities.

SCI04/25 Organismal Biology

9 1 Credit

This course is an introduction to Organismal Biology. The first quarter will focus on the scientific process, laboratory techniques, and the principles of evolution while the remainder of the year will explore the diversity of life and human biology. This course will help students to better understand and appreciate the world we live in through investigative techniques, virtual explorations and hands on laboratory activities. Wherever appropriate, issues of social concern are embedded within the curriculum to provide students with the opportunity to connect their biological knowledge to major issues and become scientifically literate citizens. This course meets for seven periods per cycle and includes laboratory explorations for two semesters.

SCI05 Molecular Biology

9 1 Credit

Science and technology play a major role in our society. The interplay between scientific findings and application fosters progress in many different areas. Science education enables the individual to take an active role in social communication and formation of opinion on technical developments and scientific research. Therefore, it is an essential part of general education. Biology has always been the study of life, but our knowledge of living things and our use of technology to study them is always changing. This course focuses on the structure and function of macromolecules essential to life and the molecular basis of biological activity between biomolecules in the various systems of a cell. It focuses on the crosscutting concepts system and system models as well as structure and function. Furthermore, it emphasizes core ideas like the growth and development of organisms, inheritance and variation of traits, natural selection and adaptation. Molecular Biology meets 7 times in a 7-day cycle. One to two periods per cycle will usually be dedicated to laboratory experimentation. The other five meeting days will focus on the theory of molecular biology as well as exercises.

SCI06AP AP Biology

11-12 1 Credit

AP Biology is a college-level course covering topics designated by the College Board in preparation for the AP exam given in May. The course involves extensive reading, discussion, lecture, and 12 required laboratory exercises. The course outline is based on the four Big Ideas and the numerous Enduring Understandings as presented in the College Board course outline. Wherever appropriate, issues of social concern are embedded within the curriculum to provide students with the opportunity to connect their biological knowledge to major issues and become scientifically literate citizens. This course will resume in the 2018-2019 school year.

Prerequisites: In order for a student to qualify to be registered in AP Biology he must have had an 87% average in biology and chemistry. Additionally he must have the recommendation of his previous science teacher.

SCI08 Physics

11-12 1 Credit

College Prep Physics covers a broad range of topics in mechanics and electricity & magnetism. Physics is the study of matter, energy, and the interaction between them and as such, this will be the focus of our studies. The course involves discussion, lecture, problem solving, and laboratory exercises. This course meets seven times a cycle.

SCI09AP AP Physics

11-12 1 Credit

AP Physics 1 is the first AP Physics offering at Devon Preparatory School. All of the material required by the College Board for mastery of AP Physics 1 must be covered in a single year. There is a lab component to this course. The majority of classroom time is spent in reviewing the theory and, especially, the problems covered in each unit. This course meets seven times a cycle.

SCI10AP AP Chemistry

11-12 1 Credit

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Advanced Placement Chemistry meets 8 times in a 7-day cycle. One letter day will be a double period, which will be used as a lab period. This course requires that 25 percent of the instructional time engages students in lab investigations. This includes a minimum of 16 hands-on labs (at least six of which are inquiry based). The other six meeting days will focus on the theory of chemistry and exercises.

Prerequisites: In order for a student to qualify to be registered in AP Chemistry he must have the recommendation of his previous year's science teacher.

SCI13AP AP Environmental Science

11-12 1 Credit

AP Environmental Science is a college-level course covering topics designated by the College Board in preparation for the AP exam given in May. The course involves extensive reading, discussion, lecture, and laboratory exercises. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to (1) understand the interrelationships of the natural world, (2) to identify and analyze environmental problems both natural and man-made, (3) to evaluate the relative risks associated with these problems, and (4) to examine alternative solutions for resolving or preventing them. The class meets 6 periods out of 7 in a cycle.

Prerequisites: In order for a student to qualify to be registered in AP Environmental Science he must have successfully completed his previous year's coursework in science and have his previous teacher's recommendation.

SCI14 Forensics

11-12 1 Credit

This course is designed to introduce the student to the field of forensic science. You need only turn on the TV to realize the importance of forensics in our everyday world. Shows like CSI, Bones, Cold Case, and NCIS have given a glimpse into this world. However, is what we see on TV a true representation of a forensic science investigation? Students will investigate this question and more. This course incorporates concepts in biology, chemistry, physics, mathematics, psychology and law. The emphasis of this course is on solving problems, using forensic science as the medium. This course engages students in thought-provoking cases and scenarios that require them to apply concepts learned to new situations. This course will meet six times in a seven day rotating schedule.

Prerequisites: Completion of one year of biology and one year of chemistry.

SCI22 AP Physics C

12 1 Credit

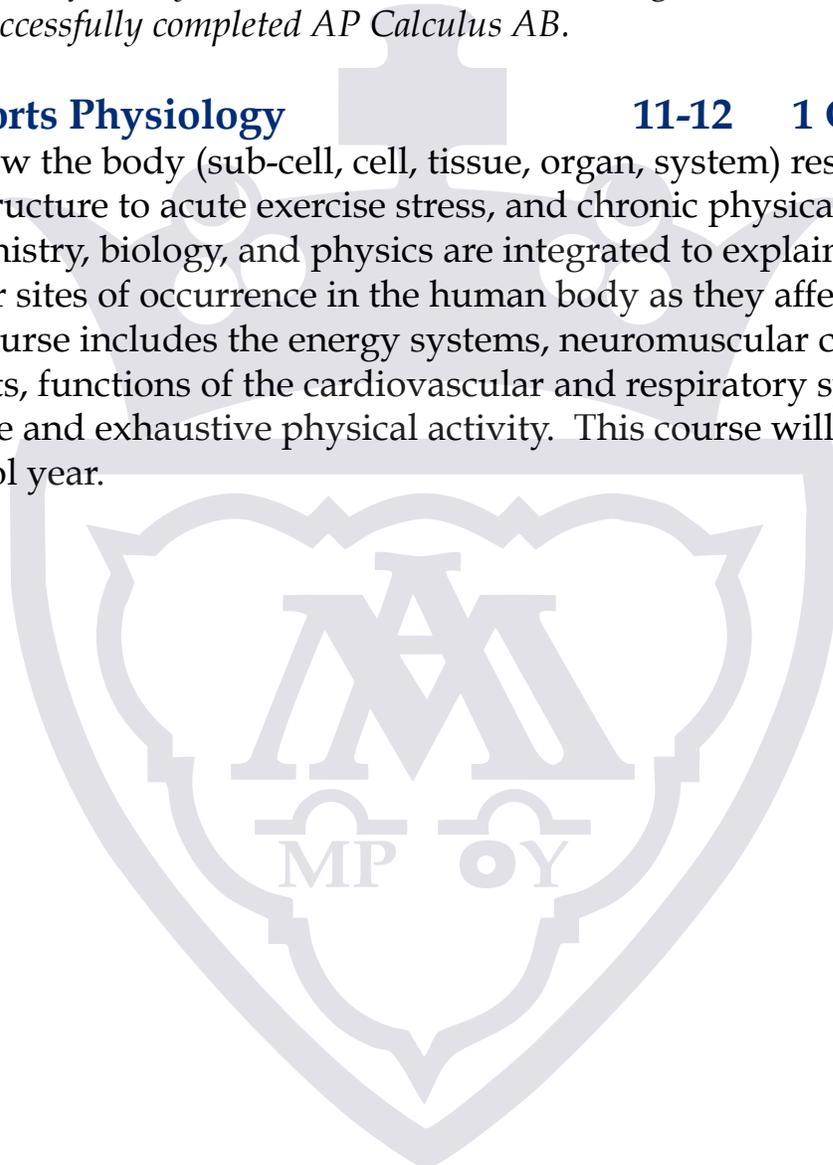
AP Physics C consists of two separate components, each of which is tested by a separate AP exam in May. These two separate components are Mechanics and Electricity and Magnetism. AP Physics C is the second-year AP Physics offering at Devon Preparatory School. This course meets seven times per cycle.

