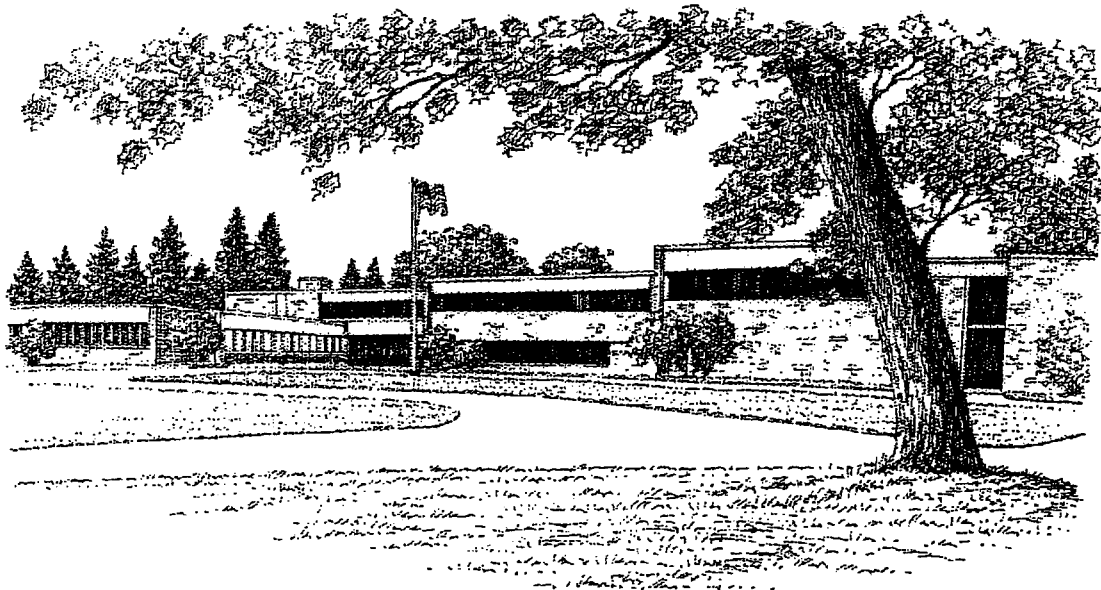


MARIANAPOLIS
PREPARATORY SCHOOL

Course Offerings
2009-2010





MISSION STATEMENT

The mission of Marianapolis Preparatory School is to educate students in the Catholic tradition of academic excellence with a commitment to an active faith in God and a dedication to building character with content, compassion, and integrity.

(June 1995)

AIMS AND PURPOSES

- to encourage scholarship and mature character,
- to develop critical and analytical thinking skills,
- to build communicating and problem-solving skills,
- to promote the love of learning and the highest standards of academic achievement,
- to foster aesthetic sensitivity and creativity,
- to encourage the classical ideal of “mens sana, in corpore sana” (sound mind and body),
- to appreciate the value of cultural diversity,
- to nurture active and intelligent citizenship in the world, and, to affirm Catholic principles through ethical and moral values.

(revised February 1996)

MARIANAPOLIS PREPARATORY SCHOOL

Introduction

The mission of the Marianapolis Preparatory School, which is to educate students in the Catholic tradition of academic excellence, is reflected in the college preparatory curriculum that is provided to students. In order to fulfill our purposes of encouraging scholarship; developing critical and analytical thinking skills; building communication and problem-solving skills; promoting the highest standards of academic achievement; fostering aesthetic sensitivity and creativity; nurturing active and intelligent citizenship in the world; affirming Catholic principles through ethical and moral values; and recognizing individual talents and special interests, the school maintains a strong and balanced offering of required and elective academic and enrichment courses. Honors and Advanced Placement sections are available in many courses to challenge more gifted students with more complex inquiries. Elective courses in most disciplines augment traditional academic areas, and provide enhancement opportunities.

The sections that follow this Introduction contain complete descriptions of core and elective courses in each Department, as well as a statement of the requirements and philosophy of that Department.

Note that Marianapolis Preparatory School reserves the right to cancel any course because of under-enrollment. Registrants in any canceled course will be notified as early as possible.

The minimum (and normal) course load is six.

ENGLISH:	Four years
ESL:	Four years or combination of ESL and English courses over a four-year period <i>(for non-native speakers of English)</i>
HISTORY:	Three years <i>(one of which must be U.S. History)</i>
MATHEMATICS:	Three years
SCIENCE:	Three years <i>(each of which must have a lab component)</i>
FOREIGN LANGUAGE:	Completion of Level III <i>(French, Spanish or Chinese)</i>
THEOLOGY:	Six semesters <i>(including Bible as Literature I and II, Moral and Ethical Dilemmas and Church through History)</i>
ARTS:	One year <i>(a studio and/or performance course)</i>
COMPUTER:	See introduction to computer section of catalogue

Typical Four Year Sequence

The sequence outlined below, while typical, is not fixed. Other options, permitting stronger emphasis in a particular subject area, are also open to students.

<u>9th GRADE</u>	<u>10th GRADE</u>	<u>11th GRADE</u>	<u>12th GRADE</u>
English 1	English 2	English 3	English 4
World History I	World History II	U.S. History	History Elective
Algebra I	Geometry	Algebra II	Mathematics Elective
Physics	Chemistry	Biology	Science Elective
Theology	Theology	Theology Elective	Theology Elective
Foreign Language	Foreign Language	Foreign Language	Foreign Language Elective
Fine Arts*	Fine Arts*	Fine Arts*	Fine Arts*
Computer*	Computer*	Computer*	Computer*
Sports	Sports	Sports	Sports

**May be placed in any of the four years. Two semester requirement for Fine Arts.*

ADVANCED PLACEMENT COURSES

Advanced Placement (A.P.) courses are college-level courses offered in almost all academic departments, primarily in grades 11 and 12. Classes are taught as the equivalent of courses taken by college freshmen, and students are expected to produce college-level work in the course, that is, work showing greater depth, more sophisticated reasoning and higher creativity than the work in regular courses. These courses will include outside reading and other assignments, and significant amounts of homework each night. Because of the rigors of these classes, students are encouraged not to take more than three A.P. courses in a given year.

***Students are carefully selected for A.P. courses according to the following criteria:**

- Recommendations of the student's prior teachers in the subject matter;
- Excellent grades in prerequisite courses;
- High achievement on standardized test scores;
- Evaluation of the student's total academic program, particularly the student's performance (including grades) on any prior A.P. courses and any approvals that the student has received to take other concurrent A.P. courses;
- Other specific departmental requirements (see appropriate section).
- A mandatory commitment to the A.P. examination in mid-May.

The school expects students to give serious commitment to A.P. courses and to take the A.P. examination in mid-May*. A sufficiently high score on an A.P. examination may allow the student to earn credit in the college he or she eventually attends. A student may, at the teacher's discretion, lose A.P. status at any point during the year. Colleges will be notified of any change in a student's A.P. status.

*Students will be responsible for the fee associated with these tests.

HONORS COURSES

Honors courses are offered by most departments at all grade levels. These courses are significantly more rigorous than regular courses, and many approach A.P. courses in their degree of expectation and difficulty. Students need specific departmental recommendation to take Honors courses.

INDEPENDENT STUDY

Independent projects, in which students do considerable work on their own with periodic supervision by an assigned teacher, are sometimes available. With solid academic standing, administration and departmental chair approval, students may elect to fulfill a requirement or an elective by special independent work. Prior to the commencement of the course of study, the student must present a proposed project outline, including a statement of what the student hopes to achieve by the completion of the course. The student is free to organize his or her project and to decide its basic direction, seeking advice and direction from the assigned faculty member when the student feels it is necessary. However, "independent study" does not equate to "anything goes," and the student must produce tangible evidence of scholarship (a research paper, a scientific experiment, a work of art) at the conclusion of the course of study.

ENGLISH

COURSE TITLE: ENGLISH 1
GRADE LEVEL: 9th
PREREQUISITES: None

English I is an introduction to the array of skills students will need to be effective high school readers, writers, and thinkers. Students read and discuss both classic and contemporary literature, with an emphasis on original analysis and on questioning the students' own assumptions and the assumptions of the authors studied. Students learn and begin to internalize the rules and structures of English grammar in preparation for an in-depth treatment of punctuation, mechanics, and usage in the sophomore year. Students build their vocabulary via lessons in a vocabulary workbook as well as by studying the words used in literary works. Weekly writing assignments are analytical, descriptive, and creative in nature to allow for both personal expression and structured analysis. The idea of writing as the formation and development of an argument, with a formal thesis statement and significant textual evidence in each essay, is stressed as the year progresses. As they begin to understand the structure of the English language and the conventions of academic writing, students develop the self-confidence to revise and edit their own work. The nurturing of intellectual curiosity and the development of confidence as readers and writers are important goals of English I. The literature studied focuses on several themes, including the fall of the tragic hero, the roles of fate and free will in human life, the relationship of the individual to society, and the rites of passage associated with coming of age. Texts include Shakespeare's *Macbeth*, Achebe's *Things Fall Apart*, Potok's *My Name Is Asher Lev*, Hurston's *Their Eyes Were Watching God*, Shelley's *Frankenstein*, Kingsolver's *The Bean Trees*, Steinbeck's *East of Eden*, Anaya's *Bless Me, Ultima*, Hansberry's *A Raisin in the Sun*, and selected short stories and poems. In addition, there will be summer reading books assigned under separate cover.

COURSE TITLE: ENGLISH II and II HONORS
GRADE LEVEL: 10th
PREREQUISITES: English 1 or equivalent

English II is a course in the basic principles of composition and the fundamentals of literary analysis. Students will read major works of world literature from each of the five principal genres – short stories, novels, poetry, essays, and drama. Students in English II will review the basics of English grammar and proceed to a study of punctuation and usage with the goal of applying their knowledge of grammar to their own writing. Students will write weekly, with a focus on short descriptive assignments in the fall and on longer essays in the spring. Writing assignments will be descriptive, analytical, creative, and personal in nature, and emphasis will be given to the writing process and revision. In the honors course, full-length analytical essays will comprise the majority of the writing assignments. In addition to selections from an anthology of short works of literature, literature studied at the standard level may be chosen from Shakespeare's *The Merchant of Venice*, Orwell's *1984*, Dickens' *Hard Times*, Twain's *The Adventures of Huckleberry Finn*, McCullers' *The Heart is a Lonely Hunter*, and Alexie's *Reservation Blues*. At the honors level, texts studied may be chosen from the above but will also include several major works of the Western canon, including Chaucer's *Canturbury Tales*, Voltaire's *Candide*, and Dante's *Inferno*. In addition, there will be summer reading books assigned under separate cover. Entrance into the honors level will be determined by strong recommendation of the teacher; current GPA; standardized test scores; overall aptitude as a student of English and quarter, midterm, and final grades.

COURSE TITLE: ENGLISH III and III HONORS
GRADE LEVEL: 11th
PREREQUISITES: English II or equivalent

This course in American literature focuses on several themes. From the beginning, immigrants have come to this country seeking fulfillment of their personal dreams. Concerns over the idea of the American Dream (Is this dream a myth? Has it failed? Is it a thing of the past or a part of our present reality? Is it accessible to all Americans or only to a select few?) form an important component of the course readings and discussions in English III. In addition, this course will address the nature of the American hero; the role of land and frontier in the American imagination; the integration of African-Americans, women, and other traditionally marginalized voices into the American literary canon; and the journey from innocence to experience. Close reading and critical examination of texts are heavily emphasized. Texts in the standard and honors courses will be selected from the following: Hawthorne's *The Scarlet Letter*, Thoreau's *Walden*, Frederick Douglass' *Narrative*, Chopin's *The Awakening*, Hemingway's *A Farewell to Arms*, Fitzgerald's *The Great Gatsby*, Wright's *Native Son*, Williams' *A Streetcar Named Desire*, Krakauer's *Into the Wild*, and Kesey's *One Flew Over the Cuckoo's Nest*. In addition, teachers will supplement the novels selected for the course with short stories and poetry. In addition, there will be summer reading books assigned under separate cover. Entrance into the honors level will be determined by strong recommendation of the teacher; current GPA; quarter, midterm, and final grades; overall aptitude as a student of English and PSAT verbal scores. The honors course in American Literature emphasizes nonfiction works more heavily than the standard course does and prepares students for the Advanced Placement exam in Language and Composition.

