

MARIANAPOLIS
PREPARATORY SCHOOL

Course Offerings
2012-2013





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 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>(Spanish or Chinese)</i>
THEOLOGY:	Six semesters
ARTS:	One year <i>(a visual 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
Conc. 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 (AP) 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. Mid Term and Final Examinations are weighted as one-third of the semester average for all A.P. level courses.

***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. Midterm and Final Examinations are weighted as one-third of the semester average in all honors level 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*, Sophocles' *Oedipus Rex*, 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*, and Shelley's *Frankenstein*. 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* 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.

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, who 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*, Hemingway's *The Sun Also Rises*, Rodriguez's *Hunger for Memory*, Beckett's *Waiting for Godot*, Guest's *Ordinary People*, and Stoppard's *Rosencrantz and Guildenstern are Dead*. These texts will be supplemented by poems and short stories, and summer reading texts will be assigned under separate cover.

COURSE TITLE: AP LANGUAGE AND COMPOSITION
GRADE LEVEL: 12th
PREREQUISITES: English III and Recommendation of Current Teacher

In the words of the College Board's AP Program, students who complete the course in Advanced Placement English Language and Composition will be able to do the following:

Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques; apply effective strategies and techniques in their own writing; create and sustain arguments based on readings, research and/or personal experience; write for a variety of purposes; produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions; demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings; demonstrate understanding of the conventions of citing primary and secondary sources; move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review; write thoughtfully about their own process of composition; revise a work to make it suitable for a different audience; analyze image as text; and evaluate and incorporate reference documents into researched papers.

Toward these goals, students in this course will study both literary and non-literary texts with an emphasis on examining the ways in which authors from a variety of time periods and perspectives have used the tools of composition, syntax, and rhetoric to accomplish a wide variety of goals and appeal to multiple audiences. Reading assignments may come from the fields of history, ecology, journalism, current events, memoir, political science, and literature. Students will write in a wide variety of styles and for a wide variety of purposes, and they will work both independently and collaboratively to revise their work. Students will analyze images and films with the goal of studying how rhetorical strategies are employed in visual media. Careful and analytical reading and annotation is an important requirement of the course. The Advanced Placement English Language and Literature exam will be an optional component of this course in 2011-12.

COURSE TITLE: AP ENGLISH LITERATURE AND COMPOSITION
GRADE LEVEL: 12th
PREREQUISITES: English III H 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: 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. 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. We will explore seven films over the duration of the course, and although the films 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 creative project.

ENGLISH AS A SECOND LANGUAGE

The goal of the English as a Second Language Department is to develop communicative proficiency in English in students whose first language is something other than English. Since the ESL program is comprised of a wide variety of abilities and backgrounds, the program is structured to take students where they are along the continuum of competence and move them forward. Testing is done to determine the appropriate level placement for each student with the ultimate goal being to matriculate into the mainstream English classroom. The Department also seeks to strengthen and refine skill levels in all four modalities: Speaking, Listening, Reading and Writing so that students are sufficiently prepared for entry into a U.S. college or university.

The ESL Department also supports its academic goals with a unique curriculum component called "The American Experience." This part of the program is composed of monthly off-campus excursions and educational experiences that support the students' cultural competence. These activities are selected to enhance the curriculum and give students a hands-on experience with a variety of cultural activities. Each year the program culminates in a five-day trip to a special place within the United States of America that the students have been preparing to visit.

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

This year-long course works on building the foundations of being able to communicate in the English language. All instruction will be given in English and will focus on strengthening the major skill areas of speaking, listening comprehension, reading and writing. By studying simple literary and historical texts, students will learn how American culture is reflected in the icons, behaviors and practices of the American people. The basic study skills needed to be successful in the boarding school environment such as note-taking, time management and taking an active part in class discussion will also be emphasized at this level. 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 or Outcome of Placement Test