Prerequisites: First, all students taking this course must have successfully completed AP Physics 1 in their junior year. Second, All students taking this course must either be taking or have successfully completed AP Calculus AB.

SCI12 Sports Physiology

11-12 1 Credit

The study of how the body (sub-cell, cell, tissue, organ, system) responds in function and structure to acute exercise stress, and chronic physical activity. Aspects of chemistry, biology, and physics are integrated to explain biological events and their sites of occurrence in the human body as they affect exercise and training. The course includes the energy systems, neuromuscular concepts as applied to sports, functions of the cardiovascular and respiratory systems during rest, steady state and exhaustive physical activity. This course will resume in the 2018-2019 school year.



World Language Courses

WL34 Exploratory Language 6

Over the course of the sixth grade year, students will spend one third in a beginner survey course of each of the languages offered at Devon: Spanish, French and German. This will be an ungraded course intended to assist students in the selection of their preferred language, as well as to provide a cultural and linguistic context for the use of each. This course two times per cycle.

WL01 French IA 7

This is the first in our two-year middle school program designed to have all our middle school students achieve their first year of foreign language study by the time they finish eighth grade. The learning of a foreign language involves listening, speaking, reading, and writing. Active participation on the part of the student is essential. This course meets four times per cycle. This course will resume in the 2018-2019 school year.

WL02 German IA 7

This is the first of our two-year modern foreign language course for middle school students. First year German introduces students to learning how to speak and listen to the German language and then develops skills in reading and writing German. Students will master the grammatical structure of basic German as well as correct pronunciation and a basic vocabulary. This course meets four times per cycle. This course will resume in the 2018-2019 school year.

WL26 Spanish IA 7

This is the first in our two-year middle school program designed to have all our middle school students achieve their first year of foreign language study by the time they finish eighth grade. Students will learn basic vocabulary, basic grammar and begin to master basic conversation at the beginner level. This course meets four times per cycle.

WL27 French IB**8**

The objective of French IB is for students to learn to speak, understand, read and write French at the beginner level. This course will build on the topics covered in French IA. Elementary verb tenses and grammatical concepts are introduced and practiced within the context of basic, everyday French vocabulary and themes. Students also spend time completing intensive conversation practice to better communicate in the language. Students are asked to use French as much as possible in class, particularly through the use of small group work and Total Physical Response exercises. English instruction is sometimes used to introduce new grammatical concepts. This course meets four times per cycle.

WL28 German IB**8**

This is the second half of a traditional level I course. It provides an introduction to the German language and culture. Students start to develop speaking, listening, reading and writing skills. They start to recognize differences between German and English and how ideas are expressed in a second language. Along with common structures in German, students will learn to describe themselves and their interests, talk about school, food, and clothing. This course meets four times per cycle.

WL29 Spanish IB**8**

This is the second of our two-year middle school program designed to have all of our middle school students achieve their first year of foreign language study by the time they finish eighth grade. Students will continue to build on basic vocabulary and master basic conversation by the end of this course. Students will be able to read, write, listen and speak at a beginner proficiency level. They will also recognize products and practices related to hispanic cultures. This course meets four times per cycle.

WL36 Latin I**8**

This course will include parts of speech, verb conjugations, syntax, and grammatical structures. Emphasis is placed on teaching the culture and impact of Ancient Rome. The teachings about the impact of the Ancient Rome are used to show students its effect on modern society. Students are further instructed on the connections between their English vocabulary and Latin roots taught over the first two years of the course. This course meets six times per cycle.

WL07 French I 9 1 Credit

The objective of French I is for students to learn to speak, understand, read and write French at the beginner level. Elementary verb tenses and grammatical concepts are introduced and practiced within the context of basic, everyday French vocabulary and themes. Students are also introduced to an overview of French and Francophone cultures in order to develop an appreciation and understanding of the Francophone world. Students are asked to use French as much as possible in class, particularly through the use of small group work and Total Physical Response exercises. English instruction is used side-by-side with the French language, particularly during the first semester. This course meets six times per cycle.

WL08 German I 9 1 Credit

This course provides an introduction to the German language and culture. Students discover how to learn another language as they start to develop speaking, listening, reading and writing skills. Students start to recognize differences between German and English and how ideas are expressed in a second language. Along with common structures in German, students will learn to describe themselves and their interests, talk about school, food, and clothing. This course meets six times per cycle.

WL09 Spanish I 9 1 Credit

This course is taught at the level of beginning Spanish-speakers. Basic vocabulary, grammar, and sentence structure are stressed. Spanish culture is also a major point of discussion and dialogue as students must be immersed in the culture in order to properly understand aspects of the language. Students will be permitted to speak some English in class as this will allow for better understanding and comprehension for beginning speakers. This course meets six times per cycle.