COURSE TITLE: ENGLISH IV
GRADE LEVEL: 12th
PREREQUISITES: English III or equivalent

After completing a survey of American literature in their junior year, students in English IV will study two of the major world literary movements of the twentieth century: modernism and post-colonialism. The year will include an introduction to modernism and to the historical, philosophical, scientific, and technological developments that heralded the twentieth century. Among the questions students will consider this year will include the growing distrust of traditional authority figures in the early twentieth century, the role of point of view in storytelling, the relationship between literature and other art and its historical and cultural context, and the growing awareness of marginalized voices, including those of women and of non-Western men and women, that use the traditional media of novels, short stories, and poetry to tell their own stories from their own distinct perspectives. Students will write frequent analytical essays and will also have the opportunity for some creative and personal writing. An intensive review of the principles of analytical writing is provided early in the year. Works studied may include Shakespeare's *Hamlet and The Tempest*, Faulkner's *As I Lay Dying*, Conrad's *Heart of Darkness*, Morrison's *Song of Solomon*, Naipaul's *A Bend in the River*, Duff's *Once Were Warriors*, Hemingway's *The Sun Also Rises*, Rodriguez's *Hunger for Memory*, Beckett's *Waiting for Godot*, Guest's *Ordinary People*, Stoppard's *Rosencrantz and Guildenstern are Dead*, and DeLillo's *White Noise*. These texts will be supplemented by poems and short stories and summer reading texts will be assigned under separate cover.

COURSE TITLE: ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION
GRADE LEVEL: 12th
PREREQUISITES: English III or the equivalent and permission of the department

This course involves intensive study of a variety of literary genres: poetry, drama, novels, and works relevant to good preparation for the Advanced Placement examination in English Literature and Composition given by the College Board in mid-May each year. Students wishing to be considered for this course should realize that the writing involved focuses primarily on in-depth literary analysis and skills of expository writing and that class discussion centers on concentrated inquiry into the text of each work considered. Students should be strong, eager readers and writers who are comfortable with critical writing. The focus of the AP English Literature and Composition course is reading, writing, and oral analysis. Creative writing is not a component of the course. The AP curriculum includes a methodical analysis of poetry. AP English students should possess sound expository writing skills and possess the ability and a willingness to undertake sophisticated literary analysis. The reading in the course is rich and varied, and students must be able to handle long reading assignments comfortably. The ability to craft formal essays – sometimes under rigorous time constraints – is an absolute necessity. Possible works studied include *The Gilgamesh Epic*, Miller's *Death of a Salesman*, Shelley's *Frankenstein*, Huxley's *Brave New World*, Orwell's *1984*, Camus' *The Plague*, Conrad's *Heart of Darkness*, Faulkner's *The Bear*, Sophocles' *The Oedipus Cycle*, Shakespeare's *The Merchant of Venice*, Vonnegut's *Slaughterhouse Five*, and Zamyatin's *We*. In addition, there will be summer reading texts assigned under separate cover.

The English department will consider the following factors in considering a student's request to take AP English:

1. Strong recommendations from the student's prior English teachers,
2. Maintenance by the student of a quarterly average of B+ or better throughout the junior year, including quarterly, midterm, and exam grades,
3. Student's PSAT/SAT verbal scores,
4. Student's current cumulative and historic GPA, and
5. Student's projected course load for senior year, including plans for any concurrent AP courses.

SEMESTER ELECTIVE COURSES (*English*)

COURSE TITLE: CREATIVE WRITING
GRADE LEVEL: 11th or 12th
PREREQUISITE: English II or the equivalent

Students in Creative Writing will study the principles of creating original poetry and short stories. Students will read and analyze published examples of each genre and will explore recent literary magazines to gain an understanding of work that is being written and published in today's market. They will complete several short writing exercises, both in and out of class, and they will participate in workshops designed both to give students feedback on their work and to sharpen their own skills as readers and critics. Time will also be devoted during the semester to a project – either a manuscript of poems or a complete, polished short story – of each student's own design. Students in Creative Writing will be evaluated on the basis of several reading quizzes, class participation, effort and improvement, at least one analytical essay on a work of literature, and the quality of the final portfolio.

COURSE TITLE: COMPOSITION AND ANALYSIS
GRADE LEVEL: 11th or 12th
PREREQUISITE: English II or the equivalent

Rhetoric: The Art of Writing and Speaking is a course offered in the first semester and designed for juniors and seniors seeking additional instruction in writing as well as for those students identified by their previous teachers as needing further training in academic writing. The course complements the core English classes in that it devotes several weeks to the planning, writing, and revising of analytical essays on works of literature; however, Rhetoric: The Art of Writing and Speaking is not a literature course. Students will write and revise several personal essays and discuss the skills needed to write effective college admission essays. Finally, students in this course will review basic research skills and complete research assignments designed to strengthen both their writing skills and their ability to evaluate sources shrewdly. This course will also review the principles of grammar, punctuation, and usage as they pertain to composition. Students in this course will submit portfolios of polished work to their instructor. Texts for this course include Strunk and White's *Elements of Style* and a selection of short stories and essays provided by the instructor.

COURSE TITLE: TRAUMA AND THE LITERATURE OF SURVIVAL
GRADE LEVEL: 11th or 12th
PREREQUISITE: English II or the equivalent

Hardly a day goes by that we don't hear or read about the struggles of American soldiers returning home from Iraq. This current obsession with veterans and their readjustment to civilian life has reawakened an interest in homecomings and the dynamics of survival that has preoccupied artists and writers since ancient Greece. In this course we will examine the relationship between trauma and representation by examining the archetypal figure of survival, the returned soldier. In his own historical context, the shell-shocked soldier unraveled traditional notions of war, social class, manliness, and mental illness. As a literary figure, he becomes a site for contesting fundamental assumptions about home, memory, ordinary experience, and literary representation itself. Evaluation in this course will be determined by several analytical essays, class participation, reading quizzes, an oral presentation, and a substantial independent research project. Texts will include O'Brien's *The Things They Carried* (to be read or reviewed before the course begins), Homer's *The Iliad*, Shay's *Achilles in Vietnam*, Freud's *Beyond the Pleasure Principle*, Barker's *Regeneration*, Woolf's *Mrs. Dalloway*, Remarque's *The Road Back*, and Morrison's *Sula*.

COURSE TITLE: AUGUST WILSON AND THE TWENTIETH CENTURY
AFRICAN-AMERICAN EXPERIENCE

GRADE LEVEL: 11th or 12th

PREREQUISITE: English II or the equivalent

In the early 1980's, an emerging playwright named August Wilson set out to document the twentieth-century African-American experience, focusing largely on the men and women of his hometown, Pittsburgh, PA. Wilson's chosen medium for this project was a series of ten plays, each set during a different decade of the twentieth century. His characters are ordinary African-American men and women: the sons and daughters, grandsons and granddaughters of slaves; politicians, bus drivers, real estate developers, garbage collectors, criminals, faith healers, and musicians; wastrels and people of ambition; people both tightly connected to and alienated from their families; people of pride and people who have lost their fundamental dignity and faith. Wilson's work is both specific to the African-Americans of Pittsburgh and profoundly universal, developing themes applicable to men and women of all races and nationalities. In exploring what it means to be an African-American, Wilson most profoundly arrives at a statement of what it means to be human. In this course, we will study Wilson's plays side by side with the history, popular culture, and music that are their context. Assignments in this course will include both formal and informal essays, creative writing assignments, and a research project. Students will be evaluated based in large part on their writing, with emphasis also placed on reading quizzes, an oral presentation, and a final exam. Texts will include selections from Wilson's *Century Cycle* (*Gem of the Ocean*, *Ma Rainey's Black Bottom*, *Joe Turner's Come and Gone*, *The Piano Lesson*, *Two Trains Running*, *King Hedley II*, and *Radio Golf*) and assorted reviews, interviews, and critical articles.

COURSE TITLE: CROSS CULTURAL FILM STUDIES

GRADE LEVEL: 11th or 12th

PREREQUISITE: English II or the equivalent

This course will focus on international films and the messages that they attempt to convey to their audience, drawing from national texts to gain a deeper understanding of the cultural psyche behind each film. Class time will be divided into thirds – with one-third spent watching the films, one-third discussing the presentation and motivation behind the films, and one-third on texts that provide a cultural background for the target audience. It will deal predominantly with more modern films, in particular those that deal with specific historical moments. Class discussion and writing analysis will be centered around how and why the writer/director chose certain political stances, his/her cinematic choices, and the angle in which he/she is presenting the material. We will compare cross-culturally both the means in which the material is presented and the subject matter itself. For example, in *La Vita è Bella* we will study how Benigni uses comedy to address the serious topic of the Holocaust and discuss the history of comedies in Italian theater and cinema. In *Das Leben der Anderen*, we will look at the psychological impact of the Berlin wall and the way in which Donnersmarck portrays that time in history and causes his audience to reflect upon whether there can be truth in lies. In this study, we will also touch upon German philosophy, specifically Kant's categorical imperative, to gain a greater understanding of the philosophical background of Germany. We will explore seven films over the duration of the course, and although they will predominantly be from Europe, we will also cover Asian, South American, and African films. Evaluations will be based on a long-term journal in which the students write their personal reflections to the films, analytical essays on each of the films, and a final creative project in which they write a plot outline for a film that they would create to define what they believe to be an important event in recent American history.

COURSE TITLE: WRITING FOR THE SOCIAL CHANGE

GRADE LEVEL: 11th or 12th

PREREQUISITE: English II or the equivalent

Writing for Social Change will discuss literature as a tool for creating social change, justice, and transformation. The course will combine methods for literary and cultural analysis through creative and academic writing. It is an investigation of how creative writers and literature impact communities, and the role they play in addressing social issues. Writing for Social Change will mix critical, analytical, and creative writing to facilitate the growth of students as writers, as readers, and as actors in our community by understanding the role of literature and writing in creating social transformation. Students will also do their own analysis of our community, and choose a method in which to create their own social change through writing, speaking, and possible community outreach. Texts will include novels, short stories, and essays by a wide range of authors, including Adrienne Rich, Toni Morrison, Margaret Atwood, Carol Bly, James Baldwin, Martin Luther King Jr., Ray Gonzales, David Mura, and Langston Hughes.

ENGLISH AS A SECOND LANGUAGE

The goals of the English as a Second Language Department are to prepare non-native English speaking students to focus their learning on the nature and structure of language; to refine their language skills so that they will be able to achieve the appropriate TOEFL and SAT scores necessary for placement in a U.S. college or university and to develop their linguistic proficiency for entry into a U.S. college or university with no ESL assistance.

The Marianapolis ESL Program is structured to test students for their English skills and then place them at appropriate levels from beginning to intermediate, advanced, and transitional levels of ESL. Students are expected to remain in ESL courses until they have sufficiently advanced to be accepted into the regular English program. The ESL Department is comprised of students with a wide range of abilities and interests, and it strives to develop the skills and confidence needed by these students to succeed in an unfamiliar environment. All new international students are encouraged to attend our six-week summer ESL program. The ESL curriculum endeavors to expand knowledge of the English language and to focus on the diversity of students' own capabilities while providing an atmosphere of challenge. The program will provide the communication skills for international students that will enable them to participate more fully in the educational process and provide a multi-cultural atmosphere for the campus. Students will also attend off-campus cultural excursions and a year-end five day trip which exposes them to a true American experience while broadening their perspective of the foundations on which America was created.

