



# P R E P MARIANAPOLIS

COURSE CATALOG 2018-2019







# INTRODUCTION



The Mission of Marianapolis Preparatory School, to educate students in the Catholic tradition of academic excellence, is reflected in the college preparatory curriculum offered to all students. The Aims and Purposes serve as the foundation for each course's goals and objectives. Marianapolis Preparatory School cultivates and nurtures a growth mindset in our students while teaching them essential skills of creative problem solving, critical thinking, and communication in a culture that promotes the development of community and character.

Within a rigorous college preparatory course of study, Marianapolis Preparatory School nurtures students to become responsible and independent learners. The classroom environment is both intimate and intensive; faculty members challenge each student to achieve his or her best on assessments, through projects, and in classroom discourse. Each student is supported by his or her advisor, who monitors progress and acts as a resource throughout the school year. Advisors serve as the central point of contact for parents and ensures that students are achieving at the highest level possible.

Our academic curriculum reflects the richness and diversity of a broad spectrum of interests. The academic philosophy at Marianapolis fosters development of critical and disciplined thinking, precise communication and scientific analysis, creative problem solving, and understanding of the social, scientific, and political background of Western and non-Western civilizations. At all grade levels, the curriculum encourages students to think creatively and to articulate ideas effectively. The school maintains a strong and balanced offering of required and enrichment options. Honors and Advanced Placement sections are available in most departments and serve to challenge the capable student with more complex inquiries. Elective offerings augment traditional requirements and provide enrichment opportunities.





# MISSION

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.



## AIMS & 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 excellence
- 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



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# ACADEMIC INFORMATION & POLICIES

## GRADUATION REQUIREMENTS

**Minimum Course Load:** 6 Courses each semester

**Minimum Graduation Credits:** 24 Credits

### Department Requirements:

ENGLISH AND/OR ENGLISH LANGUAGE: Four Courses

FINE ART:

VISUAL ART One Credit

PERFORMANCE ART One Credit

HISTORY: Three Courses (Humanities/World History I, World History II, US History)

INFORMATICS: Computer Science I

MATHEMATICS Three Courses (Must include all prerequisites)

MODERN LANGUAGE: Completion of Level III (English as First Language students only)

SCIENCE: Three Courses (must include Conceptual Physics, Chemistry, Biology, or its equivalents and each must have a lab component)

THEOLOGY: Three Credits

\* TRANSFER STUDENTS: Transfer credits are awarded based on official transcripts. Adjustments to graduation requirements are made.

## ADVANCED PLACEMENT COURSES

Advanced Placement (AP®) courses are college-level courses offered in almost all academic departments, in grades 10, 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, additional class time and significant amounts of homework each night. Because of the rigors of these classes, students are encouraged not to take more than three AP® courses in a given year. If four AP® courses are taken, an additional study period is required during the school day. Midterm and Final Examinations are weighted as one-third of the semester average for all AP® level courses.

Students are carefully selected for AP® courses according to the following criteria:

- Recommendations of the student's prior teachers in the subject matter



# ACADEMIC INFORMATION & POLICIES

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

The school expects students to give serious commitment to AP® courses and to take the AP® examination in mid-May.\* A sufficiently high score on an AP® 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 AP® status at any point during the year. Colleges will be notified of any change in a student's AP® 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. Students need specific departmental recommendation to take Honors courses.

- The facility to produce Honors level work consistently and independently
- An eagerness to take risks and embrace ambiguity when encountering the unknown
- A willingness to persist with challenging questions or tasks
- The desire to explore ideas deeply, not merely complete assignments
- The ability to make connections to other areas of knowledge or fields of study
- A readiness to embrace, process, and use feedback to improve performance
- An intellectual appetite that is awake or awakening to the pleasures of the mind

## INDEPENDENT STUDY

Independent Studies, 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 through 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.



# ACADEMIC ENRICHMENT & EXPERIENTIAL LEARNING

## NINTH GRADE EXPERIENCE

Marianapolis believes that the preparation of students for college and life after Marianapolis begins the second students step on campus their freshman year. The Ninth Grade Experience will teach freshmen the skills needed to succeed not only at Marianapolis, but also for the rest of their academic career. The Casimir Seminar and the Humanities course combined focus on building skills that students can use in their day-to-day lives such as critical thinking, communication, and cross-curricular learning.

### HUMANITIES

(see History, English, or Theology course listing description)

### CHOICE OF LANGUAGE – CHINESE OR SPANISH

(see Modern Language course listing description)

### ALGEBRA I/INTEGRATED MATH I/GEOMETRY

(see Mathematics course listing description)

### CONCEPTUAL PHYSICS

(see Science course listing description)

### FINE ART

(see Fine Art course listing descriptions)

### COMPUTER SCIENCE I

(see Informatics course listing description)

### CASIMIR SEMINAR:

Communication – Articulation – Skills – Innovation – Methodology – Information - Research

The Casimir Seminar is a semester-long course that is designed to provide a foundation of essential skills and insights that will benefit first year students and enhance their ability to achieve success in their academic and extracurricular careers while at Marianapolis. Four main focus areas include Communication in Society, Information Fluency, Human Dynamics, and Science and Innovation.

### PEER LEADERSHIP:

Senior leaders mentor the freshmen through this peer leadership by reducing the fears and disconnectedness that many new freshmen feel when they enter a new environment. Each senior Peer Leader has a small group of freshmen they meet with weekly to help transition to life at Marianapolis. A continued mentorship will help the freshmen face their academic challenges and extracurricular lives.



# ACADEMIC ENRICHMENT & EXPERIENTIAL LEARNING

## LEAP WEEK

### Live – Experience – Advance – Prepare

LEAP Week is a one-week mini-term course requirement in March during which groups of students and faculty explore a specific topic, project, or adventure. Course offerings typically focus on specialized skills, the arts, community service, scientific field studies, cultural immersion experiences, or outdoor challenges. Curricula are designed around the existing interests of school community members and may also involve off-campus instructors with relevant expertise.

LEAP Week prioritizes learning in the concrete and physical world of action as a complement to learning in the vicarious and conceptual world of most classrooms. Students are encouraged to step beyond customary learning situations and begin a lifelong process of challenging the self to exceed comfortable boundaries.

The program takes students out of the classroom and into broader areas of hands-on exploration, in the company of teachers who model the excitement and joy of lifelong learning. This side-by-side experience stimulates deeper teacher/student relationships that are subsequently transferred back into daily campus life. Since each group focuses on a single goal or endeavor, LEAP Week also imparts lessons about group membership and the advantages and responsibilities of interdependence.