This year-long course continues the further development of communication skills in English with an emphasis on raising the student's current levels of reading and writing. Students begin literary analysis of American novels and learn to take reading notes. Students will also strengthen their ability to write a cohesive paragraph as well as practice basic essay format. Focus is placed on mastering basic reading comprehension strategies and practicing critical thinking skills. Very specific attention is given to mastering more advanced grammar structures and incorporated them into writing and speaking activities. In addition to literary works, student will also use texts that deal with the foundations of both Western and American history. This content will serve as another tool to prepare international students for the mainstream history and theology classes needed for graduation. In addition there will be summer reading assigned under separate cover. 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 or Outcome of Placement Test

This year-long course focuses on using English at the most advanced level. Seminars, discussion and speeches are used to prepare students for advance level mainstream classes. Students will focus on writing a variety of types of essays and using peer and self-editing strategies to improve their drafts. Students will be working with various types of literature such as novels, poetry and Shakespeare to increase comprehension and deepen their analytical skills. The use of technology to enhance presentation, research and time management skills will also be taught to enhance academic success. In addition there will be summer reading assigned under separate cover. 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: Intermediate ESL or Outcome of Placement Test

This year-long course facilitates the transition between the mainstream English class and the ESL program. All Transitional students are also enrolled in their grade appropriate English class at the same time that they are in Transitional ESL. Students will focus on developing their analytical, descriptive and creative writing styles. Students will read an anthology of short stories to form the basis for their writing assignments. Critical thinking strategies and an intensive review of the principles of good composition will be included. In addition there will be summer reading books assigned that correspond to the students' Mainstream English class. This is a one-credit course which meets for one hour within the student's schedule.

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 AP 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 UN 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 its 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: AP 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 AP 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 AP Exam in May and for further study in political science, law, education, business, and history.

SEMESTER ELECTIVE COURSES (*History & Soc Science*)

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: GENDER ANTHROPOLOGY
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 conclusion about gender perspective and the changing role of women throughout the world. Particular emphasis in this course will be on China and the Middle East.

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: 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: 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.

COURSE TITLE: COMPARATIVE POLITICS

GRADE LEVEL: 11th and 12th
PREREQUISITES: None

The goal of this course in comparative politics is to introduce students to some of the types of government and political systems in our world. The first part of the course will focus on government structures, systems, processes and policies as tools of comparative analysis. The second part of the course will focus on specific country studies which will include England, China, Mexico, Korea and other nations of the world. Discussion of current events will be an important part of this class. This goal will be met through readings, lectures, class discussions, in-class activities and assignments.

COURSE TITLE: AMERICAN GOVERNMENT
GRADE LEVEL: 11th and 12th
PREREQUISITES: None

The study of American government covers a wide range of institutions, actors, and processes which are influenced by American history, culture and economics. These institutions, actors and processes are further shaped by the attitudes, beliefs and responsibilities shared by citizens living within a democratic republic. It is the intention of this course to introduce the student to some basic concepts of the American political system that emerges at the federal, state and local levels of government. This goal will be met through readings, lectures, class discussions and class activities and assignments.

COURSE TITLE: AMERICA IN THE VIETNAM ERA
GRADE LEVEL: 11th and 12th
PREREQUISITES: None

From the initial involvement of the United States in Vietnam to the Paris cease-fire agreement signed in 1973, this history elective chronicles three turbulent decades of conflict that began in Southeast Asia but affected the entire world. The course examines French colonization, the Cold War, military strategy, and America's anti-war movement. This course puts the events of the conflict in historical perspective as it explores the people and events that shaped the world we live in.

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 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: GEOMETRY

GRADE LEVEL: 9th - 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: 9th - 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: 10th - 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: 10th - 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
GRADE LEVEL: 11th - 12th
PREREQUISITES: Geometry and Algebra II

The study of Pre-Calculus 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. Pre-Calculus will also give an overview of polynomial, exponential, logarithmic, and piecewise-defined functions, their properties and graphs. Technology is used regularly to reinforce the relationships among the functions, to confirm written work, to explore, discover and assist interpreting results.