COURSE TITLE: BEGINNING ESL
GRADE LEVEL: 9th - 12th
PREREQUISITES: None

This level provides new students with a supportive environment while they acclimate themselves to the American culture. The year-long course introduces them to the foundations of English grammar, reading comprehension, writing, study skills, and vocabulary. It also provides a basic foundation of American and World History through the examination of literary works from around the world. The emphasis at this level is on conversation, pronunciation, vocabulary building, sentence formation and semantics. This is a three-credit course which meets for three hours within the student's schedule.

COURSE TITLE: INTERMEDIATE ESL
GRADE LEVEL: 9th - 12th
PREREQUISITES: Beginning ESL

The year-long Intermediate Level course emphasizes writing skills through weekly writing and enhancement of speaking and listening skills and increased memory retention. It provides relevant practice in English composition and paragraph organization and cohesion. Historical ideas and events are explored for their cultural value, and current events are discussed as a good way to reflect upon the practices and perspectives of the culture. This is a two-credit course which meets for two hours within the student's schedule.

COURSE TITLE: ADVANCED ESL
GRADE LEVEL: 9th - 12th
PREREQUISITES: Intermediate ESL

This year-long course is designed to focus on the improvement of the students' written and oral expression for preparation into mainstream classes. It combines patterns of communication and culture and gives students extensive oral practice of grammatical material in exercises that range from free group discussion to formal, prepared speeches. The main objective is to broaden the students' reading and conversational vocabulary as well as exercise critical thinking and creativity. Full school summer reading is required and is covered at the start of the course. This is a two-credit course which meets for two hours within the student's schedule.

COURSE TITLE: TRANSITIONAL ESL
GRADE LEVEL: 9th - 12th
PREREQUISITES: Advanced ESL

This year-long course is designed as a bridge between ESL and the mainstream English courses. All students in Transitional ESL are also enrolled in their grade appropriate English class. The focus of Transitional ESL is reading classic American literature and short stories and learning how to think and communicate in an analytical manner. Significance is also placed on grammar and essay structure. Full school summer reading is required and covered at the start of the course.

HISTORY AND SOCIAL STUDIES

In conjunction with the current standards prescribed by the National Council for the Social Studies (NCCS) and the National Association of Independent Schools (NAIS), the Marianapolis Preparatory School History & Social Studies Department has developed a curriculum based on the premise that history and humankind are shaped by the past. Therefore, the examination of this past is paramount in preparing students for the future. Furthermore, study in the social sciences is critical to understanding the institutions and functioning of human society. In both its totality and its particular courses, the History & Social Studies Department seeks to contribute to the broadening, deepening and enriching of students' education by exposing the students to historical perspectives of time, space, continuity and change. The Department, through its sequence of non-Western Civilization, Western Civilization, U.S. History and A.P. offerings, covers all aspects of history from the beginning of time to the present. The Department in all courses attempts to cultivate strengths vital to students in order for them to be successful at the college level and to become well-informed world citizens.

At Marianapolis, students develop a core of understanding and analysis, learn how to analyze their own and others' opinions and participate in civic and community life as active, informed citizens. Students are encouraged to develop a capacity for independent critical analysis, skill in oral and written communication and an ability to understand and solve complex problems. Students will become familiar with the essay examination, the use and interpretation of maps, the lecture method of presenting historical material, extensive note-taking from both printed material and lectures and the writing of research papers. Geography is a critical component of each discipline as well. Skill in reading, writing and speaking is rigorously promoted throughout the program. Elective courses prepare students for college studies as well as Advanced Placement Examinations.

Opportunities for pursuing history or social studies beyond credit courses in the classroom may include:

- Forums on contemporary issues;
- Participation with other schools in the Model U. N. program;
- Debate, Amnesty International, Diplomacy Club

Advanced Placement Requirements

Advanced Placement courses in history are highly demanding. Admission to these courses is dependent upon approval of the History & Social Studies Department.

*The History & Social Studies Department will consider the following factors in evaluating a student's request to take A.P. History:

- Evaluation of the student's qualification form, including the quantitative and qualitative merits thereof, the student's stated reasons for enrolling in the course, and the student's demonstrated evidence of enthusiasm for the subject matter;
- Strong recommendations by the student's prior History teachers;
- Maintenance by the student of a quarterly average of B+ or better throughout the current year, including midterm and final exam grades;
- Student's projected course-load for the coming academic year, including plans for any concurrent A.P. courses;
- Student's projected extra-curricular commitments for the coming academic year;
- Successful completion of the candidate's present History course.

COURSE TITLE: **WORLD HISTORY I**
GRADE LEVEL: **9th**
PREREQUISITES: **None**

World History I is a survey course covering the period from the dawn of humanity through the end of the fifteenth-century. In this course students will examine the rise of civilizations and empires as the dominant political and social units, the emergence of major world religions, and the roles of trade and warfare as a means of cultural interaction. Particular attention will be paid to the major civilization centers of the Afro-Eurasian landmass. The development of critical reading and analytical writing will also be stressed through the examination of various sources, including primary source documents.

COURSE TITLE: **WORLD HISTORY II**
GRADE LEVEL: **10th**
PREREQUISITES: **World History I or it's equivalent**

World History II is a continuation of World History I, covering the years 1500 to the present. The course examines the rise of the modern West as the dominant power in world affairs and other regions of the world's response to this phenomenon. Particular attention will be paid to the effects of the Industrial Revolution on the rise and fall of the European imperial system and to the effects of the spread of modern ideologies around the world. Students will develop their analytical writing skills by focusing on the mechanics and conventions of historical writing.

COURSE TITLE: UNITED STATES HISTORY
GRADE LEVEL: 11th
PREREQUISITES: World History II or it's equivalent

The purpose of this course is to help students acquire a deeper understanding of the main political, social, economic and cultural developments in the story that is American History. This course provides a comprehensive study of American history, encouraging students to think, write and speak clearly about many of the fundamental issues in our culture. Beginning with a brief but thorough geographical introduction, the course traces, in chronological and thematic narrative, the basic ideas, institutions and problems of the American people. The scope is broad, moving from the origins of settlement to world responsibilities and pressures of modern times. Topics for study include: Colonial America, the meaning of the American Revolution, constitutional issues, causes of the Civil War, industrialization, immigration, the Gilded Age and Progressive reform, the Women's Movement, the Great Depression, the New Deal, World War II, U.S. responses to the Cold War, and the lessons of Vietnam. With the help of maps, slides, original and interpretive sources, as well as technology, we explore American politics, economics, society and values. In order to develop skills in the use of systematic thought, research and judgment, students acquire some knowledge of major documents, historiography and major interpretations of U.S. History. Class discussions and debates help develop communication skills and stimulate ideas to be pursued in required student research and writing.

YEAR LONG ELECTIVE COURSES (*History*)

COURSE TITLE: A.P. UNITED STATES HISTORY
GRADE LEVEL: 11th
PREREQUISITES: Departmental Approval

The Advanced Placement course in American History presents a college level survey course to secondary school students. It differs from the regular U.S. History course in that students are expected to perform more independently and analytically and to be responsible for a heavier reading load. While the basic content and skills are the same, the course develops in greater depth such areas as political philosophy, intellectual movements, foreign policy, and historiography. More time is devoted to study of interpretive articles and writing expository essays. Emphasis is placed on the development of writing and research skills necessary for the student to successfully answer the document-based questions on the A.P. exam.

COURSE TITLE: A.P. MODERN EUROPEAN HISTORY
GRADE LEVEL: 11th - 12th
PREREQUISITES: Departmental Approval

This course is designed to set forth the modern history of Europe and to survey European civilization as a unit in an integrated/ interconnected world. Emphasis falls on situations and movements of international scope or on what Europeans and their descendants have in common. National histories, historic regional differences, and differences between eastern and western Europe are brought out, and the history of the Americas and developments in Africa and Asia are woven into the story. A good deal of institutional history is included, and considerable time is spent on the history of ideas. Social and economic development as well as the impacts of wars and revolutions form an integral section. Beginning with a brief geography lesson, the course appraises the basic ideas, institutions and problems of European civilization, including such topics as the Rise of Europe, the Scientific Revolution, the Enlightenment, the French Revolution and Napoleonic Era, the Age of Revolution and Reaction, the Age of Nationalism, La Belle Epoch, the World Wars, the Russian Revolution, Democracy and Dictatorship and Contemporary Age. It covers political, economic, social and intellectual developments from the Renaissance to the present. History skills include essay writing, research and analysis of primary sources and historical interpretations.

COURSE TITLE: A.P. AMERICAN GOVERNMENT
GRADE LEVEL: 11th - 12th
PREREQUISITE: Departmental Approval

A.P. American Government studies the structure and operations of the U.S. Government and the behavior of the electorate and politicians. The goal of this course is to gain the analytic perspective necessary to critically evaluate political information, hypotheses, concepts, opinions, and processes. Students will also develop the skills needed to examine general propositions about government and politics, and to analyze the specific relationships between political, social, and economic institutions. The equivalent of an introductory college-level course, A.P. U.S. Government and Politics prepares students for the A.P. Exam in May and for further study in political science, law, education, business, and history.

SEMESTER ELECTIVE COURSES (*History*)

COURSE TITLE: PSYCHOLOGY
GRADE LEVEL: 12th
PREREQUISITES: None

This semester course is designed to study the many aspects of the human mind and the behavior that derives from it. The first semester begins with an introduction to experimental methods, then turning to neuroscience, and the many areas of human development. The second semester continues the study of learning, emotion, personality, and consciousness. This lecture class thrives on class discussion.

COURSE TITLE: INTRODUCTION TO MICROECONOMICS
GRADE LEVEL: 12th
PREREQUISITE: Algebra II

Microeconomics is a history elective intended to provide an overview of microeconomic analysis. The course highlights general economic principles and provides greater insight into topics such as the laws of demand and supply, economic decision making, and the nature and function of product markets. Students will learn how individual actors – households, firms, lending institutions – arrive at economic decisions that yield the highest benefit. This is an excellent course for those intending to study business, management, marketing, economics or other related fields at the college level.

COURSE TITLE: INTRODUCTION TO MACROECONOMICS
GRADE LEVEL: 12th
PREREQUISITE: Algebra II

Macroeconomics is a history elective intended to provide an overview of macroeconomics analysis. The course will focus on the actions of large scale entities – industries, governments, central banks – in an increasingly complex economic environment. Macroeconomics will focus on topics such as national productivity and growth; aggregate demand and supply; the creation and function of money; and the role of a central bank in an economy. This is an excellent course for those intending to pursue collegiate majors in political science, international relations, history, economics, law and other related fields.

COURSE TITLE: THE COLD WAR
GRADE LEVEL: 11th - 12th
PREREQUISITE: None

This course is an examination of American foreign and domestic policy from the period directly following World War II until the collapse of the Soviet Union. This will provide an excellent opportunity for us to study closely modern American history, including some of the most important events of the last sixty years, including the Cuban Missile Crisis, the Vietnam War, and the collapse of the Berlin Wall. To do so, we will employ a number of sources from literature, first person accounts, essays, and dense primary source documents. Additionally, since many of the issues raised in the course — including nuclear proliferation, the role of international institutions, and America's intervention in the developing world — echo loudly in our world today, students will regularly read a newspaper and be prepared to discuss the news in class. Although this course will be challenging, it should prove engaging and rewarding for students interested in American or modern history.