## TRAVEL ABROAD PROGRAM

The optional Travel Abroad Program scheduled during our Spring Break in March, allows students the opportunity to take their education abroad. Whether it be Ireland & the United Kingdom, China, or Italy, students who attend will discover the world through culturally immersive educational travel. Through experiential learning they will gain new perspective, develop important skills, and become true global citizens.

## EXPERIENTIAL LEARNING PROGRAM

The Experiential Learning (EL) Program is an exciting chance for students to create lifelong friendships while experiencing truly unique learning opportunities. In tandem with the goals of the Marianapolis mission statement, this program is designed to reflect a richness of a broad spectrum of interests. The program offers multiple day trips around New England during the school year. While the events will be required for students in English Language courses, freshmen, sophomores, international students, and student leaders, all Marianapolis students are welcome to sign up for any activity.

# ACADEMIC ENRICHMENT & EXPERIENTIAL LEARNING

## CENTERS OF EXCELLENCE

Building off of the skills obtained their freshman year, sophomores will have the option to enroll in one of three Centers-- Business & Entrepreneurship, Civic Engagement & Service, and Innovation & Technology. This third Center involving innovation can focus in one of two areas: Computer Science and Engineering. The Centers of Excellence were created with the idea of giving students the opportunity to gain more practical experience by allowing them to become globally engaged in a specific focal area, while completing their traditional curricular requirements. Students enrolled in COE will embark on a unique course of study focused on the area of their chosen Center, complete a three-week supervised internship, and complete a senior capstone project, among other requirements. Students who have successfully completed the program, in addition to the standard courses needed for graduation, will receive a specialized diploma at graduation.

### FORMATION: 9TH GRADE

By the end of their first year, students will have developed skills in:

- Critical & Creative Thinking
- Information Fluency
- Oral Communication
- Ethical & Civic Responsibility
- Quantitative Literacy

#### CLASSES

- HUMANITIES • CASIMIR SEMINAR

### EXPLORATION: 10TH GRADE

During the sophomore year, students will begin to consider specific areas for further academic exploration through:

- Targeted courses
- The LEAP Experience
- The Lunch & Learn Series
- Guest Speakers
- Clubs & Activities

#### CLASSES

- CIVIC ENGAGEMENT • LEGAL STUDIES • BUSINESS & ENTREPRENEURSHIP

### APPLICATION: 11TH GRADE

The highlight of the 11th grade for students in the Centers of Excellence is the completion of a supervised, structured internship experience.

- Students will have the opportunity to apply learned concepts & skills to a potential career path through this three-week experiential learning requirement.

#### CLASSES

- FINANCE & ACCOUNTING • GLOBAL GOVERNMENT • INTERNSHIP SEMINAR

### EVALUATION: 12TH GRADE

During the senior year, students enrolled in the program will engage in a major capstone project in the form of a written work that brings together their conceptual understanding of the human endeavor, their application of skills learned, and their experiential learning outcomes.

#### CLASSES

- CAPSTONE • INTERNATIONAL BUSINESS • STATISTICS • PSYCHOLOGY
- SOCIOLOGY • MICRO & MACRO ECONOMICS

Common to all of the Centers is the **Internship Seminar**. This weekly evening seminar is designed to assist students as they experience their internships by assisting them with examining their roles within their organizations and exploring the professional skills needed for success. Students will examine how the classroom skills which they have learned, namely; active engagement, critical thinking, problem solving, and experiential learning connect to professionalism, citizenship, and personal growth. Through small group work and discussion as well as self-reflection through journaling and peer critique, students will develop their skills in writing and their understanding of office etiquette and protocols in the professional world. The seminar will feature assigned readings, group projects, and guest speakers.



# ACADEMIC ENRICHMENT & EXPERIENTIAL LEARNING

## Civic Engagement & Service Center

### Grade 10

Civic Engagement  
Legal Studies

### Grade 11

Global Government & Politics  
Internship Seminar (evening course)

### Grade 12

Capstone  
Statistics  
Sociology  
Microeconomics  
COE Electives (2 semesters)\*

\*May include courses in:

Nonprofit Organizations, Municipal Government,  
Macroeconomics, International Relations, Public  
Administration

## Innovation and Technology Center (Computer Science)

### Grade 10

Design Principles  
Programming I

### Grade 11

AP® Computer Science Principles  
Internship Seminar (evening course)

### Grade 12

Capstone  
Pre-Calculus or Calculus  
COE Electives (3 semesters)\*

\*May include courses in:

Robotics, App Design, Programming II, Networking

## Business & Entrepreneurship Center

### Grade 10

Business & Entrepreneurship  
Legal Studies

### Grade 11

Global Markets & Money  
Internship Seminar (evening course)

### Grade 12

Capstone  
Statistics  
Sociology  
Microeconomics  
COE Electives (2 semesters)\*

\*May include courses in:

International Business, Macroeconomics, Finance,  
Accounting, Marketing, Entrepreneurship

## Innovation and Technology Center (Engineering)

### Grade 10

Modeling for Problem Solving  
Design Principles

### Grade 11

Engineering & Design  
Internship Seminar (evening course)

### Grade 12

Capstone  
Pre-Calculus or Calculus  
AP® Computer Science Principles OR  
AP® Physics  
COE Electives (3 semesters)\*

\* May include courses in:

Biomedicine, Human Biology, Neurobiology,  
Mechanical/Civil Design & Structure, Physics,  
Architecture

The image is a vertical collage of three photographs. The top photo shows a dense green tree canopy with a building's spire visible in the center against a blue sky with white clouds. The middle photo is a solid orange rectangle containing the text 'SUMMER TERM' in white, serif, all-caps font. The bottom photo shows a paved path leading through a lush green park with large trees, a black lamppost on the left, and a red building in the distance.

# SUMMER TERM



# SUMMER SESSION ONLINE



Online learning is a vital aspect of the Marianapolis curriculum. The school is committed, without compromise, to providing students a top-tier college preparatory education through the virtual platform. By prioritizing personalized instruction and immersing students in a blended curricular approach, Marianapolis equips students with the tools essential for success in the ever-changing academic climate. Most importantly, this innovative distance-learning program gives students 1:1 access to Marianapolis faculty, curricula, and instruction.