WL35 Latin I 9

This course will include parts of speech, verb conjugations, syntax, and grammatical structures. Emphasis is placed on teaching the culture and impact of Ancient Rome. The teachings about the impact of the Ancient Rome are used to show students its effect on modern society. Students are further instructed on the connections between their English vocabulary and Latin roots taught over the first two years of the course. This course meets six times per cycle.

WL30 Latin III**9 1 Credit**

This is the third year of our three-year Latin program for those who graduated our middle school in 2017. The course will focus on translations of full Latin text and advancing students' knowledge of vocabulary and its' connection to the English language. This course will hopefully propel students forward to AP Latin IV. This course meets six times per cycle.

WL12 French II**10 1 Credit**

The objective of French II is for students to learn to speak, understand, read and write French at the high-beginner to low-intermediate level. Building on the foundational concepts learned in French I, verb tenses, grammatical concepts and basic writing skills are introduced and practiced within the context of both everyday and specialized French vocabulary and themes. Students are also introduced to more nuanced aspects of French and Francophone cultures, such as sports, influential people and cultural traditions. Students are asked to use French as much as possible in class, resorting to English only to express complex thoughts. Instruction is mostly in French, with English used only to introduce new grammatical concepts. This course meets six times per cycle.

WL13 German II**10 1 Credit**

German II builds on what students have learned in their previous year of study. It is designed to give students an exposure to the basic structures of the German language, including noun usage and verb tenses. Students will learn to describe things and express personal information and interests. They will gain a better understanding of the history and culture of Germany, particularly as it relates to the language itself. Students will also start to gain confidence when speaking on familiar topics. This course meets six times per cycle.

WL14 Spanish II**10 1 Credit**

This course will build on the instruction of the first year course. In this course, students will utilize the language skills of listening, speaking, reading and writing in order to become confident and capable speakers of Spanish. Students will function at the Novice-Mid level of proficiency by the end of the year. Students will practice their skills through learning vocabulary and grammar in context and through exposure to the cultures of the Spanish speaking world. Students will make cross-cultural connections and comparisons that will enable them to expand their understanding of the target language. This course will meet 6 out of the 7 day cycle.

WL31 AP Latin 10 1 Credit

This course, designed for those students who have excelled in our Latin program, will provide our students the opportunity to gain college credit through the AP Latin program put forth by College Board. The course focuses on literature and translation along with all of the vocabulary and grammar skills which were points of focus in years one through three. The AP exam challenges students to synthesize four years of knowledge during the final assessment. This course meets six times per cycle.

WL16 French III 11 1 Credit

The objective of the course is for students to learn to speak, understand, read and write French at the intermediate level. Grammatical concepts building on French I & II will be taught and practiced alongside a growing knowledge of French vocabulary. We will also delve into more nuanced aspects of French and Francophone culture, such as influence on the world stage and current events. Students are asked to use French as the primary language of communication in class. The class meets 6 times per cycle.

WL17 German III 11 1 Credit

German III builds on what students have learned in their previous 2 years of study, and completes the language requirement for students. However, many students will chose to continue their study, both out of love of the language and in order to gain an edge in college. Students will become more confident about their progress in learning another language and more willing to use it. They will gain a better understanding of the history and culture of Germany, particularly as it relates to the language itself. Students will learn the remaining basic structures of German, including noun usage and verb tenses. Students will also start to gain confidence speaking on everyday topics and in writing descriptive passages. This course meets six times per cycle.

WL18 Spanish III**11 1 Credit**

The third year course concludes the mandated portion of a student's foreign language requirement. However our most accomplished Spanish students will use the third year course to propel them into our fourth year course. In this course, students will utilize the language skills of listening, speaking, reading and writing in order to become confident and capable speakers of Spanish. Students will function at the Novice-Mid level of proficiency by the end of the year. Language acquisition is extremely unique and everyone will advance at their own pace. Some students will begin moving toward advanced level of proficiency at some point in the course. Students will practice their skills through learning vocabulary and grammar in context and through exposure to the cultures of the Spanish speaking world. Students will make cross-cultural connections and comparisons that will enable them to expand their understanding of the target language. We will meet 6 out of the 7 day cycle.

WL38 AP Spanish Language and Culture 12 1 Credit

This course follows the guidelines of the College Board AP Spanish Language and Culture course and provides opportunities for students to demonstrate and practice their abilities in Interpretive, Interpersonal and Presentational language activities in Spanish. Spanish will be the language spoken at all times. There are six course themes that will be explored in order to gain communication skills and insight on Hispanic cultures. Students are encouraged to compare and contrast their culture to Hispanic cultures and make connections. Students will speak both conversationally and give a formal presentation, write correspondence and persuasive essays, think productively about Hispanic cultures and compare them to their own culture, understand and discuss issues pertaining to all of the themes covered in the Spanish AP exam: contemporary life, families and communities, personal and public identity, science and technology, beauty and aesthetics, as well as global challenges, and consider the intersection of these themes as well as connections to your own lives. This course meets 7 times a cycle.

WL37 AP Spanish Literature and Culture 12 1 Credit

The AP Spanish Literature and Culture course is designed to provide the students with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides opportunities for students to demonstrate their proficiency in Spanish across three modes of communication (interpersonal, interpretive, and presentational) and five goal areas (communication, cultures, connections, comparisons, and communities). The overarching aims of the course are to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills -with special attention to critical reading and analytical writing- and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish. The course aims to help students progress beyond reading comprehension to read with critical, historical and literary sensitivity. This is an ambitious goal, but it is hoped that when exposed to the methods of literary analysis, with its rigorous attention to linguistic detail coupled with critical interpretation and analysis, students will be able to apply the skills they acquire in this course to many other areas of learning and life.

Prerequisites: Completion of AP Spanish Language

WL39 AP French Language 12 1 Credit

This content of this course will follow the format of AP French Language and Culture guidelines. Taking the AP exam is strongly encouraged as a means of achieving college credit for the hard work put into the class; students will meet with the instructor throughout the year to discuss their preparedness for the exam. The class will be conducted entirely in French in order to prepare students to communicate proficiently through the three modes (interpretive, presentational, and interpersonal) described in the ACTFL Performance Guidelines. This course emphasizes the skills of listening, speaking, reading, writing, and developing cultural awareness. The class will meet six days per cycle.