COURSE TITLE: THE CIVIL RIGHTS REVOLUTION
GRADE LEVEL: 11th - 12th
PREREQUISITE: None

The course will study the 20th-century struggle for racial equality in America. Beginning with a quick examination of the successes and failures of the Reconstruction era, we will focus largely on the heyday of the modern civil rights movement, from the Montgomery march in 1955 to Dr. Martin Luther King, Jr.'s assassination in Memphis in the spring of 1968. Working largely with primary sources we will consider the various strands of the movement, from King's nonviolent Southern Christian Leadership Conference to Elijah Muhammad and Malcolm X's Nation of Islam to Stokely Carmichael's Black Power movement. Finally, this course will provide us an excellent opportunity to examine race relations and civil rights in our world today, both in America and abroad.

COURSE TITLE: WORLD WAR II
GRADE LEVEL: 11th - 12th
PREREQUISITE: None

The purpose of the course is to help Marianapolis students acquire a deep understanding of the main political, social, economic, and cultural developments of the Great Depression and the Second World War. Beginning with a brief geographical introduction of Europe, the British Empire, the Soviet Union, and the Japanese Empire in the Pacific, the course traces in chronological and thematic narrative the basic ideas, institutions, and problems that caused the outbreak of the World's greatest conflict. Major emphasis is focused on the Great Depression, the rise of totalitarian nationalism, the perceived injustices of Versailles, the collapse of the concept of collective security, and the uncertainty and indecisive policies of the Western democracies. For the first time in human history war was totally global. Massive destruction reigned over three continents (Europe, Asia, Africa) and over vast oceans. All the major battles and campaigns of both the European and Pacific theatres will be covered in depth. The course will conclude by discussing the significances of the defeat of the Axis Powers, and the end of European domination of the planet, and by also studying the power vacuum created whereby the United States and the Soviet Union moved from a reluctant partnership during the struggle to being Cold War adversaries in only a few years following the peace. Specifically, the course is offered to improve the student's understanding of the vitally important role that World War II played in shaping the never-ending global competition for natural resources, new technologies, and market places and the disturbing or disquieting fact that the era of confrontation is not over.

COURSE TITLE: WOMEN'S HISTORY: A GLOBAL PERSPECTIVE
GRADE LEVEL: 11th - 12th
PREREQUISITE: None

During this term students investigate the history of women in the world from the medieval period through the 20th century. A diversity of perspectives based on socioeconomic class, race, age, geography and ethnicity is presented. Students have an opportunity to investigate source material, much of which is different from standard historical sources, to come to their own conclusions about the changing role and status of women throughout the world.

COURSE TITLE: SOCIOLOGY
GRADE LEVEL: 11th - 12th
PREREQUISITE: None

The goal of this course is to introduce students to Sociology –the study of human relationships. Students will not only learn the basic principles, concepts, and theories that constitute the core study of Sociology, but will also be given the knowledge to better understand society. Students will hopefully be able to see the world through the eyes of others and draw connections between what they are studying in class and the events that are taking place today.

COURSE TITLE: VIETNAM WAR
GRADE LEVEL: 11th - 12th
PREREQUISITE: None

Students will take an in-depth journey through the Vietnam War. They will examine the historical, economic, and political impact of the Vietnam War. The goal of this course is to provide students with a basic understanding of the intertwined histories of Vietnam and the United States, including: Colonialism; the rise of Vietnamese nationalism and communism, the international and domestic politics of the Cold War; the war in Vietnam, including its military and political aspects, as well as its impact on Vietnamese and American society.

COURSE TITLE: CIVIL WAR
GRADE LEVEL: 11th - 12th
PREREQUISITE: None

The emphasis in this course will be a detailed examination of the various interpretations of the cause of the Civil War, the war itself and the significance of the Civil War in the larger context of United States culture. Topics will deal with sectionalism, racism, literature, along with the overall political, military, and complexities involved in this historical period. The Civil War was the bloodiest war in America's history and the cares of the struggle run deep in American's ideology, philosophy, and social tensions. It is hoped that as we look into the intricacies of the issues we will discover humankind's continual search for meaning, stability, power, and empowerment.

MATHEMATICS

The goal of the Marianapolis Mathematics Department is to develop in every student a firm grounding in the basic facts and skills, to extend these skills to advanced topics, and to encourage the initiative required for the solution of mathematical problems. Students are encouraged to think analytically and creatively about the world surrounding them. The student will develop skills in order not just to report answers but to explore mathematical ideas in four ways: algebraic, numerical, graphical and verbal. The curriculum is flexible; a variety of courses is offered to accommodate the needs of all students, including those who are highly accelerated. In order to encourage the number sense required in every day life and to prepare students for the no-calculator sections of future examinations, a substantial amount of pencil-and-paper and mental arithmetic is involved in every course. Technology is incorporated in the classroom; for this reason, all students are required to have an approved graphing calculator that allows for inclusion of real-life applications and higher order mathematical calculations. In addition, technology is used to reinforce concepts and to tackle problems that cannot be solved by other means. Students enrolled at Marianapolis are required to take three courses in mathematics. All students are required to have two credits of algebra and one of geometry. Electives are encouraged during the junior and senior years.

In order for a student to reach the Calculus level, he/she must take two math courses in one year or test out of a required course.

There are three ways to plan this.

1. A freshman may successfully complete a placement exam that would exempt this student from the Algebra I course.
2. A freshman may be permitted to take Algebra I and Geometry concurrently. The mastery of a pre-algebra course and success on the mathematics placement exam determines eligibility.
3. A sophomore may choose to take Geometry and Algebra II concurrently with departmental approval.

COURSE TITLE: ALGEBRA I

GRADE LEVEL: 9th

PREREQUISITES: none

This course examines the structure of algebra as a reflection of the real number system. Students are taught to apply algebraic concepts and skills to analyze, solve and graph equations, inequalities and word problems both linear and quadratic. The student is introduced to the language of algebra in verbal, tabular, graphic and symbolic forms. This course emphasizes problem-solving activities that encourage students to model patterns and relationships with variables and functions. The objectives of this course are to relate and apply algebraic concepts to geometry, statistics, data analysis and discrete mathematics; to develop confidence and facility in using variables and functions to model numerical patterns as well as quantitative relations; and to develop as a team player as well as an independent achiever. There is limited use of the calculator in Algebra I in both the standard and honors levels. A substantial amount of mental arithmetic, as well as pencil-and-paper calculations is expected. The TI86 or higher as well as any equivalent calculator is not allowed for either level of Algebra I.

COURSE TITLE: ACCELERATED ALGEBRA I

GRADE LEVEL: 9th

PREREQUISITES: Departmental Approval*

This course serves to complete the Algebra I curriculum as described above for those students who have begun their study of Algebra in the 8th grade. The beginning concepts are reviewed briefly moving to the introduction of new skills and concepts at an accelerated pace.

*The following will be evaluated to determine honors standing: mathematical standing on the Marianapolis entrance exam; mathematical performance on the Marianapolis Mathematic Placement Exam; and letter of recommendation from the 8th grade mathematics teacher concentrating on mathematical ability, perseverance, diligence and maturity.

COURSE TITLE: GEOMETRY
GRADE LEVEL: 10th
PREREQUISITES: Algebra I

This course is an informal approach to Euclidean and coordinate geometry with an emphasis on active learning. Students learn to use the tools of geometry to perform investigations and discover conjectures through inductive reasoning. As the course progresses, students are encouraged to support their conclusions using deductive reasoning. A focus on construction helps develop a visual understanding of the geometric figures and relationships. Topics studied include the measures and relationships within segments and angles, deductive and inductive reasoning, parallel and perpendicular lines and planes, congruent and similar polygons, solid figures and coordinate geometry. The objectives of this course are to engage students in learning through cooperative group activities that help students make sense of geometric ideas as they improve on their reasoning skills; to show the relationship between geometric figures in space; to illustrate logical development of the geometric system, to incorporate principles of algebra; to develop skills in visualization, pictorial representation and the application of geometric ideas to describe and answer questions; and to develop as a team player as well as an independent achiever.

COURSE TITLE: GEOMETRY HONORS
GRADE LEVEL: 10th
PREREQUISITES: Algebra I and Departmental Approval*

The course's objectives and materials are similar to the Geometry course offered on the standard level. In addition this course strives to develop a deeper analytical aptitude and ability in the student. This is a formal course in Geometry including both deductive proof and computation. Students will delve deeper into the topics discussed and will develop their logical reasoning ability.

*Departmental approval for this course is given to those students who demonstrate a commitment to mathematical success as shown through efficient and timely homework and test preparation, class participation; mathematical ability with a minimum B+ average in Algebra I; and an attention to the fine details of mathematics as shown through the quality and orderliness of homework assignments, and dedication to the study of mathematics.

COURSE TITLE: ALGEBRA II
GRADE LEVEL: 11th
PREREQUISITES: Geometry

This course includes an intensive review of algebra material, particularly linear and quadratic functions and relations. It examines the structure of algebra as a reflection of the real and complex number systems. Emphasis is placed on solving systems of equations, inequalities, and exponential and logarithmic equations. Technology is used to explore applications of real world experiences. The objectives of this course are to develop further proficiency with polynomials and factoring; to understand the word relations and functions in a mathematical content; and to create a clear understanding of the real number system.

COURSE TITLE: ALGEBRA II HONORS
GRADE LEVEL: 11th
PREREQUISITES: Geometry Honors and Departmental Approval*

This course briefly reviews the topics of Algebra I with a limited amount of time spent on proof. Emphasis is placed on the real and complex number systems, polynomial, exponential, logarithmic and trigonometric functions and inequalities over the domain of real numbers and subsets thereof. Technology is used to explore ideas and methods from at least three connected perspectives – graphic, numeric and symbolic. The objectives of this course are to create a clear understanding of the real number system, in particular the properties and theorems; and to understand the visual and algebraic representation of the relationships between the variables.

*Departmental approval is given to those students who demonstrate a commitment to mathematical success as shown through efficient and timely homework and test preparation, class participation; mathematical ability with a minimum B+ average in both Algebra I Honors and Geometry Honors; and an attention to the fine details of mathematics as shown through the quality and orderliness of homework assignments, and dedication to the study of mathematics.

YEAR LONG ELECTIVE COURSES (*Mathematics*)

COURSE TITLE: PRE-CALCULUS HONORS
GRADE LEVEL: 11th - 12th
PREREQUISITES: Algebra II (H) and Geometry (H), and/or Departmental Approval*

This course gives an overview of functions and their properties that is essential for a successful study of calculus. A Pre-Calculus student must be prepared with a strong knowledge of polynomial, trigonometric, exponential and logarithmic functions. Topics must be mastered analytically, numerically, graphically and verbally. The objectives of this course are to increase a student's mathematical vocabulary, notations and symbolism; to provide a strong foundation of concepts, techniques, and applications, and to prepare the student for more advanced mathematical work.

*Departmental approval is given to those students who demonstrate a commitment to mathematical success as shown through efficient and timely homework and test preparation, class participation; mathematical ability with a minimum B+ average in all previous mathematics courses; an attention to the fine details of mathematics as shown through the quality and orderliness of homework assignments; and an intent to study Calculus in the future.

COURSE TITLE: CALCULUS HONORS (Differential and Integral Calculus)
GRADE LEVEL: 12th
PREREQUISITES: Pre-Calculus Honors, Departmental Approval *

This course emphasizes a multi-representational approach to differential and integral calculus, with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. Technology is used to reinforce the relationships among the representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. The objectives of this course are to enable students to handle ideas as velocity, area under the curve, volume of the solids of revolution, continuity and tangent lines. The students will gain an understanding and a working knowledge of the words "derivative" and "integral" within the context of two-space.