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, logarithmic and piecewise-defined functions, their properties and graphs. Analytic geometry, polar curves and parametric equations will be introduced. 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 (Differential and Integral Calculus)
GRADE LEVEL: 11th - 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: AP Calculus BC (Differential and Integral Calculus)
GRADE LEVEL: 11th-12th
PREREQUISITES: AP Calculus AB, Departmental Approval and completion of summer assignment

The Calculus BC course encompasses all the topics on the AP Calculus AB examination and proceeds to several additional topics that include more advanced methods of integration, Polynomial Approximations, and Infinite Series. Technology is used to explore applications related to this subject.

AP Calculus BC is comparable to a two-semester "Differential and Integral Calculus" course in college. Students who take the Calculus BC must take the Advanced Placement exam in the spring. The students will then receive both a BC score and AB sub score that indicates how they performed on the AB portion of the examination.

COURSE TITLE: MULTIVARIABLE CALCULUS
GRADE LEVEL: 12th
PREREQUISITES: AP Calculus BC, Departmental Approval

This course consists of two main concentrations, explored over two-semester: Multivariable Differential Calculus and Multivariable Integral Calculus for functions of two or more variables. This is an ongoing research project of the Education Program for Gifted Youth (EPGY) at Stanford University and is dedicated to developing computer-based multimedia courses in mathematics. This is an on-line course, presented as two semester concentrations. Students enrolled in this course are of the highest mathematical ability and will complete this course as an independent study. Assessments will be completed on-line with the outcomes reported to our Marianapolis Instructor. This course will be recorded on the student's transcript upon completion of all criteria.

COURSE TITLE: 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. 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 data 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.

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: 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 junior or 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. Qualitative and quantitative analysis as it relates to concepts will be stressed. Labs will emphasize the use of the scientific method and concentrate on writing to communicate methodology and results.

COURSE TITLE: HONORS BIOLOGY (L)

GRADE LEVEL: 11th

PREREQUISITES: Conceptual Physics, Chemistry and Departmental Approval

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. Students will be prepared to take AP Biology their senior year.

COURSE TITLE: BIOLOGY (L)

GRADE LEVEL: 11th

PREREQUISITES: Conceptual Physics and Chemistry

The course material covered is similar to Honors Biology (see above) but less rigorous. The themes of biology will serve as a central focus throughout the course and students will gain a deeper understanding of the role we play as humans in the global ecosystem. 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: 12th
PREREQUISITES: Conceptual Physics, Chemistry, Biology 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 AP Biology exam in May.

COURSE TITLE: PHYSICS (L) (B)
GRADE LEVEL: 11th and 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
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: LABORATORY TEACHING ASSISTANT
GRADE LEVEL: 11th - 12th with Departmental Approval
PREREQUISITES: None

This course is designed to offer student aid 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: INTRODUCTION TO SPORTS MEDICINE (L)(B)
GRADE LEVEL: 11th - 12th
PREREQUISITES: Physics, Chemistry, and Biology

Introduction to Sports Medicine is an overview course for individuals interested in pursuing a career in the field of Sports Medicine. Major topics that will be covered are: anatomy, treatment and care of common injuries, and the management of a sports medicine facility. In addition to the normal course work each student will be required to complete a 10 hour shadowing period with a member of the sports medicine team. The purpose of this shadowing is twofold, first it will emulate the course work that a student would be experiencing during their collegiate career in sports medicine and second it will help them determine the career path which they would like to pursue.

COURSE TITLE: MUSCULAR SKELETAL ANATOMY (L)(B)
GRADE LEVEL: 11th - 12th
PREREQUISITES: Physics, Chemistry, and Biology

Muscular skeletal anatomy is an introductory course whose purpose is to prepare students for careers in the healthcare field and to inform students interested in the human body. Emphasis will be placed on the structures of the body and their relationship to kinesiology, while less emphasis will be placed on the physiology of the body. Teaching methods will include but are not limited to lecture, class discussion, individual palpation, partner palpation, and dissection.

MODERN 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 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

The Chinese program at Marianapolis works to introduce students to the basic language skills of listening, speaking, reading, and writing. Chinese is taught both in the Pinyin system of Roman letters and in simplified characters. Students will learn Chinese in an interactive and fun way. They will not only learn the language skills, but also gain knowledge and understanding of Chinese cultures by singing Chinese songs, watching Chinese movies, celebrating Chinese holidays, doing group projects on various topics, and dining in a Chinese restaurant, etc.