Theology Courses

THE11 Old Testament

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The sixth grade course focuses on the Old Testament. Students will become familiar with various texts, discussions of which will clarify the meaning of the lessons taught in the Bible and their importance and relevance in our lives today. A “text” is a book or a portion of a book of the Bible, e.g. the Book of Judges. A lesson would be taught on the judge Samuel, for example, and the students would learn about his life, his message, his vocation, etc., as they relate to the overall story of salvation history. Through the study of this course, the student comes to realize how the Old Testament prepares us for the “Good News” (or Gospel) of the New Testament as it declares in prophecy the coming of the Messiah, our Redeemer, Our Lord Jesus Christ. He is the Savior who fulfills what is promised in the Old Testament and unites the two testaments and makes them one book, the Bible. This course meets four time per cycle.

THE12 New Testament

7

This course will cover the second 15 chapters of the Understanding The Scripture text from The Didache Series (Greek for Teaching), which is the New Testament of The Bible. We will begin with building the student’s ability to take effective notes as well as organizational and study skills. We will begin our coursework by generally reviewing the world that was The New Testament. Perhaps the most important aspect of this course will be examining the life of Jesus Christ and the effect he had on the world of The New Testament. This will lead us into The 12 Apostles and the early formation of The Catholic Church. This course meets four times per cycle.

THE13 Celebrating The Sacraments

8

The eighth-grade religion course offers students an opportunity to explore the rich traditions of sacramental theology and practice that is so fundamental to the Catholic faith. This course seeks to engage students in an encounter with the essential dimension of Catholic life so that they can better appreciate a fuller meaning of the sacraments and how they serve to bring about for us a share in the divine life of God. This course meets five times per cycle

THE04 Introduction to Catholicism

9 1 Credit

The freshman religion course introduces each student to a basic understanding of the Bible and will require him to learn the principal elements of the Catholic faith. The vast majority of the first semester involves the student gaining a knowledge of the divine origins of the Bible, its structure and content, its rich layers of meaning, and its place at the heart of Catholic belief and worship. This will be accomplished primarily through the student reading directly from a select number of books of the Bible as provided by the teacher who will also guide and instruct the student in gaining an understanding of the meaning of the specific texts being read. The remainder of the academic year will be devoted to a study of the content, morality, structure and worship of the Catholic faith. Jesus Christ and his followers / disciples will be center stage for most of this portion of the course. This course meets six times per cycle.

THE05 History of the Church

10 1 Credit

The purpose of this course is to introduce students to the development of Christianity from its inception into modern times. The course covers the rise of Christianity and the Catholic Church within the Roman Empire and through the Middle Ages, the formation of Christendom and the Holy Roman Empire, the crisis of the Reformation, and the Catholic Church facing the challenges of the Enlightenment, as well as Rationalism, Humanism, and Secularism within the more modern era. Through our study, students will come to a greater recognition of the contribution of Jesus Christ and His Church as not only essential to the formation of Western/Modern Civilization, but as the central aspect of human history. The class will meet six days every seven-day cycle.

THE06 Faith and Morality

11-12 1 Credit

The purpose of this course is to help the student understand the Christian vision of morality, with Jesus Christ as our model. Students will study and become familiar with the teachings of the Catholic Church and their application to a variety of moral issues. Each student will gain an understanding of the virtues (both natural and supernatural) that are necessary for living a moral life and which, when elevated by God's grace (as especially gained through the sacraments), enables him to make proper moral decisions that ultimately lead him to his final destiny which is eternal life with God in heaven. This course meets six times per cycle

THE07 Apologetics **11-12** **1 Credit**

During the first semester, students will be challenged to seek a deeper understanding of the truths of the Christian faith, particularly as taught by the Catholic Church. Offered in a way that is clear, precise, and inspiring, students will not only grow in their knowledge of the faith, but also in their ability to explain and defend it. Course also seeks to introduce students to the science of philosophy which, through intellectual examination, seeks to gain a deeper understanding of ourselves (by asking and answering such questions as - why is that we exist as opposed to not exist?), our relationship to God, each other, and the world around us. The second semester challenges the students to take an active role in the Church community through the living out of a personal vocation of service to God and the Church. Among other things, students will be invited to reflect upon the particular vocation God is calling them to as ordained, religious, single, or married. This course meets six times per cycle.

THE08 Catholic Social Theory **11-12** **1 Credit**

As stated by the US Conference Catholic Bishops in *Sharing Catholic Teaching: Challenges and Directions*, "Catholic social teaching is a central and essential element of our faith". Its roots are in the Sacred Scriptures, with the Revelation of God's special love for the poor and his Mercy. Catholic Social Teaching emerges from the Revelation and the Church's Teaching, and is based in our understanding of the human life and human dignity. It makes reference to the society we have to build according with the Gospel. The course will make reference to the teaching of the Catholic Church, from the new things (*Rerum Novarum*, Pope Leo XIII, 1891) to our days (*Laudato Sii*, Pope Francis, 2015). The course is focused on the main topics of our society, such as the family, labor, finances, and their role in the modern world. This course meets six times per cycle.

THE10 Religions of the World **11-12** **1 Credit**

We live in a plural society where catholic believing is not the majority. When the Catholic Faith may be in rapport with other religions, we can discover the originality of the Revelation in Jesus Christ and the strength of the Catholic Faith. The course will take into consideration all religious phenomena, starting with an approach to the Myths and Rites, as well as the new atheism. The approach to the classic religions in the world will take into consideration the oldest religions, as well as the Christian Confessions. It will help the students to better understand the Catholic Faith and to develop attitudes of respect, tolerance, together with a strong catholic identity. This course meets six times per cycle.

Social Studies Courses

SS20 Colonial History

6

The school year will begin by developing a student's ability to take efficient notes, complete effective homework and properly study for tests and quizzes. This course will primarily begin with colonization (1680) and continue to around 1840. This period (of merely 160 years) was perhaps the most exciting (if not the most important time) in American History. Although some of the events of this time may be more memorable than others, they are nonetheless important in understanding how they came to shape the United States as we know it today. A full discussion of Pennsylvania History will occur during the first semester. This course meets six time per cycle.

SS21 American History MS

7

The American History class is the second in our three-year American History course requirement in the middle school. The course is focused on reinforcing the basic note-taking and essay writing skills that were reviewed in the American History I course. The content of the course will be used to promote and augment the skills the above skills. The course content begins with a thorough diagnosis of the Bill of Rights and its' impact on our world today. The course continues through the early 1800's and the Civil War. The second semester will address The Gilded Age, Industrial Expansion, World War I, and the Great Depression. Considerable time will also be spent on United States geography.