*Departmental approval is given to those students who demonstrate a commitment to mathematical success as shown through efficient and timely homework and test preparation, class participation; mathematical ability with a minimum B+ average in all previous mathematics courses; an attention to the fine details of mathematics as shown through the quality and orderliness of homework assignments; and an intent to continue with the study of mathematics beyond this course.

COURSE TITLE: A.P. CALCULUS AB (Differential and Integral Calculus)
GRADE LEVEL: 12th
PREREQUISITES: Pre-Calculus Honors, Departmental Approval and completion of a summer assignment*

Differential calculus is designed to examine the techniques of differentiation. The students will focus on finding and applying derivatives, increasing their knowledge of elementary functions and understanding the development of the theories and techniques of the calculus. Technology is used to help solve problems, experiment, interpret results and verify conclusions. Integral calculus emphasizes an understanding of the relationship between the derivative and definite integral as expressed in both parts of the Fundamental Theorem of the Calculus. Students will focus on finding and applying integrals. Technology is used to explore applicable problems related to the subjects.

*A.P. approval is given to those students who demonstrate a commitment to mathematical success as shown through efficient and timely homework and test preparation, class participation; mathematical ability with a minimum of B+ average in all previous mathematics courses; and an attention to the fine details of mathematics as shown through the quality and orderliness of homework assignments. This is a college-level course in calculus requiring considerable time, effort and motivation. Most colleges grant a semester's credit in mathematics for the successful student of AB Calculus.

COURSE TITLE: **PROBABILITY AND STATISTICS**

GRADE LEVEL: **11th - 12th**

PREREQUISITES: **Algebra II**

This course is designed to provide the student with a comprehensive understanding of introductory statistics and probability. Such areas as sociology, business, ecology, education, medicine, psychology and mathematics will be used to stress the importance of this field of study. A special effort is made to make the concepts elementary with a slight focus on elaborate symbolism and complex arithmetic. Although the mathematical content is complete and correct, the language is easy to understand. The objectives of this course are to understand and apply the differences between probability and statistics; to draw, analyze and choose between graphs to represent data; to solve problems involving permutations and combinations; to calculate the measures of central tendency and spread; to distinguish between independent, dependent, and mutually exclusive events and their probabilities; to study probability distributions such as binomial and geometric; and concludes with a study of Hypothesis Testing utilizing x , t -test and X^2 . An emphasis is placed on using technology, including the TI-83 calculator and Excel.

COURSE TITLE: **A.P. PROBABILITY AND STATISTICS**

GRADE LEVEL: **11th - 12th**

PREREQUISITES: **Algebra II, Departmental Approval**

This course is designed to provide the student with a comprehensive understanding of the application of statistical techniques. Students explore data by constructing and interpreting graphical displays and detect important characteristics. They summarize distributions of quantitative using various measures of central tendency and spread. They analyze patterns observed in scatter plots, calculate and explore correlation and regression lines. They are introduced to the methods of data collection, and discover the sources of bias in sampling. They learn the techniques for designing an experiment. Students will come to understand that probability is used for anticipating how the distribution of data should behave in a given model. They are introduced to probability rules, discrete distributions (normal, binomial, geometric) and simulation. The student will estimate population parameters from samples, create confidence intervals, analyze and interpret margins of errors and conduct hypothesis testing using the normal model, test and Chi square. The students will demonstrate their understanding of the course content by planning and conducting a study through a detailed course project.

COURSE TITLE: **ADVANCED MATHEMATICS**

GRADE LEVEL: **11th - 12th**

PREREQUISITES: **Geometry and Algebra II**

The study of Advanced Mathematics will focus on Numerical Trigonometry, which is principally concerned with solving triangles, and Trigonometric Analysis – the relations between trigonometric functions, identities, trigonometric equations, and graphical representations of trigonometric functions. The study of Analytic Geometry will consist of an in-depth look into geometry by means of the analytical methods of algebra. The students will learn how to determine the properties of lines and curves by means of equations. They will be familiar with the concept of the locus of an equation, the intersections of curves, and the translation of axes. Technology is used regularly to reinforce the relationships among the functions, to confirm written work, to explore, discover and assist interpreting results.

SCIENCE

Students at Marianapolis are required to take three years of science, each including a laboratory component. Electives are encouraged during the junior and senior years, and most are offered as semester courses in order to increase the diversity of electives for the student. Our goal as a Department is to encourage curiosity, foster a sense of wonder, show the applicability of science in daily life, and provide the student with the background needed to make informed decisions in a world increasingly affected by science and technology. Equally, our goal as a Department is to encourage students to think analytically about the world in which they live and be able to make informed decisions about science and technology and the impact these decisions have socially and environmentally.

(L) indicates a laboratory component to the course.

(A) indicates an advanced level of difficulty.

(B) indicates a moderate level of difficulty.

(*) indicates that an assignment will be given to be completed over the summer.

COURSE TITLE: CONCEPTUAL PHYSICS (L)

GRADE LEVEL: 9th

PREREQUISITES: None

This course serves as an introductory science course for first year students and is a requirement for graduation. The focus of the course is to introduce students to the basic concepts and principles used to study matter and energy. Less emphasis will be placed on the mathematical rigor of physics, (although it will not be omitted completely), and more on the conceptual ideas. Topics to be covered include: mechanics, kinematics, thermodynamics, waves, electricity, magnetism and light. The end of the course will focus on the application of physics as it relates to chemistry. The scientific method and writing are stressed throughout the year, and assessment is drawn from labs.

COURSE TITLE: ESL CONCEPTUAL PHYSICS (L)

GRADE LEVEL: 9th

PREREQUISITES: ESL placement and Departmental Approval

The course material covered is similar to Conceptual Physics, but presented at a pace more conducive to students learning English as a Second Language. Emphasis on lecture material is more conceptual, and the structure of laboratory writing is less advanced.

COURSE TITLE: HONORS CHEMISTRY (L)

GRADE LEVEL: 10th

PREREQUISITES: Conceptual Physics and Departmental Approval

The course will focus on the conservation of matter as it relates to quantum theory and the atomic model, stoichiometry, bonding, kinetics, enthalpy and entropy, reaction rate and chemical equilibrium, redox and acid-base reactions, electrochemistry, thermodynamics and organic chemistry. Emphasis will be placed on quantitative analysis in the lab and on scientific writing. Students will be prepared to take AP Chemistry their senior year.

COURSE TITLE: CHEMISTRY (L)

GRADE LEVEL: 10th

PREREQUISITE: Conceptual Physics

The course material covered is similar to Honors Chemistry (see above) but less rigorous and more conceptual. Qualitative analysis as it relates to concepts will be stressed, although some quantitative analysis will be required. Labs will emphasize the use of the scientific method and concentrate on writing to communicate methodology and results.

COURSE TITLE: ESL CHEMISTRY (L)

GRADE LEVEL: 10th

PREREQUISITES: ESL Placement and Departmental Approval

The course material covered is similar to Chemistry (see above) but presented at a pace conducive to students learning English as a Second Language. Emphasis on lecture material is more conceptual and the structure of laboratory writing is less advanced.

COURSE TITLE: BIOLOGY (L)
GRADE LEVEL: 11th
PREREQUISITES: Conceptual Physics and Chemistry

This course will focus on the six themes used by all biologists in order to understand the biodiversity of life on earth: cell structure and function, stability and homeostasis, reproduction and inheritance, evolution, ecology and matter, energy and organization. These themes will appear repeatedly throughout the course, which will begin with the study of life on the molecular and cellular level and continue on to the macroscopic level of evolution and population dynamics, ending with a survey of the six Kingdoms that will reveal the amazing biodiversity that exists on the planet Earth. Labs will emphasize the use of the scientific method and concentrate on writing to communicate methodology and results.

YEAR LONG ELECTIVE COURSES (*Science*)

COURSE TITLE: AP BIOLOGY (L)(A)(*)
GRADE LEVEL: 11th
PREREQUISITES: Conceptual Physics, Chemistry and Departmental Approval

This course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year of college. The course content will concentrate on molecular and cellular biology, heredity, evolution, and biodiversity and population dynamics. Heavy emphasis will be placed upon analytical thinking and science writing. Students will take the A.P. Biology exam in May.

COURSE TITLE: PHYSICS (L) (B)
GRADE LEVEL: 12th
PREREQUISITES: All Graduation Requirements

This full-year course is designed to mirror the General Physics I and General Physics II course of a typical university. The main objectives of this course are to provide students with a good understanding of the basic concepts and principles used to study matter and energy. Topics include mechanics, kinematics, thermodynamics, wave motion, electricity and magnetism, and light. Modern topics include quantum physics, atomic physics and nuclear physics. The mathematical techniques used include algebra, geometry, trigonometry and statistics, but not calculus.

COURSE TITLE: AP PHYSICS B (L) (A)(*)
GRADE LEVEL: 12th
PREREQUISITES: Math and Science Department Approval

This course is designed to be the equivalent of a college introductory physics course usually taken by non-engineering science majors during their first year of college. The Physics B course content includes Newtonian mechanics, fluid mechanics, and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. An understanding of algebra and basic trigonometry is required and will be applied in order to solve problems.

COURSE TITLE: AP CHEMISTRY (L) (A)(*)
GRADE LEVEL: 11th - 12th
PREREQUISITES: Conceptual Physics, Chemistry and Departmental Approval

This course is designed to be the equivalent of a college introductory course usually taken by chemistry majors during their first year of college (College Board). The course will focus on the conservation of matter as it relates to quantum theory and the atomic model, stoichiometry, bonding, kinetics, enthalpy and entropy, reaction rate and chemical equilibrium, oxidation-reduction and acid-base reactions, electrochemistry, thermodynamics and organic chemistry. Emphasis will be placed on quantitative analysis in the lab and on scientific writing.

SEMESTER ELECTIVE COURSES (*Science*)

COURSE TITLE: HUMAN BIOLOGY (L) (B)

GRADE LEVEL: 11th -12th

PREREQUISITES: Biology and Chemistry

This is an introductory course on the anatomy and physiology of the human body. Emphasis will focus on the structure and function of each system in the human body and how they work cooperatively in order to maintain homeostasis. Lab exercises will concentrate on the reinforcement of anatomical structures discussed in class by dissection and gross anatomy of an organism comparative to humans. Less emphasis will be placed on scientific writing and more on observation and understanding documented and reinforced by illustration.

COURSE TITLE: LABORATORY TEACHING ASSISTANT

GRADE LEVEL: 11th - 12th with Departmental Approval

PREREQUISITES: None

This course is designed to offer student aide to science teachers in preparing and teaching laboratories for their courses throughout the year. This course can be taken as a semester or full year elective. Participation will be reflected on transcripts but no numerical credit will be given. Responsibilities will include coordinating with science teachers in the areas of lab preparation, cleanup, acting as a teacher's aide during labs in the conjunction with the teacher and other duties that may aide the smooth operation of the science department. Students must be willing to make a commitment to this course and may be asked to extend their duty time to after school if necessary.

COURSE TITLE: SCIENCE OF SCIENCE FICTION (B)

GRADE LEVEL: 11th - 12th

PREREQUISITES: None

This course will examine the real science that serves as the inspiration for the realm of fiction we refer to as Science Fiction. Scientific topics such as Genetic Engineering, Viral Pandemics, Global Climate Change, Artificial Intelligence and the possibility of life on other planets will be explored. Books, short stories and films will serve as the platform for discussing each topic. In addition, students will author their own Sci-Fi short story. Topics may vary from year to year depending on the instructor.