COURSE TITLE: CHINESE I
GRADE LEVEL: 9th - 12th
PREREQUISITE: None

This course is for those students who have no background in Chinese and wish to study the language and culture. At the outset, Chinese is taught in the Pinyin system of Roman letters, while the simplified Chinese characters are introduced. 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 to sing Chinese songs, watch Chinese movies and music videos, celebrate Chinese holidays, complete group projects on various topics, have a "Chinese buddy," dine in a Chinese restaurant, and learn about calligraphy, cooking, and Taiji. At the conclusion of this course the students' amassing of 200 vocabulary words will allow them to engage in basic conversations in Chinese. Some of the topics covered in Chinese I are: greetings, nationality, family, dates and time, hobbies, visiting a friend's home, and inviting someone out to eat.

COURSE TITLE: CHINESE II
GRADE LEVEL: 9th - 12th
PREREQUISITE: Chinese I

This is an intermediate course that builds upon Chinese I. Like Chinese I, students will continue to learn Chinese in an engaging, interactive, and fun way. Early focus will remain on listening and speaking skills as well as an understanding/appreciation of Chinese cultures, and will slowly add in emphasis on reading and writing skills. Students will further expand their vocabulary and basic grammatical structures to engage in daily conversations with the native Chinese speakers on campus. Some of the topics covered in Chinese II are: making appointments, talking about studying Chinese, a typical school day, shopping, and travelling.

COURSE TITLE: CHINESE III
GRADE LEVEL: 9th - 12th
PREREQUISITE: Chinese II

This course is a more advanced course that builds on Chinese II. Focus remains on listening, speaking, reading, and writing. The course covers the 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 III, students will possess the necessary tools to read short essays and articles, view programs and films in Mandarin Chinese, and discuss the content, in both written and oral form. Some of the topics covered in Chinese III are: talking about weather, dining out, asking directions, attending a party, and seeing a doctor.

COURSE TITLE: CHINESE IV
GRADE LEVEL: 9th - 12th
PREREQUISITE: Chinese III

This is an advanced-intermediate course that builds upon Chinese III. Focus remains on the development of oral and written communication skills and on the strengthening of cultural competency in Chinese through the use of written texts and multimedia resources. Some of the topics covered in Chinese IV are: dating, renting an apartment, sports, travel, and at the airport.

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.

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 II HONORS
GRADE LEVEL: 9th - 12th
PREREQUISITES: Spanish I: see below*

This accelerated course seeks to build on the fundamental skills learned in Spanish I, while requiring a more precise and accurate use of the language skills covered. Students will be expected to generate material in the target language more frequently, with an emphasis on forming syntactically accurate sentences in writing and speech. The collaborative nature of language learning will be emphasized with students frequently communicating with one another in the target language through integrated context.

*Students who have successfully completed Spanish I with a B+ or higher and have received the recommendation of the Modern 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 II Honors.

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 II. 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 Modern 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.

COURSE TITLE: AP SPANISH LANGUAGE
GRADE LEVEL: 11th - 12th
PREREQUISITES: Spanish III *

AP Spanish Language is a year-long course intended to refine the students' abilities in the Spanish language across the interpersonal, interpretive, and presentational modes of communication. Students will engage with the language in every class, reading authentic sources including periodicals and literary sources and responding to the readings, viewing Spanish and Spanish-American films and listening to music in the target language, and making oral presentations to the class and conversing with classmates and native speakers. Students will write compositions, give speeches, and through frequent activities and assessments, make connections and comparisons between themselves and the cultures of native Spanish speakers, communicate effectively with the target language, and understand the roles of Spanish speaking communities in the world today. Students will take the AP Spanish Language Exam in May.