Enrolled students have an opportunity to continue their courses of study during the Summer Term. Participants take online summer classes in order to meet graduation requirements, to complete course prerequisites in advance, or to study a particular discipline at an accelerated rate. Non-native English speaking students also make tremendous progress in our intensive English Language program throughout the summer.

Advancement courses offer advanced credit for semester and year-long equivalent coursework through rigorous thematic study modules. Exploration courses allow students to refine and maximize targeted skills for college preparation. More information can be found on the website in early spring. Explore the Summer Term options below as you build your course schedule.

The Summer Term is designed to include two terms. Term I is equivalent to our Fall, Semester I and Term II is equivalent to our Spring, Semester II. Make note of those graduation requirements that will require the successful completion of both Summer Term I and Summer Term II to earn one full credit awarded during the traditional school year. Each course meets daily, Monday – Friday, with independent work required on Saturday. Internet access is required throughout the duration of each course as well as ongoing video and audio connection. Courses are conducted through our Canvas platform where students and teachers are engaged visually with all members of the class through class discussions and office hours.

Term I: (equivalent to one semester in the traditional school year)

June 25 - July 18

Term II: (equivalent to one semester in the traditional school year)

July 19 - August 11

### ADVANCEMENT COURSES:

## BUSINESS:

**COURSE TITLE:** MICROECONOMICS  
**DURATION:** Summer Session Online  
3 1/2 weeks  
**EQUIVALENT TO:** Fall or Spring Semester  
Microeconomics  
**CREDIT:** 0.5

This course serves as an introduction to the field of economics within the context of mathematics. Topics include fundamental economic concepts such as scarcity, opportunity, cost, and incentives. Students will examine both microeconomic and macroeconomic principles: supply and demand, markets and prices, competition, unemployment, monetary and fiscal policy, and the role of government. Technology, written and mathematical work, and daily class discussion are used to educate students on current topics, such as the costs and benefits of international trade, how wages are determined in labor markets, and why countries develop at different rates. The course allows students to apply graphical and statistical methods of analysis and create a greater understanding of economic systems.

**COURSE TITLE:** BUSINESS &  
ENTREPRENEURSHIP  
**DURATION:** Summer Session Online  
3 1/2 weeks  
**EQUIVALENT TO:** Fall Semester Business &  
Entrepreneurship  
**CREDIT:** 0.5

Entrepreneurs are individuals who utilize and combine factors of production, such as land, labor and capital, and use their knowledge, skill and creativity to produce a good or service that is wanted or needed by society and which allows the entrepreneur to make a profit. This class introduces students to the basic principles of business

which are needed to start and own a business. Students in this class will learn to explore the characteristics and traits of an entrepreneur, to identify the characteristics of different economic systems, to recognize and assess economic resources, to understand the concept of the free market in a mixed economy, to understand the components of an effective business plan, to identify competition, to know how to develop a marketing plan, to recognize business risk and to understand how to effectively grow a business.

## HISTORY:

**COURSE TITLE:** WORLD HISTORY II PART 1  
**DURATION:** Summer Session Online  
3 1/2 weeks  
**EQUIVALENT:** Fall Semester World History II  
**CREDIT:** 0.5

Modern World History Part 1 covers the years 1500 to the 1800's. The course pays particular attention to the effects of the Industrial Revolution on the rise and fall of the European imperial system and 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:** WORLD HISTORY II PART 2  
**DURATION:** Summer Session Online  
3 1/2 weeks  
**EQUIVALENT:** Spring Semester World  
History II  
**CREDIT:** 0.5

Modern World History Part 2 is a continuation of Modern World History Part 1. 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. Students will continue to develop their analytical writing skills by focusing on the mechanics and conventions of historical writing.

**COURSE TITLE:** UNITED STATES HISTORY  
PART 1  
**DURATION:** Summer Session Online  
3 1/2 weeks  
**EQUIVALENT:** Fall Semester United States  
History



**CREDIT:** 0.5

United States History Part 1 explores the history of America from the European discovery of North America in 1492 through the Civil War. United States History is a comprehensive course covering the major events and historical figures that shaped the direction of the nation. Students will be challenged to read about, discuss, and analyze a variety of fascinating personalities and topics. In addition, students will delve into various primary source documents, will complete a plethora of writing assignments, and will participate in class projects.

**COURSE TITLE:** UNITED STATES HISTORY PART 2  
**DURATION:** Summer Session Online  
3 1/2 weeks  
**EQUIVALENT:** Spring Semester United States History  
**CREDIT:** 0.5

United States History Part 2 is a continuation of United States History Part 1. The course explores events in America from the Reconstruction period following the Civil War to the Space Race and Reagan presidency. Students will continue to learn about the major events and historical figures that shaped the modern United States of America. Students will be challenged to read about, discuss, and analyze a variety of fascinating personalities and topics. In addition, students will delve into various primary source documents, will complete a plethora of writing assignments, and will participate in class projects.

## INFORMATICS:

**COURSE TITLE:** COMPUTER SCIENCE I  
**DURATION:** Summer Session Online  
3 1/2 weeks  
**EQUIVALENT TO:** Fall or Spring Semester Computer Science I  
**CREDIT:** 0.5

Using Csound, a programming language designed for music, this course prepares students to create a composition to show off, all the while working with computers at a fundamental level and engaging with the topics of Computer Science.

Through work with the programming language Csound students will become familiar with all of the versatility of computer programming.

## SOCIAL STUDIES:

**COURSE TITLE:** LEGAL STUDIES  
**DURATION:** Summer Session Online  
3 1/2 weeks  
**EQUIVALENT TO:** Fall or Spring Semester Legal Studies  
**CREDIT:** 0.5

This class will introduce students to the nature and functions of law in a society. Law, when legitimately developed by a society, provides order, structure and limits to those living in that society. Law takes essentially two forms: civil law, which addresses issues, disputes and grievances between individuals in their role as private individuals and criminal law, which addresses violations that individuals, in their role as public citizens, commit against the order of political society. Students in this class will explore a broad range of law related topics including: the nature and functions of law in a society, legal principles and fundamentals, civil law, criminal law, international law, law in a mixed market economy and government regulation.

**COURSE TITLE:** PSYCHOLOGY  
**DURATION:** Summer Session Online  
3 1/2 weeks  
**EQUIVALENT TO:** Introductory Course in Psychology  
**CREDIT:** 0.5

This course will provide a broad introduction to the field of psychology, one of the social sciences. Among the topics we will cover are: gathering data on the causes and correlations of behavior, key figures in psychology and their theories, examples of research findings from the major subareas of the field, and using psychological knowledge to improve the quality of our lives. This survey of psychology will acquaint the students with the major concepts and terminology of the discipline and give them a better understanding of self and others. It is the hope that it will encourage students to want to learn more about psychology.