COURSE TITLE: ASTRONOMY (B)

GRADE LEVEL: 11th - 12th (Fall or Spring Semester)

PREREQUISITES: Chemistry

Introduction to Astronomy is a study of the universe and our place in it. This course will explore topics such as the motion of the planets; the Earth - moon system; our sun; the solar system; the life cycle of stars; supernovas, pulsars and black holes; constellations and galaxies; and the shape of the universe. Students will also investigate topics in the history of astronomy including the Copernican Revolution, the Galileo Affair and the origins of the Big Bang theory. Opportunities for night time viewing with different telescopes will help students appreciate the vastness and beauty in our universe. Books, articles and various films will provide a framework for the discussion of several topics.

COURSE TITLE: GLOBAL CHANGES (A)

GRADE LEVEL: 11th – 12th (Fall or Spring Semester)

PREREQUISITES: Chemistry

Global Changes examines the idea of global environmental changes, and the mechanisms by which global changes occur. It will focus on earth as a system by an approach that combines Earth history with modern Earth processes to understand changes in the physical environment like plate movement and climate change, and changes in the biological environment like evolution and extinction. Some of the relationships between physical and biological changes on Earth such as physical mechanisms for extinction, biological inputs to climate change, and others will also be analyzed.

COURSE TITLE: STORMS FORECASTING AND MORE:
AN INTRODUCTIONS TO METEOROLOGY (B) (*)
GRADE LEVEL: 11th - 12th (Fall Semester)
PREREQUISITES: None

In this course, students will learn about several aspects of meteorology, starting with basic principles such as highs, lows, air masses and fronts, and then move into larger scale synoptic systems. We will investigate how thunderstorms and lightning occur as well as more severe weather phenomena such as tornadoes and hurricanes. We will examine the development of some of New England's larger snowstorms and why they occur. Additionally, we will examine the models that weather forecasters use and discover how that information can be interpreted. As much of the course discussion will rely heavily on real-time satellite and radar data, students will frequently utilize the computer in class.

COURSE TITLE: OCEANOGRAPHY (B)
GRADE LEVEL: 11th - 12th (Fall or Spring Semester)
PREREQUISITES: Chemistry

Introduction to Oceanography is a study of all aspects of the marine environment. It is an interdisciplinary subject in that it encompasses all sciences. Students will explore four main themes: geological, physical, chemical, and biological. Students will investigate the water of the ocean, the life within it, and the (not so) solid earth beneath it. Students will be required to conduct research on a current issue in the field of oceanography. This project will culminate in a written paper and oral presentation.

COURSE TITLE: PLAGUES, PANDEMICS AND PETRI-PLATES:
THE SCIENCE OF INFECTIOUS DISEASE (A)
GRADE LEVEL: 12th (Fall or Spring Semester)
PREREQUISITES: Biology

This course will explore the different categories of infectious agents, their pathology, epidemiology and therapeutic approaches available to treat them. The process of disease transmission will be explored as well as the political, social and economic ramifications, both past and present, of each disease studied. Diseases to be highlighted will include H.I.V., Lyme disease, XDRTB, hemorrhagic fevers, Prions. Diseases considered as agents of bioterrorism will also be explored.

COURSE TITLE: MEDICAL RESPONSE TECHNICIAN TRAINING (B)
GRADE LEVEL: 11th - 12th (Fall Semester)
PREREQUISITES: None

This course provides training in emergency medical care for individuals who are most likely to be the initial responders to a sudden illness or injury. This course requires passing of a final written and practical examination which meets or exceeds the U.S. Department of Transportation (DOT) criteria and requirements of the state of Connecticut for Medical Response Technicians (MRT).

MODERN FOREIGN LANGUAGES

In the required levels of a chosen language, all four language skills are equally stressed: listening, speaking, reading and writing. Emphasis is placed on the acquisition of vocabulary, the fundamentals of grammar and on the development of cultural awareness, sensitivity and appreciation. Classes are conducted in the target language; the use of English is kept to a minimum. The goal is to lead students to a level of proficiency that enables them to interact with linguistic and cultural accuracy with native speakers. Classes are designed to provide optimal learning experiences for all students. Audio-visual materials (films, videos) are used frequently in the classroom throughout the program to strengthen students' language skills, to provide them with immersion experiences and to present culturally authentic material. After students complete their requirement for graduation (through Level III), they are encouraged to pursue their language studies through more advanced courses. Students may elect to study more than one language. The Department head makes the final decision about the placement of students

CHINESE

Course Title: CHINESE I
Grade Level: 9th - 12th
Prerequisite: None

This course is for those students wishing to study Chinese. At the outset, spoken Chinese is taught in the Pinyin system of Roman letters, while the written language is taught in simplified characters. Early emphasis is placed on enhancing listening and speaking skills. As students progress in the above skills, additional emphasis is placed on reading and writing. The study of Chinese culture is an important facet of this course, as students learn about brush writing, calligraphy, art, cooking and Taiji. At the conclusion of this course the students' amassing of 300 characters will allow them to begin writing basic texts /stories in Chinese.

Course Title: CHINESE II
Grade Level: 9th - 12th
Prerequisite: Chinese I

This course covers the basic grammatical structures employed in modern vernacular Chinese and sufficient vocabulary and cultural background to engage comfortably in the most common types of social interaction in today's China. By the end of Chinese II, students will possess the necessary tools to read short essays and articles, view programs and films in Mandarin, and discuss the content, in both written and oral form.

FRENCH

The French Department at Marianapolis works to introduce students to the basic language skills of reading, writing, speaking and listening in French. Students are also introduced to French history and culture, as well as to the different cultures of the French-speaking world. In the lower level classes, the focus is on grammatical concepts. In the more advanced classes, students begin the study of French literature. The French Department seeks to broaden and enrich Marianapolis students by exposing them to a different language and culture, cultivating in them the ability to better understand the world in which they live.

COURSE TITLE: FRENCH I
GRADE LEVEL: 9th - 12th
PREREQUISITES: None

This course is for those students who are beginning their study of French. Students are introduced to reading and writing skills as well as listening and speaking skills. The main focus is in beginning to explore the French language and culture. Reading and writing assignments are done daily to expand vocabulary. Students often write and perform "skits" to reinforce grammatical concepts covered in class and to continue to encourage students to communicate in French. Examinations and tests are given regularly and projects are assigned on a variety of subjects. Subjects covered in French I are: the Francophone world; regular and irregular verbs: present tense, passé composé, immediate future, questions; food, manners, travel and basic structures.

COURSE TITLE: FRENCH II
GRADE LEVEL: 9th - 12th
PREREQUISITES: French I

This is an intermediate course that builds upon French I. Focus remains on reading, writing, and speaking skills. The course goals are to have students further comprehend the verb tenses taught in French I, to learn additional verbs and verb tenses, and to create an even more extensive use of vocabulary. Skits are still written and performed to continue to reinforce grammatical concepts. The main focus in the course is to have students conceive more complicated written forms of expression and to strengthen listening comprehension. Projects explore the history and culture in the French-speaking world. Subjects covered in French II are: the Francophone world; Francophone music; cultural heritage; French history; Present, passé composé, imperfect, future and conditional tenses, begin subjunctive; comparatives and superlative; questions; agreements; object pronouns; relative clauses and continued grammatical structures.

COURSE TITLE: FRENCH III
GRADE LEVEL: 9th - 12th
PREREQUISITES: French II

French III is a course that, like French I and II, focuses on reading, writing, listening, and speaking skills. Reading and writing assignments are continued in order to center upon more complex grammatical concepts and upon a much wider use of vocabulary. Students are also tested weekly on their knowledge of the new vocabulary. Students review verb tenses studied in French I and II. In addition, they learn more verb tenses. A study of French and African literature is begun; students read short stories, poems, and fables for content and look at the sentence structure of the story. This course offers a more detailed study of French culture and civilization. Subjects covered in French III are: French history, art, literature, music, science, government, education, economy, commerce; French provinces; subjunctive, infinitive clauses; relative and object pronouns; present and past conditional; begin passé simple, futur antérieur, passé du subjonctif and reading French literature.

YEAR LONG ELECTIVE COURSES (*French*)

COURSE TITLE: FRENCH IV
GRADE LEVEL: 9th - 12th
PREREQUISITES: French III; see below*

This more advanced course focuses on reading, writing, listening, and speaking skills. Reading and writing assignments center upon complex grammatical themes and on a wide use of vocabulary. Students continue further study of all French verb tenses previously studied. Vocabulary stories are written and students are also tested weekly on their knowledge of the new vocabulary. Well-known examples of important French stories and novels by some of the most prominent French authors are read, including sections of *Les Misérables*. Weekly papers are written on a variety of subjects. Practical use of the French language is emphasized. A key factor to success in this course is the student's faithfulness to active participation in all class activities. Subjects covered in French IV are: review of all previously covered verb tenses: present, passé composé, imperfect, future, conditional (present and past), subjunctive (past and present); passé du subjonctif, passé simple; French ads, art and history; reading increasingly sophisticated French literature. *Aucassin et Nicolette*, excerpts from *Les Misérables*, and *Le Fantôme de l'Opéra* are all read.

*Successful completion of French III with a B- or higher and the recommendation of the Foreign Language Department, which takes into consideration quarterly averages, year-end average and performance on exams, as well as the student's motivation.

COURSE TITLE: FRENCH V
GRADE LEVEL: 9th - 12th
PREREQUISITES: French IV; see below*

French V is a more advanced course that, like French I-IV, focuses on reading, writing and speaking skills. Daily reading assignments are done in order to focus on complex grammatical concepts as well as to continue the exploration of the Francophone world. Weekly vocabulary is learned and students are tested weekly on their knowledge of the new vocabulary. Individual work and daily reading are essential and are integral to the students' final evaluations. In French V, well-known examples of French literature are studied, as well as literature from French-speaking islands around the world. In French V, the students read; *Le petit Prince*, *Le Bossu de Notre-Dame*, *Le Conte de Monte-Cristo*, and fables and stories from the Caribbean.

*Successful completion of French IV with a B- or higher and the recommendation of the Foreign Language Department, which takes into consideration quarterly averages, year-end average and performance on exams, as well as the student's motivation.

SPANISH

Students taking Spanish language courses will not only learn how to engage in conversations, express feelings and emotions, and interpret written and spoken Spanish, but they will also gain knowledge and understanding of Latin-American and Hispanic cultures.

COURSE TITLE: SPANISH I
GRADE LEVEL: 9th - 12th
PREREQUISITES: None

This is an introductory course to Spanish language and culture, focusing not only on reading and writing skills, but also on speaking and listening skills. Daily reading and writing assignments - both in and out of class - help to expand further the students' mastery of vocabulary. Students regularly perform "skits" to reinforce grammatical concepts taught in class and to encourage one another to communicate in a foreign language. Students will also begin short dialogues with each other, as well as take part in guided conversations. Weekly dictations are given to reinforce grammatical concepts and to increase listening comprehension. Tests are given regularly. Papers and projects are often assigned to review grammatical concepts and to explore the art, culture and history of the entire Spanish speaking world. Students will be introduced to regular and irregular verb conjugations in present and past tenses. The main focus is to help students express their written ideas in a foreign language and to achieve listening comprehension.

COURSE TITLE: SPANISH II
GRADE LEVEL: 9th - 12th
PREREQUISITES: Spanish I

The course objective is for students to learn to communicate fluently in a verbal and written manner, within different communicative contexts and using the appropriate structures. The students will practice reading and listening comprehension through the use of audio cd's, videos and other published materials. They will also develop their written and oral skills by writing brief essays and by participating in group projects and conversations that will familiarize them with cultural aspects of Spanish-speaking societies. Students will practice the present tense and the preterit and will be introduced to the imperfect and the imperative. forms. Students will continue short dialogues with each other as well as participate in guided conversations. Students will also begin to study the diverse cultures of Latin America and Spain. Participation in class, group work and homework are essential, and will also be integral to the students' final evaluations.