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

COURSE TITLE: AP SPANISH LITERATURE
GRADE LEVEL: 11th - 12th
PREREQUISITES: AP Spanish Language and permission of the instructor

This 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. Students will take the AP Spanish Literature Exam in May

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

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: WORLD RELIGIONS I

GRADE LEVEL: 10th

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: 10th

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: MORAL & ETHICAL DILEMMAS

GRADE LEVEL: 11th

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: EXPLORING WISDOM LITERATURE
GRADE LEVEL: 11th

This course is a study of the literary, historical, and theological phenomenon of wisdom. The course examines the social and cultural function of wisdom in the life of the church and society. It applies a variety of interpretive methods to selected biblical texts and readings. Special attention is given to the use of wisdom literature in everyday life.

COURSE TITLE: SOCIAL JUSTICE
GRADE LEVEL: 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.

VISUAL 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
PREREQUISITES: None

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

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, pencil, and etching techniques on a variety of surfaces. All students 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. Students will use a variety of watercolor and acrylic painting techniques through observational, plein air, and self-conceptualized assignments. All students are required to exhibit their work.

COURSE TITLE: PRINTMAKING AND EXPERIMENTAL DRAWING
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 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. All students are required to exhibit their work.

COURSE TITLE: SET AND COSTUME DESIGN
GRADE LEVEL: 10th - 12th
PREREQUISITES: None

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: ASSEMBLAGE & 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 and crafts. 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 \$45.00 fee for materials.

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. Students will be required to exhibit their work. This course will require a \$45.00 fee for materials.

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. Students will be required to exhibit their work. This course will require a \$45.00 fee for materials.

II. PERFORMING ARTS

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: FRESHMEN CHORUS

GRADE LEVEL: 9th

The Freshmen Chorus is an opportunity for 9th graders to participate in a performing ensemble. No experience in music or singing is necessary. The fundamentals of good vocal production are emphasized as well as basic musical literacy and exposure to select choral literature. The focus of Chorus is group building, participation and fun. Experienced singers are encouraged to participate by soloing and leading songs at concerts or masses.

COURSE TITLE: CHOIR

GRADE LEVEL: 10th - 12th

PREREQUISITES: None

The Chamber Choir is an intermediate ensemble of mixed voices for those interested in continuing a pursuit of vocal performance at Marianapolis. The Chamber Choir performs octavo repertoire for 2-4 voice parts especially suited for small venue performance. Repertoire is mostly classical secular and sacred in nature with an opportunity to form smaller ensembles for contemporary, pop and a capella works. Students will learn the fundamental elements of vocal health and production with added focus on blend, tone, placement and basic music theory and musical literacy.

COURSE TITLE: WORLD MUSIC

GRADE LEVEL: 9th - 12th

PREREQUISITES: None

World Music is a survey of many music cultures in the world today. Students will listen to and study traditional, religious, folk, art, and pop music from countries and regions like, India, Japan, West Africa, and Latin America. Additionally, students will learn and understand the relationship between music, history, and culture, and apply basic music skills like rhythm, melody, and harmony to other music's of the world.

COURSE TITLE: MUSIC APPRECIATION

GRADE LEVEL: 9th - 12th

PREREQUISITES: None

Music Appreciation is an examination of Western, and American musical traditions. The course aims to broaden each students understanding and appreciation of western music and its various forms. Students will learn to actively listen to music genres ranging from classical and folk to Pop and Hip Hop. Throughout the course, students will develop a stronger music vocabulary and understanding of basic elements of music.

COURSE TITLE: WIND ENSEMBLE

GRADE LEVEL: 9th - 12th

PREREQUISITES: Experience reading music or with instrument

Wind ensemble is an opportunity for instrumentals to perform in a traditional band setting. There will be opportunities to perform featured pieces at masses and concerts as well as accompanying the Schola Choir. Students must be able to read music. Instrument rentals are an option for those who do not own one.

COURSE TITLE: MUSIC THEORY I
GRADE LEVEL: 10th - 12th
PREREQUISITES: None

Music Theory I is for the singer or instrumentalist who wants a greater understanding of the fundamentals of written music and the structure and mechanics behind the composition and arranging of various idioms. Contextual and historical examples of music will be explored and focus on music literacy, ear training and musical notation will foster the Theory I student to a deeper understanding of music.