SS28 Modern American History

8

The course will pick up where the American history 7 leads off and enter into 20th century history with a discussion of progressivism and democratic expansionism. The course will cover both world wars and the civil rights era before concluding with a unit on the cold war. This course meets six times per cycle.

SS13 World History 9 1 Credit

The course meets 6 times per cycle, and is intended to acquaint students with the ancient history of the world by geographic region. It is a survey course, which, by definition, imposes limits on both the scope and the depth of study, but there will be intensive examination of the ancient world. This course is designed to both provide information on the ancient world, but also to develop in the students into high school scholars and historians. Assessments will include homework, quizzes, tests, verbal recitations, and papers. A wide vocabulary of historical terms and figures is an essential knowledge base for an educated scholar, and will be taught in the context of the time periods and cultures studied.

SS05 World Geography 9 1 Credit

The World Geography course teaches students to understand the climates, landforms, and cultures, of the countries of the world we live in. The course seeks to broaden students' horizons to the similarities and differences in the people of the world. The course teaches the content nation-by-nation and moves through one continent at a time. The course stresses the importance of understanding that each person comes from a distinct country, not simply a continent or area of the world. World Regional Geography meets 6 times per 7-day cycle.

SS10 United States Constitution 9 0.6 Credit

This course will study the United States Constitution, as well its contributions to the democracy of the United States. After surveying the causes and effects of the American Revolution the course will then study what the Framers of the document intended the Constitution and Amendments to be. Summative Discussions will include how the Constitution is interpreted, who interprets it as well as the influence of Supreme Court cases throughout its existence. This course will resume in the 2018-2019 school year.

SS06 Contemporary Issues Seminar 11-12 1 Credit

Our present world is heavily influenced by the exponential development and worldwide expansion of Western Civilization over the past several centuries. This college-level program encourages students to gain a more sophisticated understanding of the society in which we live today by placing important present day events in the context of history and other social sciences. Regular use of the historical process coupled with other research methodologies will allow students to see origins and evaluate theories on the development of today's issues and events. The central arena for this seminar will be world history from 1500 CE to the present, with the emphasis on the present, and some exploration of past roots.. The study of these events will focus on decision-making, outcomes, and consequences for our society today. This course meets six times a cycle.

SS11AP Human Geography 10 1 Credit

Advanced Placement Human Geography provides a college-level introduction to the field, following the Course Description published by The College Board. The course syllabus was approved by the College Board Audit. The emphasis is not on memorization but on "thinking spatially" (geographically). Class discussions involve the analysis of geographic data and events, and how they impact people locally, regionally, and globally. Approaches and solutions to natural and man-made geographic problems are discussed, with the goal of building a better, peaceful, and sustainable world. This course meets six times per cycle.

SS07AP AP European History 10 1 Credit

The AP European class was redesigned last year to focus more on big picture themes throughout European history. Students are being asked to analyze those themes across time periods and come up with similarities and differences, by using primary sources. The redesigned format will attempt to move away from rote memorization of facts and instead focus on the students actually learning how to analyze and evaluate history and the implications of major events.

Prerequisites: In order for a student to qualify to be registered in AP European History he must have completed the previous school year with a GPA of 3.30 or higher, and he must have a grade of B+ or higher in his previous year's social studies course.

SS24 Cold War Seminar 11-12 0.6 Credit

The Vietnam Seminar requires each student to actively engage in the use of the historical process while specifically investigating the period of History from the end of the French War in Indochina to the renewal of diplomatic and economic relations between the United States and the People's Republic of Vietnam in the 21st century. Critical topics to be studied include Vietnam in World War II, the beginnings of the Cold War, the French War in Vietnam, Kennedy's Presidency (Bay of Pigs, Cuban Missile Crisis, Berlin, etc.), the Assassination of Kennedy, Johnson and the US commitment in ground warfare in Vietnam, the War in Vietnam 1965-1975, post war relationships in the context of the Cold War and the Rise of China. The causes, campaigns, and impacts of the outcome of the war will be detailed and debated. This course meets four times per cycle.

SS06 Contemporary Issues Seminar 10-12 1 Credit

Our present world is heavily influenced by the exponential development and worldwide expansion of Western Civilization over the past several centuries. This college-level program encourages students to gain a more sophisticated understanding of the society in which we live today by placing important present day events in the context of history and other social sciences. Regular use of the historical process coupled with other research methodologies will allow students to see origins and evaluate theories on the development of today's issues and events. The central arena for this seminar will be world history from 1500 CE to the present, with the emphasis on the present, and some exploration of past roots. This course meets six times in a seven day cycle.

SS16 Introduction to Philosophy 11-12 0.4 Credits

Philosophy is the first of all human explorations. It identifies essential questions of existence and attempts to provide valid answers for each. Every other human pursuit in the field of knowledge is an approach to fleshing out the questions and working on the answers. This course examines the four critical areas of traditional Philosophy: Logic, Metaphysics, Epistemology and Ethics. Students are expected to fully participate in this exercise through research, project development/presentation, class discussion and reflection. In the process, students will become familiar with some of the more significant philosophers and their particular arguments/theories that contributed to our understanding of the Universe and man's place in it.

SS17AP U.S. Government 11-12 1 Credit

AP American Government is a survey course that examines the institutions and policies of our government at the national level. The object of this class is to have students think critically about the issues facing our government in a pluralistic society and a global economy. The course is offered as an elective and open to juniors and seniors. Students who have not taken American History should read a short survey of American History in preparation for the study of American politics. There are no other prerequisites for this class. This course meets six times per cycle.

SS08AP AP U.S. History 11-12 1 Credit

American History AP is a survey course examining chronologically and thematically the development of America from Pre-Columbian to the present. This course is designed to develop the students' respect and appreciation of the country's heritage and history. Students will also develop key skills of inquiry, critical analysis, and communication. The development of writing skills, particularly the historic essay, is critical to success in this class.

Prerequisites: In order for a student to qualify to be registered in AP European History he must have completed the previous school year with a GPA of 3.30 or higher, and he must have a grade of B+ or higher in his previous year's social studies course.