**COURSE TITLE:** SOCIOLOGY  
**DURATION:** Summer Session Online

**EQUIVALENT TO:** 3 1/2 weeks  
**Introductory Course in Sociology**  
**CREDIT:** 0.5

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 encouraged 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. This Sociology course will provide students with the basic concepts and tools necessary for understanding human social behavior in a complex world. The focus of this course examines the structures and functions of society from a purely sociological perspective, and then examines current social issues in the world. Topics to be covered include: culture, socialization, formal organizations, deviance, as well as global, gender, and race stratification, economics and politics, urbanization, and social change.

## THEOLOGY:

**COURSE TITLE:** BIBLE AS LITERATURE  
**PART 1**  
**DURATION:** Summer Session Online  
3 1/2 weeks  
**EQUIVALENT:** Fall Semester Bible as Literature  
**CREDIT:** 0.5

Bible as Literature Part 1 is an introductory course to the Scriptures of the Jewish and Christian traditions. The writings of the Old Testament are surveyed, utilizing literary and historical criticism. Moreover, there will be a historical and thematic introduction to Christian thought and practice. Students will be exposed to major questions raised in interpreting the Bible in the 21st century.

**COURSE TITLE:** BIBLE AS LITERATURE  
**PART 2**  
**DURATION:** Summer Session Online  
3 1/2 weeks  
**EQUIVALENT:** Spring Semester Bible as Literature  
**CREDIT:** 0.5

Bible as Literature Part 2 is a continuation of Bible as Literature Part I. This is an introductory course to the Scriptures of the Jewish and Christian traditions. The writings of the Old Testament are surveyed, utilizing literary and historical criticism. Moreover, there will be a historical and thematic introduction to Christian thought and practice. Students will be exposed to major questions raised in interpreting the Bible in the 21st century.

**COURSE TITLE:** COMPARATIVE RELIGION  
**PART 1**  
**DURATION:** Summer Session Online  
3 1/2 weeks  
**EQUIVALENT:** Fall Semester Comparative Religion  
**CREDIT:** 0.5

Comparative Religion Part 1 introduces students the study of world religions and why these faiths have a powerful appeal and influence on many people over time. These religions have shaped and been shaped by every culture. To study the major world religions is, in truth, to study the history and culture of the human race over the centuries. Students will explore a sampling of tribal religions as well as the Ancient Egyptians, Mesopotamians, Greeks, Romans, and a variety of other western religions.

**COURSE TITLE:** COMPARATIVE RELIGION  
**PART 2**  
**DURATION:** Summer Session Online  
3 1/2 weeks  
**EQUIVALENT:** Spring Semester Comparative Religion  
**CREDIT:** 0.5

Comparative Religion Part 2 is a continuation of Comparative Religion Part 1. The main points of emphasis in this course are as follows: to acquaint each student with the basic answers each religion gives to the fundamental questions of life; to expose students to the basic elements of the eastern world religions; to help students appreciate the areas of similarity and diversity found in world religions; and to help students to examine their own religious beliefs and practices in light of other religions.

**COURSE TITLE:** MORAL DECISION MAKING



**DURATION:** Summer Session Online  
3 1/2 weeks  
**EQUIVALENT:** Fall or Spring Semester Moral  
Decision Making  
**CREDIT:** 0.5

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. 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. Students will explore their position on capital punishment, war, beginning and end of life issues, medical dilemmas, and various aspects of sexual morality.

**COURSE TITLE:** SOCIAL JUSTICE  
**DURATION:** Summer Session Online  
3 1/2 weeks  
**EQUIVALENT:** Fall or Spring Semester Social  
Justice  
**CREDIT:** 0.5

This 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 surveys of the Church from the Renaissance to the present will be integrated into the course. Particular attention will be paid to contemporary Church perspectives on such issues as racism, work, poverty, and the right to life.

### **ENRICHMENT COURSES:**

**COURSE TITLE:** SAT PREPARATION  
**DURATION:** Summer Session Online  
3 1/2 weeks

The SAT Prep course is designed to help students prepare for the rigors of taking the SAT tests offered by the College Board. Our primary goal is to identify and implement test taking strategies using prerequisite knowledge to increase student performance. Students in this course should have passed Algebra 2 or are

taking it concurrently.

**COURSE TITLE:** MASTERING THE COLLEGE  
ESSAY  
**DURATION:** Summer Session Online  
3 1/2 weeks

Mastering the College Essay teaches students to think logically about their writing as a reflection of who they are, and how they would like to be represented to the college and universities at which they wish to be considered for admission. Students are exposed to a vast array of application essay prompts and sample responses which help them to understand what is contained in a unique and effective college essay. In addition, students spend time reflecting on their own lives, considering their personal values, identity or events which will help them stand apart from a crowd of other applicants. They learn the qualities of effective personal writing and are able to use those qualities to compose one of the most important pieces of prose they've ever written. By the conclusion of the course, students will have multiple college essays ready to go for use on their university applications.

**COURSE TITLE:** PRINCIPLES OF ANALYTIC  
WRITING  
**DURATION:** Summer Session Online  
3 1/2 weeks

In Principles of Analytic Writing, each student will enhance their writing skills through varied assignments, including analytical, persuasive, creative, and personal writing. A study of grammar complements the course, with a focus on punctuation, clarity, and word use.

**COURSE TITLE:** MATH SKILLS &  
DEVELOPMENT  
**DURATION:** Summer Session Online  
3 1/2 weeks

In Math Skills & Development, each student will practice skills required for entering Algebra I. Topics to be covered will be integers, the order of operations, fraction operations, solving equations, simplifying algebraic expressions, exponent laws, percentage and unit conversions.





# FALL - SPRING TERMS





# BUSINESS

REQUIRED FOR COE STUDENTS, OPEN TO ALL STUDENTS



**COURSE TITLE:** BUSINESS & ENTREPRENEURSHIP  
**GRADE LEVEL:** 10 - PG  
**PREREQUISITES:** None  
**DURATION:** One semester

Entrepreneurs are individuals who utilize and combine factors of production, such as land, labor and capital, and use their knowledge, skill and creativity to produce a good or service that is wanted or needed by society and which allows the entrepreneur to make a profit. This class introduces students to the basic principles of business which are needed to start and own a business. Students in this class will learn to explore the characteristics and traits of an entrepreneur, to identify the characteristics of different economic systems, to recognize and assess economic resources, to understand the concept of the free market in a mixed economy, to understand the components of an effective business plan, to identify competition, to know how to develop a marketing plan, to recognize business risk and to understand how to effectively grow a business.