COURSE TITLE: MUSIC THEORY II
GRADE LEVEL: 10th - 12th
PREREQUISITE: Music Theory I

This course is a more advanced look at music theory with focus on chord theory, modality, counterpoint and composition with music software. Students will study analysis through classical examples and also modern jazz and rock chord analysis.

COURSE TITLE: BEGINNER GUITAR
GRADE LEVEL: 10th - 12th
PREREQUISITE: Must own acoustic guitar

Students in Beginner Guitar will study the practical and fundamental techniques of guitar playing including chord formation, finger picking, strum patterns, chord chart reading, tablature reading, electric and bass guitar technique and even classical guitar and music/tablatore reading. Students must provide their own acoustic guitar. There is a \$15 materials fee for this course.

COURSE TITLE: SCHOLA CHOIR
GRADE LEVEL: 10th - 12th
PREREQUISITE: Freshman Chorus or by invitation

Schola is the advanced choir at Marianapolis which performs at all in-school masses and concerts. Repertoire ranges from the ancient and classical sacred music of the church through modern a cappella and gospel. It is the goal of the Marianapolis music program that the Schola choir develop into a competitive choir, performing and competing throughout the region with quality repertoire in classical four-part harmony and even complex madrigal arrangement in six to eight parts.

COURSE TITLE: ROCK BAND
GRADE LEVEL: 9th - 12th
PREREQUISITE: Must own and play a rock instrument

For those interested in playing contemporary rock and pop music, the Knightmares is a student-based band made up of 4-8 members who perform at dances and other appropriate functions. If you sing or play guitar, bass, keyboard, drums or even key-tar, we may have a spot for you in the Marianapolis Rock Band; the Knightmares!

DANCE

COURSE TITLE: DANCE TECHNIQUE I

GRADE LEVEL: 9th – 12th

PREREQUISITES: None

Dance Technique I is a beginning class for students with little to no previous dance experience. This class exposes students to a variety of dance techniques including ballet, jazz, modern and hip hop. Emphasis of Dance Technique I is placed on body alignment. Students will learn proper placement and technique within their own abilities in the warm-up and continue to explore more fully how their bodies can move with combinations across the floor and in the center. The students will gain flexibility and strength as they train in the core elements of proper dance technique. Students will be required to take part in a performance at the end of the semester.

COURSE TITLE: DANCE TECHNIQUE II

GRADE LEVEL: 9th – 12th

PREREQUISITES: Permission from the head of the department

Dance technique II is an intermediate class expanding on the principles of Dance Technique I. Students will continue working on proper placement and technique and apply it to more center work. The emphasis of this class will be to increase muscle memory or the ability to pick up and remember choreography. Techniques taught include ballet, jazz, modern and hip hop. Students will be required to take part in a performance at the end of the semester.

COURSE TITLE: DANCE TECHNIQUE III

GRADE LEVEL: 9th – 12th

PREREQUISITES: Permission from the head of the department

Dance Technique III is an advanced class with an emphasis on furthering students' knowledge of the elements and techniques of dance. This class builds on what was learned in Dance Technique I and Dance Technique II, focusing on the refinement of technical concepts and creative expression. Students will learn discipline and hard work as well as critical thinking and creative problem solving through spatial awareness and improvisation. Techniques taught will include ballet, jazz, contemporary and hip hop. Students will be required to take part in a performance at the end of the semester.

COURSE TITLE: FLEXIBILITY AND STRENGTH DEVELOPMENT

GRADE LEVEL: 9th - 12th

PREREQUISITES: None

This co-ed course is designed to increase strength and flexibility. It is demanding in its attempt to increase stretch, and strength in both the abdominals and upper body. Stretch and strengthening exercises are designed to help students gain the physical knowledge they need to improve their bodies for sports and lessen the potential for injury. Students will learn proper ways to stretch and increase core strength through activity specific yoga and Pilates.