SS23 American History through Film 11-12 1 Credit

This course will cover American History as seen through the lens of filmmakers beginning with the French and Indian War and ending with contemporary society. "Through [cinematic] art...we enlist the imagination to bring what is lost back to us, to bring the dead back to life" (Spielberg qtd. in Stokes 5). Approximately twenty films will be viewed throughout the year, ranging from *The Last of the Mohicans* to *Wall Street*. Students will see how filmmakers have treated important subjects in American History differently over the years. For example, a comparison of the portrayal of slavery in *Gone with the Wind* viewed against *Twelve Years a Slave*. Although, like all businesses, the filmmaking industry is motivated by profit and is therefore directed to a mass audience. "Hollywood's history has the power..." according to Melvyn Stokes, "to create meaning out of the past... We see what it might have been like to live through the American Revolution or the Civil War, arrive as a new immigrant or struggle along route 66 to California in the midst of the Depression" (5). This course is open to any junior or senior without any prerequisite. The class meets three times in a seven-day cycle.

SS22

American History HS

11-12

1 Credit

Students will use skills of historical and geographical analysis to explore the history of the United States from the end of the Reconstruction era to the present. Students will learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about the political, economic, and social challenges facing the nation reunited after civil war. Students will develop an understanding of how the American experience shaped the world's political and economic landscape. They also will study documents and speeches that laid the foundation of American ideals and institutions and will examine the everyday life of people at different times in the country's history through the use of primary and secondary sources. This course will meet 6 times in a cycle.



Computer Science Courses

CS01 Tech Foundations

6

Serving as an introductory course, Tech Foundations is a basic level course exploring various technology content anchors: Keyboarding, Microsoft Office (Word, Excel, and Powerpoint), Cloud storage using the Google Drive, Document sharing using Google Apps, Computer Hardware and Maintenance, Introduction to Computer Programming, and Introduction to Multimedia. Lastly, digital citizenship, the areas of Internet Safety, Privacy & Security, Information Literacy, and Creative Credit and Copyright Laws will be introduced. This course will meet five times in a cycle.

CS10 Tech Explorations

7

In Tech Experiences, students expand their tech knowledge further through showcasing their experience in the technology content anchors: Mastery of Microsoft Office (Word, Excel, and Powerpoint), Application of Cloud storage using the Google Drive, Application of Document sharing using Google Apps, Computer interaction, Introduction to Game Design using Computer Programming, and Creativity with Multimedia. This course meets four times per cycle.

CS11 Tech Experiences

8

In Tech Experiences, students expand their tech knowledge further through showcasing their experience in the technology content anchors: Mastery of Microsoft Office (Word, Excel, and Powerpoint), Application of Cloud storage using the Google Drive, Application of Document sharing using Google Apps, Computer interaction, Introduction to Game Design using Computer Programming, and Creativity with Multimedia. This course meets four times per cycle.

CS15/16 AP Computer Science Principles 10-12 0.8 Credit

Using the evidence-based curriculum, Thriving in Our Digital World: AP, this computer-programming course is fully aligned with the “AP Computer Science Principles” framework. This project-based course is designed to encourage computational thinking and authentic problem solving. The nuances of computer programming will be explored as students complete hands-on programming challenges that require critical thinking, collaboration, and creativity while working with Scratch and other freeware coding sites. . This course serves as a fundamental base for students to learn the building blocks of computational thought necessary for further study in programming languages such as Java and Python. At the course’s conclusion, students will be invited to take the AP exam if they so choose. This course meets five times per cycle.

CS17 AP Computer Science A - Java 10-12 0.8 Credit

The goals of the AP Computer Science A course are comparable to those in the introductory course for computer science majors offered in many college and university computer science departments. It is not expected that all students in the AP Computer Science A course will major in computer science at the university level. The AP Computer Science A course is intended to serve both as an introductory course for computer science majors and as a course for people who will major in other disciplines and want to be informed citizens in today’s technological society. Students should be able to: design, implement, and analyze solutions to problems, use and implement commonly used algorithms, use standard data structures, develop and select appropriate algorithms and data structures to solve new problems, write solutions fluently in an object-oriented paradigm, write, run, test, and debug solutions in the Java programming language, utilizing standard Java library classes and interfaces from the AP Java subset, read and understand programs consisting of several classes and interacting objects, read and understand a description of the design and development process leading to such a program, and understand the ethical and social implications of computer use. This course meets six times per cycle.

CS13 Graphic Design I**9-12 0.6 Credit**

This course serves as an introduction to the art of Graphic Design as well as the Adobe Creative Suite softwares - Illustrator, InDesign, and Photoshop. Students learn to combine words, symbols, images, and multimedia content to express ideas and messages with a target market in mind. Real world challenges are investigated as youth develop a Brand and create an extensive advertising campaign around a unified design concept. Various design techniques explored in this course include introductions to digital illustration, digital photo editing, typography, social media, and multimedia production. Projects coordinate technical skills with organization, management, communication, ethics and teamwork. This course will meet four times in a cycle.

CS14 Graphic Design II**10-12 0.6 Credit**

This course serves as an expansion of the concepts explored in Graphic Design I as students delve deeper into their application of the Adobe Creative Suite softwares - Illustrator, InDesign, and Photoshop. Students will develop their skills as digital illustrators using various techniques for creating expressive illustrations that tell a story. Students will hone their skills as photographers and photo editors to express their voice as a designer. Multimedia will be explored as a means of combining design with marketing concepts. Projects coordinate technical design skills with organization, management, communication, ethics and teamwork. This course will meet four times in a cycle.

Prerequisites: The prerequisite for this course is Graphic Design I where students learn the basics of design and are first introduced to the Adobe Creative Suite software

CS18 Design Thinking**10-12 0.4 Credit**

This course focuses on the evolution of 3D printing as well as the creation process. Students will use the Design Thinking Method to fabricate objects using 3D modeling software. 3D printers produce objects directly from computer models, so students will be able to hold, evaluate, test and use their ideas. They will be able to share them digitally and physically with the world. This course bounces between hands on creation, computer creation as well as prototyping and testing. There will be a focus on reading about and understanding the Design Thinking process and learning how to create human based projects. This course meets two times a cycle.

Professional Studies Courses

ENG11 Presentation Skills 9-10 0.6 Credit

This class is designed to give you training and experience in delivering effective presentations in various settings. It is intended for students who have little or no experience giving formal presentations. Everyone experiences nervousness and we will learn various techniques to help overcome fear and ultimately experience confidence and enjoyment in your ability to speak in front of people. We will focus on the content, research, structure and delivery of various types of presentations. Presentation Skills meets 4 times per cycle.