**COURSE TITLE:** GLOBAL MARKETS, MONEY, AND TRADE  
**GRADE LEVEL:** 11 - PG  
**PREREQUISITE:** None  
**DURATION:** Full year

This survey course will examine global markets, the international monetary system, trade, and the value of money. Students will develop an understanding of the socio-economic impact of globalization especially as it relates to international relations and business opportunities. Students will be immersed in current events pertaining to politics and the global economy.

**COURSE TITLE:** MICROECONOMICS  
**GRADE LEVEL:** 11 - PG  
**PREREQUISITES:** Algebra II  
**DURATION:** One semester

This course serves as an introduction to the field of economics within the context of mathematics. Topics include fundamental economic concepts such as

scarcity, opportunity, cost, and incentives. Students will examine both microeconomic and macroeconomic principles: supply and demand, markets and prices, competition, unemployment, monetary and fiscal policy, and the role of government. Technology, written and mathematical work, and daily class discussion are used to educate students on current topics, such as the costs and benefits of international trade, how wages are determined in labor markets, and why countries develop at different rates. The course allows students to apply graphical and statistical methods of analysis and create a greater understanding of economic systems.

### **2019-20 Electives**

**Being Offered:** All 2018-2019 Electives  
International Business



# ENGINEERING

REQUIRED FOR COE STUDENTS, OPEN TO ALL STUDENTS



**COURSE TITLE:** MODELING FOR PROBLEM SOLVING  
**GRADE LEVEL :** 10 - 12  
**PREREQUISITES:** Algebra I  
**DURATION:** One semester

This semester-long course introduces the various methods used for problem solving in science, technology, engineering, art, and mathematics (STEAM) disciplines. Mathematical, physical, descriptive and computer-aided design (CAD) modeling strategies will be introduced. Students will learn how to develop, implement, and select the most appropriate models for solving problems in diverse fields of study. Group projects at the conclusion of the course will allow students to put their culmination of knowledge into practice while solving real-world problems. Students will further develop their communication, critical thinking and reasoning skills through the collaborative nature of the course.

**COURSE TITLE:** DESIGN PRINCIPLES  
**GRADE LEVEL :** 10 - 12  
**PREREQUISITES:** Algebra I  
**DURATION:** One semester

This semester-long course provides students with a foundation in the strategies and methodologies implemented in many current and developing careers. Through lecture and project based learning, students will develop the ability to understand and analyze the iterative design process. Projects with emphasis in different focus areas (such as web design, architecture, goods and services, and technology) allow for student lead innovation and creativity. Ultimately at the completion of the course, students will gain the ability to communicate, conceive, lead, and execute project designs across multiple disciplines.

## 2019-20 Electives

**Being Offered:** All 2018-2019 electives  
Engineering & Design



# ENGLISH

GRADUATION REQUIREMENT: 4 COURSES ENGLISH AND/OR ENGLISH LANGUAGE



The goal of the English Department is to further the reading, writing, and critical thinking skills of our students. Through the study of classic and contemporary works of literature, students not only gain an appreciation of reading, but also develop analytical thinking skills that extend beyond the classroom. We believe that studying the stories of great authors encourages students to critically examine themselves and their world. From the introductory course examining literary themes, to the study of genre, American literature, creative writing, and journalism, students are exposed to a wide variety of works, all with the central goal of deep analysis and critical thinking.

In order to graduate, each Marianapolis student must complete four years of English study. Core courses include the study of literary works, vocabulary, and grammar. With rigorous standards, the department prepares students to excel in college-level English courses. Honors courses are offered for many levels and the Capstone experience affords highly motivated seniors the opportunity to demonstrate mastery.

AP® Language & Composition and AP® Literature & Composition are offered for the most accomplished English students. Additionally, students have the choice of journalism and creative writing electives to enhance their studies. To fulfill the standards of the Department, English students read frequently and critically, write analytically and communicate effectively.

<b>COURSE TITLE:</b>	<b>HUMANITIES</b>
<b>GRADE LEVEL:</b>	<b>9</b>
<b>PREREQUISITES:</b>	<b>None</b>
<b>DURATION:</b>	<b>Full year</b>

The aim of this course is to encourage students to develop and gain analytical, interpretive, and communication skills, as well as enduring understanding, while contributing to the development of the student as a whole. Humanities aims to encourage students to understand and respect the world around them, and to provide the skills necessary to facilitate further interdisciplinary study. This is achieved through the study of individuals, societies, and environments

in a broad context: historical, geographical, social, economic, religious, moral, and cultural. This course will foster intellectual curiosity, global awareness, critical thinking, personal responsibility, and ethical awareness. Through the study of English, history, and theology, this course will serve as an introduction into the literary, historical, theological, and cultural development of humanity to be found in specific examples of literature, historical events, and social and religious institutions of the Greeks, the Middle Ages, and the Renaissance.

**COURSE TITLE:** LITERARY GENRES  
**GRADE LEVEL:** 10  
**PREREQUISITES:** Humanities, or equivalent  
**DURATION:** Full year

Literary Genres introduces students to principles of composition and the fundamentals of literary analysis. Students will read major works of world literature from each of the five principle genres - short stories, novels, poetry, essays, and drama. Students 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. Writing assignments will be descriptive, analytical, and creative. Emphasis will be given to the writing process and revision. Students will read texts including *A Midsummer Night's Dream* and *Frankenstein*. Additionally, students will be exposed to various works of poetry and short fiction. Throughout this broad study of genres, students will come to appreciate that cannon of literature.