COURSE TITLE: TAP TECHNIQUE

GRADE LEVEL: 9th - 12th

PREREQUISITES: None

Tap Technique is a co-ed beginning class for students with little to no tap experience. This introductory class will expose students to the basics steps of tap technique. Students will learn coordination, rhythmic variations, and performance skills through a series of tap combinations. Tap shoes are required.

INFORMATION TECHNOLOGY

Educational technology skills are integrated throughout the Marianapolis curriculum. We offer programs that focus on computers, computer problems and solutions, user interfaces from different approaches, computer programming with foresight, web design, and video production using the most current technology. The curriculum is designed to supplement students' knowledge and enhance every academic discipline. We believe that the computer is a tool whose capability and application will continue to expand at enormous rates in the foreseeable future. The computer has become an indispensable tool in the professional world, as well as everyday life. At Marianapolis, we seek to graduate students who have a basic understanding of and familiarity with the workings and various uses of computer. Ideally, most of our students will become proficient in applying the power of the tool to their chosen courses of study and 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

The goal of this course is to equip students with a standardized set of skills necessary for 21st Century learning. Beyond the technical skills with hardware and software, students will gain an appreciation for the historical perspective of our technological age as well as the dangers inherent with a rapidly expanding information network. Through this process, the class will emphasize logical deduction as well as best practices in PowerPoint presentations. By the end of the course, students will be able to produce a number of documents across the Microsoft Office suite, including budget spreadsheets, letters, resumes and the like, that display a high degree of professionalism.

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

The goal of this course is to excite students about the use of technology in entrepreneurship. Students will continue developing the software and hardware competency started in Computer Science I, but with a focus to on using these tools to launch a business online. Simple websites, video advertisements, advanced budget spreadsheets, and fliers are some of the products that students will produce. The class will also review basic microeconomics as well as the process required to launch a legitimate business. By the end of the course, students will have a well-developed business plan.

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

The goal of this course is to welcome students into the discipline of programming. Students will gain an understanding of the fundamental principles and logic of scripting code in Visual Basic, Java and C#. No matter what discipline the student later pursues, the ability to build customized tools and applications will be of great use. As the field of computer programming is changing on a daily basis, we will also focus on principles of self-education. Introductory programming experience and the comfort and confidence to continue coding independently has led to some of the most break-through creations in the industry.

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

The goal of this course is to welcome students into the art and craft of web design using such programs as Microsoft Expression Web and Adobe Flash. This is a course that blends a technical skill with an artistic eye in order to produce a functioning product. While this course will certainly not encompass all of the skills required to pursue a career in web design, it will lay the foundation for students to continue the study. As the field of web design is changing on a daily basis, we will also focus on principles of self-education. Introductory design experience and the comfort and confidence to continue coding independently has led to some of the most break-through creations in the industry.

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

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.

Knights' Quest Standards

Knowledge

Cultivating a love for learning by providing opportunities to develop self-confidence in one's intellectual and academic abilities, and to strive for personal excellence as well as challenging each individual beyond one's perceived limits.

Nobility

Creating an atmosphere where cultural values and spiritual diversity are honored while fostering school spirit and pride.

Integrity

Instilling honesty in relationships, academics, and athletics.

Generosity

Encouraging a willingness to share individual time, talents, and treasures with the extended school community.

Health

Educating each student's balancing of time to enhance physical, spiritual, moral, and nutritional needs.

Teamwork

Foster the development of leadership styles and skills while developing accountabilities to peers, parents, faculty, and administrators respectively.

Spirituality

Exploring spiritual and faith experience and subsequently, providing opportunities and bases to integrate traditions into an adolescent faith through the exploration of Scripture, worship, sacraments, discussions, and spiritual experiences.

Questioning

Promoting curiosity about one's physical and spiritual environment.

Understanding

Developing methods for comprehending the quest for experience, knowledge, spirituality, and personal development.

Equality

Demonstrating the positive impact of compassion, respect, and reverence for one's peers.

Service

Instilling the value of volunteering talents by engaging in outreach activities.

Truth

Endeavoring to underscore the belief that the pursuit of truth fosters self-growth, humility, and regard.



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