BUS01 Introduction to Macroeconomics 10 0.6 Credit

This course is an introduction to the behavioral science of economics which focuses on the aggregate behavior of households, firms and the government. Topics covered include gross domestic product, national income, economic growth, unemployment, inflation, the business cycle, fiscal policy and monetary policy, and international trade. Learning Objectives - Upon successful completion of the course, the student should be able to demonstrate a basic understanding of news relating to the economy as a whole as reported in such publications as The Wall Street Journal; the economic implications of changes in government fiscal or monetary policy; how interest rates are determined and the role of interest rates in personal and corporate decision-making; and critically apply economic concepts when participating as a citizen in a democratic society. This course will meet 4 times in a cycle.

BUS02 Introduction to Psychology 10-12 1 Credit

The General Psychology course is offered as an elective and will introduce students to the understanding of psychology as a science and the study of human behavior. Understanding human behavior helps students as they become adults and their social interactions become more significant to their future success. The course surveys brain health, behavioral genetics, cognitive and social development, perception, learning, memory, language, emotions, psychological disorders, interpersonal interactions and therapeutic interventions. This course meets six times per cycle.

BUS03 AP Economics**11-12 1 Credit**

The course will prepare students for both the Microeconomics and Macroeconomics exams. The purpose of the course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the market. The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics.

BUS04 Introduction to Marketing & Management 11-12 0.6 Credit

These topics will be dealt with individually by semester. The introductory course in Marketing examines the components of advertising and its function within the entire marketing function. This course allows students to appreciate the immense role that both advertising and marketing have in today's business environment. The introductory course in Management examines the basic concepts and processes of management. This course allows students to develop the necessary skills related to the management function that are integral in today's competitive business world. These courses are not meant to teach the entire content area as a collegiate course would do. The purpose of these courses is to introduce the students to the important concepts and skills associated with each as many who take the course may pursue Business as their major program of study at the college level.

BUS07 Introduction to Accounting**10-12 0.6 Credits**

The introductory accounting course examines the field of accounting and provides a solid foundation for future accounting coursework. This course introduces students to accounting basics as well as accounting principles, accounting concepts, and accounting terminology. You will become familiar with some of these terms and concepts by the end of the course. This accounting course explores the main financial statements including the profit and loss account, the balance sheet and the everyday adjustments that have to be made. After completing the accounting course, you are expected to be aware of the importance of prudential financial management and the factor it plays in the success or failure of businesses and organizations. The class will meet 4 times per cycle.

BUS05 Intro to Finance & Entrepreneurial Studies 10-12 0.6 Credit

The introductory finance course examines the field of finance and provides a solid foundation for future finance coursework. This course allows students to appreciate the time value of money, the nature and measurement of risk, and investment options. The students will study proper money management as the course will have ties to personal financial concepts as well. The introductory course in Entrepreneurial Business Writing examines the theory, practice and tools of entrepreneurship. This course allows students to identify and evaluate opportunities for new ventures and consider strategic approaches for successful business plan development. The purpose of these courses is to introduce the students to the important concepts and skills associated with each as many who take the course may pursue business as their major program of study at the college level. The class will meet 4 times per cycle.

SS15 Introduction to Legal Studies 11-12 1 Credit

This full year course is an overview of the history and formation of the American legal system including the federal, state and local jurisdictions. It explores what we mean when we refer to “law”. It introduces substantive criminal and civil law concepts, examines the litigation process from pre-trial through post-trial appeal, and explores how the legal system influences and is influenced by social policy. Students will have an opportunity to learn from professionals who serve in various careers in the legal system.

Fine Arts Courses

ARTS01 Discovery Arts

6

This is a fundamental art course, which introduces the proper use of a variety of art tools and materials. Students are presented with three dimensional as well as two-dimensional mediums, they are taught the elements and principles of design, and encouraged to practice craftsmanship. This course emphasizes improvement of craft, and the importance of becoming skilled builders, and creators. Through guided lessons, based on process not product, students are encouraged to manipulate a variety of materials and understand their functions. With an underlying focus on abstraction students are encouraged to release expectations, and immerse themselves in an experimental process. This course meets three times a cycle.

MUS03 Introduction to Music I

6

This course includes exposure to music throughout history and culture as well as an introduction to movement for form and expression. Students will learn simple rhythms and basic music theory, including music literacy and composition. Students will create, perform, respond, and connect through music. This course will meet two times per cycle.

N/A Concert Band

6-8

The Middle School concert band program is a free program that features two bands including a beginning and advanced band. Beginning band is for students who are looking to start playing a new instrument. The instruments they can choose from are Flute, Clarinet, Saxophone, Trumpet, Trombone, Snare Drum, and Bells. Beginning band focuses on learning how to make a first sound, how to play a first note, how to read music, and how to perform in a concert. Any student who has played their instrument for a year can be in advanced band. Advanced band performs a variety of repertoire including; Classical, Popular, Jazz, Blues, Marches, Patriotic, and Holiday music. All students are also encouraged to perform solos or duets in the concerts with songs of their choosing. All beginning and advanced band lessons and rehearsals are on Wednesdays. The students have half hour small group lessons as well as a larger ensemble rehearsal. The lessons are where we break down the music note by note and at the ensemble rehearsal we play through the music as a band. The students miss class for lessons and rehearsals, but the school schedule rotates making it so the students don't miss the same class each week. This course is for enrichment and does not have bearing on the student's GPA.

ARTS02 Art Explorations

7

As the second level artists begin to develop their confidence with different tools, they are allowed more creative freedom to experiment in this course. With slightly more rigor attached to lessons and projects, students are encouraged to problem solve and ideate. Each medium used will have an added point of comprehension; craftsmanship will be expected, as well as the execution of product through independent explorations. This course will encourage students to follow through on learning experiences, to the extent of full ability. This course meets three times a cycle.

MUS04 Introduction to Music II

7

This course continues exposure to music throughout history and culture as well as movement for form and expression. Students will expand their knowledge of music theory, with chord progressions and syncopated rhythms. Students will begin to explore the use of technology to realize their compositions. This course will meet two times per cycle.

ARTS03 Experienced Art

8

Experienced artists have the freedom to bounce between mediums as they work towards creating a final project. The final project and explorations leading up must be based on and inspired by an academic pursuit. Students will write proposals and research connections between art and a seemingly unrelated subject of their choosing. Through gained knowledge they will be expected to visually represent their findings. They can decide to work three-dimensionally, two dimensionally, or a mixture of both. This course will allow students to conclude selected skills learned through the first two courses and develop the confidence to create meaningful artwork. This course meets three times a cycle.