COURSE TITLE: SPANISH III
GRADE LEVEL: 9th - 12th
PREREQUISITES: Spanish II

The course objective is for students to expand and refine the structures learned in Spanish II and learn new structures so that they can communicate fluently within different communicative contexts. An important communicative context in the course will be a historical and cultural overview of the different Spanish speaking countries. The students will practice reading and listening comprehension through the use of audio cd's, videos, and through contact with literary classics, contemporary authors and Spanish-speaking artists. The students will be introduced to various new verb tenses and the subjunctive. They will also develop written and oral skills by writing brief essays and participating in group projects, conversations and debates. Participation in class, group work and homework are essential, and will also be integral to the students' final evaluations.

COURSE TITLE: SPANISH III HONORS
GRADE LEVEL: 9th - 12th
PREREQUISITES: Spanish II: see below*

This rigorous course builds upon the skills established in Spanish III. It is for linguistically strong students who are ready and eager to work at an accelerated pace. The course is designed to perfect the language skills necessary for highly proficient and written communication. The fine points of grammar are reviewed, strengthened and clarified. Additionally, students will also engage in higher-level reading and more in-depth writing assignments in order to further develop their language skills.

*Students who have successfully completed Spanish II with a grade of B+ or higher and have received the recommendation of the Foreign Language Department, which takes into consideration quarterly averages, year-end average and performance on exams, as well as the student's motivation, are eligible for Spanish III Honors.

YEAR LONG ELECTIVE COURSES (*Spanish*)

COURSE TITLE: SPANISH IV
GRADE LEVEL: 9th - 12th
PREREQUISITES: Spanish III: see below*

The course emphasizes reading comprehension and writing skills. Students will read classic and contemporary literary texts as well as journalistic material. Students are expected to make use of the target language exclusively during class periods. The focus of the course will be on reading and writing, but heavy importance is given to oral communication skills. Students will give oral presentations on various topics of their choosing. In this course, students work to develop greater language proficiency while reviewing and broadening their foundation in grammar. Participation in class and homework are essential, and will also be integral to the students' final evaluations.

*Students who have successfully completed Spanish III with a grade of B+ or better and have received the recommendation of the Foreign Language Department, which takes into consideration quarterly averages, year-end average and performance on exams, as well as the student's motivation, are eligible for Spanish IV.

COURSE TITLE: A.P. SPANISH V
GRADE LEVEL: 12th
PREREQUISITES: Spanish IV

Spanish V is a one year course in which students study and analyze the literary works that fall within the AP Spanish Literature list. The teacher will speak entirely in Spanish and expects that the students will do so as well. In examining these works, students will examine them within their historical contexts, including socio-political, geographical, and cultural aspects. Students will make connections between Spanish and Spanish-American literatures, understanding that despite their obvious and important differences they form part of a shared tradition. They will write and speak about the works being read analytically, understanding and using the terms of literary analysis in their written essays and classroom conversations. Students will be able to name, identify, and describe the important literary movements that are pertinent to the study of Spanish language literature.

THEOLOGY

The Theology Department aims at complementing and enhancing the spiritual and moral life of the Marianapolis community. The courses offered are designed to instill an understanding and knowledge of a belief system. Although the courses are taught from a Catholic/Christian perspective, the Department seeks to motivate the exploration of the student's own beliefs and principles. Each course challenges the student to explore, understand and deepen his/her value system, decision-making process and spiritual journey in the context of various individual, family, national and international issues. Unique at Marianapolis are the faiths of an international student body. In light of this, the Department encourages a global awareness of various expressions without compromising the Catholic/Christian character of Marianapolis and, in fact, allows this Catholic perspective to be dominant. We believe that faith cannot be forced but only encouraged, since faith is a personal decision. The availability of daily Mass, the Sacrament of Reconciliation, daily prayers and the faith examples of the faculty, administration and students help nurture a student's faith, bringing the faith to a mature level. The Theology courses integrate an interdisciplinary approach and provide insight and reflection for virtually every other course offered in the curriculum. The school requires three credits – six semesters in Theology. For a student transferring to Marianapolis after the tenth grade, the Theology requirements are adjusted.

COURSE TITLE: THE BIBLE AS LITERATURE I – EXPLORING THE OLD TESTAMENT

GRADE LEVEL: 9th

Since the Bible is one of the most read books in the world, the semester course will prepare the student to explore literary and Old Testament myths, themes, archetypes, and motifs in literature. The course will explore the creation of the Old Testament, review its sources, examine the historical events, and using science and archeology, analyze various biblical claims. The course includes a review of the Pentateuch, the Historical Books and the Prophetic biblical books and the impact of the Ten Commandments on societal values. Reflection essays provide an opportunity for the students to demonstrate how their own faith and value systems are influenced by literature.

COURSE TITLE: THE BIBLE AS LITERATURE 2 – EXPLORING THE NEW TESTAMENT

GRADE LEVEL: 9th

PREREQUISITES: The Bible as Literature 1

After a historical, geographical, and political introduction, this semester course will explore the literary themes, motifs, and archetypes found in the Gospels and New Testament writings. To understand the different Messiah motifs and archetypes, the course will explore several Biblical and non-biblical sources. The students will compare and contrast the Messianic images found in the Bible and compare those Messianic images found in movies and literature. The course will evaluate the creditability of the recent challenges to the literary image of Jesus and his teachings. Generally, the Gospel of Mark is examined in detail. For the Gospel of Luke and Gospel of John, a thematic, literary approach is introduced. Reflection essays provide an opportunity for the students to demonstrate how their own faith and value system are influenced by literature.

COURSE TITLE: MORAL & ETHICAL DILEMMAS

GRADE LEVEL: 10th

This semester course explores moral theology, ethics, and the moral decision-making process. In examining how they would act in a given situation, students compare and contrast the psychological, humanistic and philosophical decision making process with the Catholic approach leading to whether decisions are based on societal values or faith based values. The course will help the student decide whether decisions are based on their societal values or on their faith values. Students will look at the life of Christ, Christian and non-Christian commentators on society, and the problems of the world and then decide how good moral and ethical decision-making can change the world for the better.

COURSE TITLE: CHURCH THROUGH HISTORY

GRADE LEVEL: 10th

This semester course provides a survey of the history of the Catholic Church. The course will explore the development of the Church from its early beginnings into the twenty-first century. The course will highlight the significant events, personalities, decisions and Church councils.

COURSE TITLE: WORLD RELIGIONS I

GRADE LEVEL: 11th - 12th

This course will introduce students to the comparative study of religions through an examination of Western religious traditions. The origins of religions, methods of religious studies, and early religions such as Zoroastrianism, Egyptian and Greek religions will be explored along with the primary traditions of Judaism, Christianity, and Islam.

COURSE TITLE: WORLD RELIGIONS II

GRADE LEVEL: 11th - 12th

PREREQUISITES: World Religions I

This course will allow students to continue to develop themes and ideas from World Religions I through the study of Eastern religious traditions. Hinduism, Buddhism, Confucianism, and Taoism will be explored along with other traditions from India, China, and Japan.

COURSE TITLE: SOCIAL JUSTICE

GRADE LEVEL: 11th - 12th

This elective course will explore Catholic teaching on a variety of ethical and social justice issues. As discussion of such issues has become increasingly prominent in the Church during the modern period, some historical survey of the Church from the Renaissance to the present will be integrated into the course, including the impact of Vatican Council II. Particular attention will be paid to contemporary Church perspectives on such issues as racism, war and peace, environmental issues, work, poverty, and the right to life.

FINE AND PERFORMING ARTS

Participation in the Arts encourages us to react to, record and share our impressions of the world. The goal of the Arts Department is to enable students to experience, understand and enjoy the Visual and Performing Arts, including studio art, drama and music. The program encourages individual creative expression, development of specific skills in each area, communication with the public through exhibitions and performances, and appreciation of all art forms. Effort is made where possible by people from each discipline to work collaboratively. Courses provide recognition of the role of the Arts in history and in our contemporary world.

The Department requires of all students a minimum of one year's participation in any of the Visual or Performing Arts courses. In addition, students are welcome to participate in a variety of co-curricular music and theater performances, and art clubs.

I. VISUAL ARTS

In studio art, students are guided to fulfill their individual potential by acquiring and developing skills and techniques in a variety of media, including the resources of new kinds of technology, while solving problems and thinking creatively. They learn to communicate their ideas and emotions in an original, personal style. Aesthetics, art history, art criticism and contemporary developments are introduced in classes and through field trips.

Marianapolis organizes its studio courses sequentially, building on the students' cumulative experience and experimentation, following a developmental approach to learning. Marianapolis offers a basic foundation course covering a variety of media, as well as specialty studio courses that allow students to explore specific disciplines in depth.

COURSE TITLE: ART FOUNDATION
GRADE LEVEL: 9th - 12th (Fall or Spring Semester)
PREREQUISITES: None

Art: Foundation 1 introduces art theory (elements and principles of design), history, vocabulary and practical experiences using various media. Drawing, painting, printmaking and construction of three-dimensional objects are included. The course is designed to enhance creative interest and skills.

COURSE TITLE: DRAWING
GRADE LEVEL: 9th - 12th
PREREQUISITES: Art Foundation or demonstrated ability

This course initiates the further use of the principles and elements of drawing. Composition and the various drawing techniques are used and applied in concrete projects such as still life, landscapes, perspective, figures and portraiture. Students experience the effects of charcoal, conte crayon, ink and pencil on a variety of surfaces. Seniors are required to exhibit their work.

COURSE TITLE: PAINTING
GRADE LEVEL: 9th - 12th
PREREQUISITES: Art Foundation or demonstrated ability

The history of painting, artists, styles, techniques and color theory are explored. Application of paint in various styles is studied and experimented with on paper, canvas, cardboard and wood. Work with pastels and watercolor/tempera, acrylics and oils will be undertaken. Seniors are required to exhibit their work.

COURSE TITLE: EXPERIMENTAL DRAWING AND PRINTMAKING
GRADE LEVEL: 9th - 12th
PREREQUISITES: Art Foundation or demonstrated ability

Students in this course will explore a variety of non-traditional mediums. The course will deal primarily with block printing (wood, linoleum, etc.), silk-screen, collage, drawing, assemblage and mixed media. Students will use single and multi-colored approaches on different paper and cardboard surfaces. Projects will include fine prints, cards, books and posters. Seniors are required to exhibit their work.

COURSE TITLE: SET AND COSTUME DESIGN
GRADE LEVEL: 10th - 12th (Spring Semester Only)
PREREQUISITES: Art Foundation

This course will begin with discussions about the history of set and costume design. Students will read a selection of plays and make preliminary sketches of the sets and costumes. As their ideas develop, the students will move on to building model sets using foam core board and cardboard. Then, as a final project, the class will work in conjunction with the Drama Department to help design and build the set for the school plays.

COURSE TITLE: BEGINNING JEWELRY DESIGN
GRADE LEVEL: 10th - 12th
PREREQUISITES: None

This course is designed to give direct practical experience in the design and fabrication of contemporary and traditional jewelry. The course aims to give a solid foundation in workshop practice and to introduce the students to workshop safety, use of tools and materials. An emphasis is placed on both design and craftsmanship and students will be required to display their works in a gallery setting. This course will require a \$55.00 fee for materials.

II. PHOTOGRAPHY

COURSE TITLE: PHOTOGRAPHY I
GRADE LEVEL: 9th - 12th
PREREQUISITES: 35 mm SLR Film Camera

This course will address the creative problems in black-and-white photography. Camera instruction, photographic development and printing techniques will be introduced. Lectures and slide presentations address relevant theoretical, historical and critical concepts. No previous art training is required. Students will be required to exhibit their work. This course will require a \$45.00 fee for materials.