**COURSE TITLE:** HONORS LITERARY GENRES  
**GRADE LEVEL:** 10  
**PREREQUISITES:** Humanities, or equivalent;  
current teacher's  
recommendation  
**DURATION:** Full year

Honors Literary Genres, like its standard counterpart, studies the five principle genres - short stories, novels, poetry, essays, and drama. Honors students distinguish themselves through the study of more complex works within these genres and increased personal responsibility. At this level, students become accountable for generating and facilitating discussion with their peers. With careful attention to the writing process, students will produce full-length analytical essays, demonstrating a command

of mechanics, argumentation, and MLA citation. 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:** AMERICAN LITERATURE  
**GRADE LEVEL:** 11  
**PREREQUISITES:** Literary Genres, or equivalent  
**DURATION:** Full year

During the junior year, students study a survey of American Literature. The course focuses on the theme of American identity. From the beginning, immigrants have come to this country seeking fulfillment of their personal dreams. Concerns over the reality of the American Dream form an important component of the course. Students begin with the poetry of Anne Bradstreet, one of the original settlers of the United States. From there, they trace how the American identity evolves and transforms through the modern era. Texts include: *The Scarlet Letter*, *Walden*, *The Great Gatsby*, *Death of a Salesman*, *One Flew Over the Cuckoo's Nest*, and others. Assessment is based primarily on writing, both critical and personal, as well as regular reading, and Membean Study. In this upper level course, the expectation is that students will engage in thoughtful and lively roundtable discussions.

**COURSE TITLE:** HONORS AMERICAN LITERATURE  
**GRADE LEVEL:** 11  
**PREREQUISITES:** Literary Genres, or equivalent;  
current teacher's  
recommendation  
**DURATION:** Full year

The Honors American Literature course centers around the study of the American identity and how that is captured in varying definitions throughout the American literary cannon, the same as is done in the standard American Literature course. Honors students distinguish themselves through an accelerated pace and increased personal responsibility. In addition to learning the course material, Honors students will be challenged to master the skills of annotation and class discussion. The Honors American Literature course is designed to prepare students for placement in either AP® Literature



& Composition, AP® Language & Composition or 21st Century Literature Honors. 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:** LITERATURE STUDIES: 21ST CENTURY LITERATURE  
**GRADE LEVEL:** 12, PG  
**PREREQUISITES:** American Literature, or equivalent  
**DURATION:** Full year

The Literature Studies: 21st Century Literature course takes the skills students honed with classic texts in their previous English courses and applies them to contemporary works. We will study the most accomplished works and authors of the past 18 years, exposing students to the rich literary accomplishments of their own time period. This course will teach students that the study of literature is not limited to the trusted works of the past; it is a discipline that continues to develop in the modern world. Students should expect to read 30-40 pages per night and complete accompanying reading quizzes, in-class essays, and take-home assessments, which encourage students to analyze and think critically about literature, reinforce active reading habits and core English skills, and prepare students for the transition to college-level coursework. With exposure to today's most accomplished authors, students will be well-prepared to become lifelong readers.

**COURSE TITLE:** LITERATURE STUDIES: HONORS 21ST CENTURY LITERATURE  
**GRADE LEVEL:** 12, PG  
**PREREQUISITE:** American Literature or equivalent  
**DURATION:** Full year

The Honors section of 21st Century Literature requires students to take the skills they honed with classic texts in previous English courses and apply them to contemporary works with an intellectual appetite that is awake or awakening to the pleasures of the mind. As with the standard level of the course, the honors section will teach students that the study of literature

is not reserved for the trusted works of the past; it is a discipline that continues to develop in the modern world. The course will reinforce active reading habits and core English skills to analyze and think critically about literature, to take risks and to explore ideas deeply, and to make connections to other areas of knowledge or fields of study. Students should expect to read 30-40 pages per night and to engage in a range of learning activities and experiences that will require active involvement to embrace, process, and use feedback to improve performance.

**COURSE TITLE:** ENGLISH COMPOSITION & ANALYSIS  
**GRADE LEVEL:** 9 - PG English Language Students  
**PREREQUISITES:** English III, or outcome of placement test  
**DURATION:** Full year

This year-long course facilitates the transition between English Language courses and the mainstream English classes. It is an upper-level literature and writing course for non-native speakers of English. This course involves both the in-depth discussion and the written analysis of many literary genres including: fiction, non-fiction, drama, and poetry. Critical thinking strategies and an intensive review of the principles of good composition are included. Students will sharpen their grammar as they expand their understanding of parts of speech, phrases and clauses, sentence analysis, and structure. This is a one-credit course, which meets for one period within the student's schedule.

**COURSE TITLE:** AP® ENGLISH LANGUAGE & COMPOSITION  
**GRADE LEVEL:** 11 - PG  
**PREREQUISITES:** Literary Genres, American Literature, or equivalent; recommendation of current teacher  
**DURATION:** Full year

In the words of the College Board's AP® Program, students who complete the course in Advanced Placement English Language & Composition will be able to do the following: analyze and interpret samples of good writing, apply effective strategies and



techniques, create and sustain arguments, demonstrate understanding and mastery of standard written English and stylistic variety, analyze images 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. Students are required to complete the AP® test in mid-May.

Students looking to enroll in AP® English Language & Composition should have already demonstrated in an honors-level course:

- A commitment to precision and clarity in the use of the written word.
- A facility to integrate reflection and deliberation in the formation of their responses in class.
- An enthusiasm for immersion in topics to achieve understanding and application beyond their surface meaning.
- An ability to craft a sophisticated response with depth and nuance that goes beyond simply answering the question.
- An eagerness to take risks with creative expression that goes beyond standard structures and forms.
- A readiness to embrace, process, and use feedback independently to improve performance

**COURSE TITLE:** AP® ENGLISH LITERATURE & COMPOSITION

**GRADE LEVEL:** 12, PG

**PREREQUISITES:** American Literature;  
recommendation of current teacher

**DURATION:** Full year

AP® Literature & Composition is a college level course

in literary analysis. As designated by the College Board's AP® Program, students in this course must demonstrate exemplary writing skills and possess the ability and willingness to engage in sophisticated literary analysis. With each text, they will consider a work's structure, style, and themes, societal and historical values, and such elements as figurative language, imagery, symbolism, and tone. Students engage with complex reading assignments, covering a variety of themes, and do so at an accelerated pace. Class discussion centers on concentrated inquiry into the text of each work considered. Additionally, the ability to craft formal essays - sometimes under rigorous time constraints - is an absolute necessity. This course is designed for students who are considering pursuing the study of literature at the collegiate level. To prepare for the exam, students will consistently practice both the analysis of literary works and the communication of that analysis through their own writing. The goal of this course is to develop students into independently motivated and skilled analytical thinkers. Students are required to complete the AP® test in mid-May.