ARTS09 Studio Art I

9 0.4 Credit

This course will be an overview of different artistic materials and methods, for those who have experience and those who don't. It will serve as a helpful way of choosing electives and mediums to focus on in the future. Projects will be process and product oriented, students will be expected to learn and exhibit understanding of art tools and materials. They will have projects assigned to ensure guided explorations and encourage personal interests. Projects will be art historical based, with an emphasis on understanding different movements throughout history and their impact on art today. This course meets two times a cycle.

ARTS10 Maker Space: Sculpture & Construction I 9 0.4 Credit

This MakerSpace is an introduction to a variety of three-dimensional mediums. Projects will be focused on the creation of sculpture and understanding different ways to assemble and manipulate 3D mediums. Students will learn about different art historical movements within sculpture and art, which will inform and inspire the creation of their own pieces. Projects will be hands on understandings of materials such as cardboard, wood, and clay. Students will learn how to use the material as well as create pieces with great attention to detail and craftsmanship. The importance of drawing will also be introduced, as it is a fundamental skill in all types of design. Students will learn how to draw the third dimension through sketchbook assignments. This course will meet twice a cycle.

ARTS11 Ceramics I 10-12 0.4 Credit

Students will learn all about the main hand building methods such as slab work and coils to create clay sculpture. They will learn how to slip and score clay together to create multi-scale pieces of artwork, and how to properly manipulate clay to receive desired product. Students will also take part in the glazing process, and learn about different firing methods as well as learn how to load and fire a kiln. All the while students will also be working to learn how to center clay on the wheel and throw a cylindrical form. This course meets two times a cycle.

ARTS12 Ceramics II 11-12 0.6 Credits

Students will master the main hand building methods such as slab work and coils to create clay sculpture. They will display an understanding of slip and scoring clay to create multi-scale pieces of artwork, and how to properly manipulate clay to receive desired product. Students will also take part in the glazing process, and learn about different firing methods as well as learn how to load and fire a kiln. Students will work more independently following course themes and topics, using other artists for inspiration. This course will focus on student development of artistic voice through ceramics. Students will also concentrate on learning how to use the wheel, center clay and throw cylinders. This course meets three times a cycle.

Prerequisite: Ceramics I

ARTS14 Design of Engineering Systems **11-12** **0.6 Credits**

This course is intended to introduce high school students to various concepts in engineering and robotics. Using the Engineering Design Process as the foundation for the course, students explore energy systems, mechanical engineering, civil engineering, structural engineering, motion, and the fundamentals of robotics. This STEAM (Science, Technology, Engineering, Arts, and Math) course challenges students to develop creative solutions to real world problems using both analytical and artistic approaches. Instruction will be facilitated through both instructors. This course will meet four times in a cycle.

MUS01 Choral Singing **9-12** **0.4 Credits**

Students will perform a variety of genres and styles from multiple eras and be guided into cultural context of song origins. Emphasis will be placed on sight singing and solfege. Students will perform with and without accompaniment in unison and harmonies. This course meets two times per cycle.

MUS02 Music Theory **9-12** **0.4 Credits**

This course includes exposure to music throughout history and culture as well as an introduction to movement for form and expression. Students will learn simple and syncopated rhythms and basic music theory, including music literacy, chord progressions and composition. Students will begin to explore the use of technology to realize their compositions. Students will create, perform, respond, and connect through music. This course will meet two times per cycle.

Physical Education Courses

HE02 Health

6

The course will be divided into two semesters. The first semester will concentrate on the student's physical health. This will include nutrition, hygiene, and the general fitness of the body. The second semester will delve into the issues of mental health. Topics discussed will include stress management, peer pressures, coping techniques and other emotional issues pertinent to this age group. This course meets two periods a cycle.

PE06/7/8 Physical Education MS

6-8

The Middle School Physical Education class provides a safe and enjoyable learning environment where each student can experience physical activity. Classes are designed to help students grow physically, mentally, socially and emotionally. Proper technique and skills will be taught that form the basis for participation in athletics. The curriculum strives to increase the student's level of physical fitness; teaches teamwork through cooperative games and emphasizes proper sportsmanship. This course meets three times per cycle.

PE09/10/11 Physical Education HS

9-10 0.4 Credit

The high school Physical Education courses are structured to promote and develop students in organized games and group activities. The emphasis is on skill development, cooperation, social interaction, teamwork, sportsmanship and personal physical growth. The curriculum strives to increase the student's level of physical fitness. This course meets three times per cycle for 9th graders, and 2 times a cycle for grades 10 through 12.

Advanced Placement Waiver Form

Student Name: _____

Grade Level: _____

School Year: _____

Today's Date: _____

I am registering my son to take more Advanced Placement courses this year (2 for Sophomores, 3 for Juniors and Seniors) than is recommended by Devon Prep to be taken in a single year.

By signing below I agree that I will not be able to move him out of any of the AP courses he has registered for during this school year, in accordance with school policy.

Parent Signature

Student Signature

All waivers must be signed and returned to the Coordinator of Academic Programing by September 14, 2017.

Devon Preparatory School Administration

Headmaster	Father Francisco J. Aisa
Director of Student Affairs	Mr. Mark Aquilante
Director of Financial Affairs	Mr. Patrick Sullivan
Director of Operations	Ms. Jennifer Gregory
Director of External Affairs	Mr. Patrick Kane
Coordinator of Academic Programing	Ms. Melanie Kingett
Coordinator of Professional Development	Mr. R. Roger Mecouch
Coordinator of the Middle School	Ms. Erin Baracco
Coordinator of the Middle School	Mr. David Evans
Coordinator of Technology	Ms. Kate Frank
Dean of Students	Mr. George Sheehan
Director of Athletics	Mr. Jason Fisher
Senior Advisor	Mr. Paul Sanborn

Department Heads

English	Mr. George Sheehan
Math	Dr. Joseph Oechsle
Science	Mr. R. Roger Mecouch
Social Studies	Mr. Michael Collins and Mr. George Beothy
Theology	Mr. Joseph Lewis
World Language	Ms. Gabriella Dokas
Computer Science	Ms. Kate Frank
Fine Arts	Ms. Sara Haroun
Physical Education	Mr. Jeffrey Jewitt
Guidance	Mr. Mark Aquilante
Professional Studies	Ms. Marie LaPrise

Education for



Right.