COURSE TITLE: PHOTOGRAPHY II
GRADE LEVEL: 10th -12th
PREREQUISITES: Photography I and 35 mm SLR Film Camera

This course will continue the concepts learned in Photography I. Advanced techniques and project levels will increase students' skills as well as enable them to discover new areas of interest to create a thesis body of work. This course will require a \$45.00 fee for materials.

III. MUSIC

The Music Department offers students the opportunity to perform in a variety of ensembles, both choral and instrumental. Traditional and contemporary literature is studied and performed in school concerts as well as in performances off campus. In our choral and instrumental groups, our goal is to educate students in the rudiments of music in order to be literate and proficient in reading and performing from various historical periods and musical styles. The vast choral repertoire for male, female and mixed voices is explored. The students sing music ranging from unison to eight parts in as many as five languages. We offer the students the opportunity to rehearse and perform in woodwind quintets, brass trios and other chamber music settings.

COURSE TITLE: MUSIC THEORY I & II
GRADE LEVEL: 9th - 12th
PREREQUISITES: None

This course is designed to give the student a comprehensive understanding of basic musical theory. The goal of this course is to introduce the student to reading and writing music by learning principles of notation: rhythm, pitch, dynamics, tempo, scales, chords, intervals, and basic keyboard skills. Basic ear training, sight singing skills, and principles of composition including basic counterpoint, part-writing, arranging, and orchestration will also be introduced.

COURSE TITLE: PIANO lab
GRADE LEVEL: 9th - 12th
PREREQUISITES: None

This course is designed to introduce the beginning student to the basic techniques of playing the piano. Students will study notation, scales, chords and hand positions. The goal is for the student to play a simple two-part song. This course will require a \$10 fee for materials.

COURSE TITLE: GUITAR ensemble
GRADE LEVEL: 9th - 12th
PREREQUISITES: None

This course is designed to introduce the beginning student to the basic techniques of playing the guitar. Students will study notation, scales, chords and hand positions. The goal is for the student to be able to play a simple accompaniment and melody of a song, and to be able to play the basic chords. Students will need to provide their own 6 string folk acoustic guitar. This course will require a \$15 fee for materials.

COURSE TITLE: HISTORY OF MUSIC I & II
GRADE LEVEL: 10th - 12th
PREREQUISITES: None

This course will introduce the student to the history of western music from ancient times to the present day. The class will include extensive listening to recorded musical examples and live performances. Students will study and development of harmony, counterpoint, and form in the context of historical trends as well as an introduction to the music of other cultures.

COURSE TITLE: CHORUS
GRADE LEVEL: 9th - 12th
PREREQUISITE: Audition

The "Knightengales" are a select group of advanced singers who rehearse each day in a class setting while preparing for a regular concert as well as other performances. Styles of music include a capella, madrigals, spirituals, classic, sacred, secular, folk and show tunes. Students are required to attend all performances, including appearances in the Chapel for Mass. Elements of blending, sight singing and performance etiquette will be stressed.

COURSE TITLE: SCHOLA VOCAL (evening class)
GRADE LEVEL: 9th - 12th
PREREQUISITE: None

The chorus is open to all students, faculty, staff and members of the community. Rehearsals will be scheduled for one evening per week. We perform one concert each semester exploring the choral repertoire from various time periods and styles both sacred and secular. Principles of proper vocal techniques are stressed.

COURSE TITLE: INSTRUMENTAL ENSEMBLE
GRADE LEVEL: 9th - 12th
PREREQUISITE: None

The band is open to all students, faculty, staff and members of the community. We perform one regular concert each semester of concert, marching, jazz and stage band music, as well as appear at special occasions such as graduation and sporting events. Elements of professionalism and ensemble playing will be stressed. Students must provide their own instruments.

COURSE TITLE: SCHOLA INSTRUMENTAL (evening class)
GRADE LEVEL: 9th - 12th
PREREQUISITE: Audition

The Schola Instrumental is open to all students, faculty, staff and members of our community. Instruments are the responsibility of each member. The director determines performances, and students are required to attend all performances.

COURSE TITLE: ROCK BAND ("KNIGHT LIFE")
GRADE LEVEL: 9th - 12th
PREREQUISITE: None

This group allows students to express themselves with today's music including various forms of rock, blues, folk and jazz music. Students are encouraged to form their own groups, to practice in school after classes at least one day a week, and to participate in school functions when appropriate.

COURSE TITLE: HONORS THEORY
GRADE LEVEL: 11th - 12th
PREREQUISITE: Music Theory I and II; History of Music I and II

This course is designed for independent study and will explore more advanced aspects of music theory such as form and analysis, 16th and 18th century counterpoint, and serial and 12-tone music.

COURSE TITLE: HONORS APPLIED MUSIC
GRADE LEVEL: 9th - 12th
PREREQUISITE: Instrumental Ensemble or Audition

This course offers advanced music students the opportunity for continuing their studies with a private teacher of their choice. Students will be expected to perform at school functions and to help out with and participate in other school ensembles. Students will be expected to arrange their lessons on their own. Students are expected to audition for regional and/or all state festivals. A senior student in this course, upon recommendation of the faculty and approval of the Department Chair, may be asked to perform a Senior Recital just prior to the annual Spring Concert.

PERFORMING ARTS

COURSE TITLE: THEATER SKILLS I
GRADE LEVEL: 9th - 12th (Fall Semester)
PREREQUISITES: None

This course will emphasize acting and improvisation with a portion of time devoted to theater history and production basics. The final evaluation for each semester will be a public presentation of a project the students have been working on (specifically for the exam). This may be selections from a prepared scene or a demonstration of one's improvisational skills. At each class meeting students will be expected to perform in front of the class with either prepared material or, in the majority of cases, improvisational material. Classes will also view videos from a variety of different stage plays or musicals that were taped before live performances before an audience. The exact content of each semester will be selected to meet the needs and interests of the particular students in the class. Students have the option of taking Theater Skills 1 alone, as a semester course, and adding Theater Skills 11, which would yield a full year's credit. The choice is theirs. Grades in the course will be based on the quantity and quality of students' work and not exclusively on the talent they bring to this class. There will be many opportunities to do extra-credit work (short papers, reviews, prepared scenes etc.) so that students have significant control regarding their grades. The course is intended for students with some acting experience; however, beginners will be admitted if they are willing to work hard, maintain a positive attitude and be supportive of the others in the class.

COURSE TITLE: THEATRE SKILLS II
GRADE LEVEL: 9th – 12th (Spring Semester)
PREREQUISITES: None

This course is offered to students who have taken Theater Skills 1 and as such will continue to build on those skills learned in it. Additionally it may be taken as a first time course. Students have this option, as the course is designed to allow students who have taken the course in the fall to work seamlessly with those students taking the spring course. Grades in the course will be based on the quantity and quality of the students' work and not exclusively on the talent they bring to this class. There will be ample opportunity for extra credit work so that students can significantly control what their grade will be. The final evaluation for this semester course will be a public presentation of a project the students have been working on (specifically for the exam). Many of the requirements for this course will mirror those of the Theater 1 course. The course is intended for both beginners and experienced students who are willing to work diligently, have a positive attitude and be supportive of others in the class.

COMPUTER SCIENCE

Educational technology skills are integrated throughout the Marianapolis curriculum. Mastery of computer skills, such as keyboarding, mouse skills, word processing, graphics and spreadsheets, is assumed. The Marianapolis curriculum mandates word processed papers, spreadsheets for laboratory reports, and other course-specific technology-based programs. School publications and arts programs provide additional exposure through newspaper/yearbook page layout and graphic arts presentations. We do not state specific graduation requirements for Marianapolis students in computer in this catalogue. We believe that the computer is a tool whose capability and application will continue to expand at enormous rates for the foreseeable future. We have already seen the computer become an indispensable tool not only for many of today's businesses and professions, but in everyday life as well. These trends will only accelerate. At Marianapolis, we seek to graduate students who, at the very least, have a basic understanding of and familiarity with the workings and uses of computers. Ideally, most of our students will become proficient in applying the power of the tool to their chosen professions, while some will become the scientists and engineers who create new capabilities for the tool itself.

COURSE TITLE: COMPUTER I
GRADE LEVEL: 9th - 12th
PREREQUISITES: None

This course is designed to prepare students to be familiar with Microsoft Office and computers. Topics that will be covered are computer ethics, operating systems, the Internet, emailing, Microsoft Outlook, Microsoft Word, Microsoft Excel, Microsoft PowerPoint, and an introduction to Microsoft Access. Some hardware and system configurations will be covered, that include; how to secure a Windows operating systems, using peripherals, such as digital cameras, usb devices, and image scanners.

COURSE TITLE: COMPUTER II
GRADE LEVEL: 9th - 12th
PREREQUISITES: Computer I

In Developmental Computer II, we explore the more advanced options of some of the Microsoft Office products. The topics that will be covered are; using MS Producer to create video productions that will be imbedded into power point presentations. We will be installing and using "special" templates for MS PowerPoint, Excel, and Access applications. (Also, creating advanced formula applications in MS Excel and creating databases in MS Access.) The students will build a total business application and solution, using video, database applications, graphing tools and presentation tools. The hardware section will consist of automating MS Windows tasks, backing up and restoring your computer system, sharing files, and firewall configurations.

COURSE TITLE: VISUAL BASIC
GRADE LEVEL: 10th - 12th
PREREQUISITES: Computer I

This semester course is designed to teach students the basics of Visual Basic. Students will learn the essentials of organizing their code and building a working program. Along with the theory there will be hands-on lessons and practical projects.

COURSE TITLE: WEB DESIGN
GRADE LEVEL: 10th - 12th
PREREQUISITES: Computer I

This course is designed to teach students how to design and develop websites. Students will learn the essentials of HTML (text, links, tables, frames, layers, graphics, rollover images, and incorporating sound and animation). Students will design many different web pages using different techniques from HTML and animation software. Along with creating websites, students will learn how to publish web pages and websites to the Internet.

COURSE TITLE: NETWORKING
GRADE LEVEL: 10th - 12th
PREREQUISITES: Computer I & II

This course is designed to teach students the basic of networking. Students will learn the essentials of TCP/IP, the OSI layer, DHCP, DNS, routers and switches. Students will assemble a computer, troubleshoot the inner workings of a computer, and work with multiple operating systems on the same computer. Each student will build and troubleshoot their own network, and use it as a “real” world tool.

COURSE TITLE: DIGITAL PHOTOGRAPHY
GRADE LEVEL: 10th - 12th
PREREQUISITES: 10+ Megapixel camera & Photography I

This course will immerse students into the world of digital art and photography. The latest Adobe Photoshop will be taught and heavily used throughout the course. Upon completion, students will know the differences between traditional print media and digital media, digital color correction, resolutions for optimal print and successful marketing solutions. Students will be expected to produce finished work; participate in real world scenarios and be peer reviewed. The course will be instructor driven for the first half of the semester, after this students will be expected to produce finished pieces that are presented to the class.

This course will require a \$45 fee for materials

COURSE TITLE: DIGITAL VISUAL COMMUNICATIONS
GRADE LEVEL: 10th – 12th
PREREQUISITES: Computer I

This is a one semester course designed for students who would like to explore enhanced presentation software. We will be using Adobe’s Visual Communicator which allows the student to create newscast-quality video presentations. The software provides a teleprompter, video creation capabilities, and an entire library of customizable graphics, effects, titles, music, and templates. With this advanced program, students can deliver live video productions, self-produce video broadcasts, conferences, distance learning courses, campus-wide newscasts, and more. There will be a brief one to two week review of Microsoft Word, Excel and PowerPoint. The majority of the class will be spent on Microsoft Producer and Visual Communicator.

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