Students looking to enroll in AP® Literature and Composition should have already demonstrated:

- A genuine passion for the study of literature and the examination of the writer's craft
- A resilient and persistent dedication to high performance expectations
- A willingness to take risks and embrace ambiguity with difficult material
- The ability to closely analyze a passage of text to formulate an argument
- A command of literary devices and why authors choose to use them
- An impeccable sense of grammar and essay structure

**COURSE TITLE:** CREATIVE WRITING

**GRADE LEVEL:** 11 - PG

**PREREQUISITE:** None

**DURATION:** Full year

Creative Writing is a year long elective course. While the emphasis is obviously on writing, students will also read and analyze published works and classmates' pieces. Throughout the first semester, students will study poetry and in the second semester, short fiction. Students will be expected to write daily with a positive,

creative attitude. This course promises to be an exciting collection of energetic people. Creative Writing focuses on the artistic expression of oneself through writing. It will involve both fiction and non-fiction writing as well as a fair amount of reading, which is intended to inspire student writing. Peer editing will also play an important role in this class and students will be expected to be active participants in such exercises. This course is designed for upperclassmen at Marianapolis Preparatory School.

### **2019-20 Electives**

**Being Offered:** Journalism & The Media  
Capstone (COE students only)

**Not Being Offered:** Creative Writing



# ENGLISH LANGUAGE

GRADUATION REQUIREMENT: 4 COURSES OF ENGLISH/ENGLISH LANGUAGE



The goal of the English Language Department is to develop communicative proficiency in English in students whose first language is something other than English. Since the English Language program embraces students with 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 English Language Department also supports its academic goals with a unique curriculum component called the “Experiential Learning Program.” In this program, students select from a variety of off-campus excursions and educational experiences that support the students’ cultural competence. These activities

are created specifically to enhance the curriculum by encouraging guided risk-taking and give students a hands-on experience with a variety of cultural activities. Each year the program culminates in LEAP Week which offers the students a selection from a variety of five-day trips within the United States of America.

**COURSE TITLE:** ENGLISH I  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** None  
**DURATION:** Full year

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 periods within the student's schedule.

In addition to English I and English II, students new to Marianapolis, placed at this level, will be enrolled in a math and science tutorial course. The course will expand on the material taught in the mainstream classroom with a focus on vocabulary development and individual growth. Under the direction of a math and science faculty member, this course will work to assist the students to more quickly develop the skills and language necessary to be successful in a mainstream math and science classroom.

**COURSE TITLE:** ENGLISH II  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** English I, or outcome of placement test  
**DURATION:** Full year

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 the 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 incorporating them into writing and speaking activities. In addition to literary works, each 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 separately. This is a two-credit course, with a required World History I course, meeting for a total of three periods within the student's schedule.

**COURSE TITLE:** ENGLISH III  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** English II, or outcome of placement test  
**DURATION:** Full year

This year-long course focuses on using English at an advanced level. Seminars, discussion and speeches are used to prepare students for advanced level mainstream classes. Students will focus on writing different 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 theater 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 promote academic success. In addition, there will be summer reading assigned separately. This is a two-credit course which meets for two periods within the student's schedule.



# FINE ARTS

GRADUATION REQUIREMENT: 1 CREDIT IN VISUAL ART AND 1 IN PERFORMANCE ART (MUSIC OR DANCE)



Participation in the arts encourages us to react, record, and share our impressions of and with the world. The goal of the Arts Department is to enable students to experience, understand, and enjoy the Visual and Performance Arts, including studio art, drama, dance, and music. The program encourages individual creative expression, development of specific skills in each area, communication with the public through exhibitions and performances, working collaboratively with peers, and nurtures an appreciation of all art forms. Courses provide recognition of the role of the arts in history and in our contemporary world. All students have the opportunity to display their work in the school art shows.

Art Foundation I is the first of a two part introductory course designed to familiarize students with the fundamental concepts of two-dimensional art. As students are introduced to the practice, process, and language of the visual arts, individuals will complete a series of projects in various mediums. These assignments are progressive in nature, and through their completion individuals will build technical skills and push their creative boundaries. This course is the prerequisite for most visual art classes, and can be beneficial to individuals of all talent levels.

**COURSE TITLE:** ART FOUNDATION II  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** Art Foundation I, or demonstrated ability  
**DURATION:** One semester

Art Foundation II is a second semester course that works to build on the skills learned in Art Foundation I. Continuing to work with elements of art and principles of design, students will have the chance to deepen

## VISUAL ARTS

**COURSE TITLE:** ART FOUNDATION I  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** None  
**DURATION:** One semester

their understanding of art concepts and sharpen their technical skills. This course can be beneficial to individuals of all talent areas.

**COURSE TITLE:** DRAWING  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** Art Foundation, or demonstrated ability  
**DURATION:** One semester

Drawing is a course designed to advance the skills of students who are interested in extending their knowledge of drawing concepts and skills introduced in the Art Foundation course. Art theory will be discussed on a deeper level and students will continue to explore notions of composition, line, value, spatial relationships, and perspective. While using a wide variety of materials, students will be asked to apply these elements of art in more complex ways, and focus will be placed on the development of observational and imaginary drawing.

**COURSE TITLE:** INTRODUCTION TO PRINTMAKING  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** Art Foundation, or demonstrated ability  
**DURATION:** One semester

This course is designed to encourage students to discover and develop personal imagery, while learning several types of printmaking techniques. While calling upon the skills learned in Art Foundation, individuals will create a series of projects focusing on specific principles of design. Utilizing elements of art such as line, shape, and value, students will be asked to harmonize and balance their pieces while constructing their images through collage, carving, and silk screening. Throughout the course students will be encouraged to try new methods of printing and push their creativity to the limits. This course is perfect for the individual who has a strong foundation in visual arts and is looking for new ways to express themselves artistically.

**COURSE TITLE:** MIXED MEDIA DESIGN  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** None  
**DURATION:** One semester

In this mixed media course, students explore the concepts of blending multiple materials into one piece of art. By using a variety of mediums, individuals will learn how specific art tools work with one another. They will be asked to capitalize on the unique characteristics of each material and utilize their own imagination to help direct their pieces. Class discussion and student critique will play a big part in this course, as the curriculum is more exploratory than any other visual arts course that is offered. While the materials list is endless and the fundamentals of art play a more minor role in this mixed medium curriculum, a creative spirit and an adventurous attitude are musts for any student interested in taking this course.

**COURSE TITLE:** SCULPTURE  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** None  
**DURATION:** One semester

In this studio course, students will have the chance to explore three-dimensional visual arts. Sculpture is a class that affords students the opportunity to build the techniques and hands-on skills needed to give their creative ideas shape and form. While basic artistic principles will be applied to most projects, individuals have the added opportunity and challenge of balancing practical issues of function with the formal issues relating to aesthetics. Students are encouraged to use their imaginations fully and to explore a variety of traditional and non-traditional media and ways of working. Plaster, wood, wire, and stone are the primary sculptural media used in this course.

**COURSE TITLE:** PAINTING  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** Art Foundation, or demonstrated ability  
**DURATION:** One semester

Students will explore and apply the fundamentals of color theory and composition using a variety of paints including watercolor, gouache, acrylic, and oil. Students will research contemporary artists and how they use their medium in conceptual, technical, and expressive ways. Students are required to maintain a sketchbook in order to record ideas, sketches, and color comps.



**COURSE TITLE:** BOOK ARTS  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** None  
**DURATION:** One semester

The major emphasis in Book Arts is to provide students with knowledge and hands-on creative experience for working with book creation and design. Instruction will focus on creating a variety of books with different materials and techniques. Students will be exposed to the history of the book, and it's expanding presence in contemporary art. Students will be required to maintain a classroom sketchbook for documenting project notes, original ideas, critiques, drawings, and images.

**COURSE TITLE:** INTRODUCTION TO PHOTOGRAPHY (PREVIOUSLY PHOTO I)  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** None  
**REQUIRED:** DSLR with manual functions  
**DURATION:** One semester

This course will introduce students to basic concepts and principles in photography. Students will learn how to manually operate their digital single lens reflex camera (DSLR), and use compositional technique to improve their images. Students will explore the history of the medium as well as contemporary practices. Students will complete assignments while helping to critique their peers' work in class. Students are required to exhibit their work. This course will prepare students for other photography course offerings including Digital Photography and Film Photography.

**COURSE TITLE:** FILM PHOTOGRAPHY (PREVIOUSLY PHOTO II)  
**GRADE LEVEL:** 11 - PG  
**PREREQUISITES:** Introduction to Photography  
**REQUIRED:** 35mm film camera with manual functions  
**DURATION:** One semester

Building on knowledge from Introduction to Photography, students will explore in-depth analog practices including how to operate a film photo enlarger, and how to develop photographs in a traditional darkroom. Students are required to maintain a notebook

to record printing practices. Students will complete assignments while helping to critique their peers' work in class. Students are required to exhibit their work.

**COURSE TITLE:** DIGITAL PHOTOGRAPHY  
**GRADE LEVEL:** 10 - PG  
**PREREQUISITES:** Photo I and DSLR camera with manual functions  
**DURATION:** One semester

This course will immerse students into the world of digital art and photography. Students will learn how to use the digital darkroom to enhance their work but will still be focused on the artistic principles of photography. Upon completion, students will know the difference between traditional print media and digital media, digital color correction, and printmaking. 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. By the end of the semester, students will be expected to produce finished pieces that are presented to the class. Students are required to exhibit their work.

**COURSE TITLE:** AP® STUDIO ART  
**GRADE LEVEL:** 11 - PG  
**PREREQUISITES:** Teacher permission required  
**DURATION:** Full year

The AP® Studio Art course is designed for students interested in a rigorous and focused study of art. Focus will be placed on familiarizing individuals with the functions of the visual elements, while developing technical skill and encouraging independent thinking. AP® Studio Art does not culminate in a written exam; instead, students will develop a quality portfolio that demonstrates a mastery of concept, composition, and execution in either drawing or two-dimensional design.

**COURSE TITLE:** INDEPENDENT STUDIES IN ART  
**GRADE LEVEL:** 11 - PG  
**PREREQUISITES:** Teacher permission required  
**DURATION:** One semester (with permission this course can be taken more than once)

This course is intended for the student who wishes to

continue the study of a specific medium beyond the highest level offered. This elective requires a written proposal approved by the academic advisor, course teacher, department head, and Dean of Academics. Individuals will be working on independent projects and assignments given by the instructor. The department restricts eligibility to students who have completed their arts requirement through visual arts classes and have taken the highest level course in the particular medium involved.

**COURSE TITLE:** LAYOUT AND DESIGN  
**GRADE LEVEL:** 11 - PG  
**PREREQUISITES:** None  
**DURATION:** Full year

This class designs and produces the Marianapolis yearbook. Activities include interviewing, feature writing, layout, photo planning, sales, design, advertising, and computer work. Students will learn the various principles of design and tactile applications of these skills. Through the process of creating a large publication, students will have real world experience lending knowledge towards careers in design, advertising, communications, and mass media publication.

**COURSE TITLE:** FOUNDATIONS OF DESIGN & ARCHITECTURE  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** Art Foundation  
**DURATION:** One semester

This semester-long course will introduce students to architectural concepts, design theory, and the skills necessary for the communication of architectural and spatial ideas. Students will develop a foundation in model-making, sketching, drafting, layout, and oral presentation, all of which form the basis of the architectural design discipline. Throughout the course, students will experience the multidisciplinary nature of architecture as it actively integrates art, history, physics, and even psychology. The course will culminate in the development of an original design project, which will be brought from an initial design concept to a final product, and integrate the concepts and skills cultivated throughout the semester. This project will demand that students explore and develop connections between

architecture and their own personal passions.

**COURSE TITLE:** INTRODUCTION TO GRAPHIC DESIGN (PREVIOUSLY FUNDAMENTALS OF GRAPHIC DESIGN)  
**GRADE LEVEL:** 11 - PG  
**PREREQUISITES:** Art Foundation 1 (or teacher permission)  
**REQUIRED:** Flash drive  
**DURATION:** One semester

Students will explore the building block of graphic design and the power of words and pictures. As graphic design becomes more prevalent in our lives, understanding design becomes more important. Students will come away from this course having learned the skills to clearly express their creative ideas, using traditional media and computer software. This semester long course will explore what graphic design is, and what makes great design. Students will demonstrate their understanding of concepts through design projects and will receive feedback from peers in a traditional critique. They are required to exhibit their work.

## 2019-20 Electives

**Being Offered:** All 2018-2019 electives

## PERFORMANCE ART

## MUSIC

The music offerings allow students the opportunity to perform in a variety of ensembles, both choral and instrumental. Traditional and contemporary works are studied and performed in school concerts as well as in performances off campus. In the choral and instrumental groups, the 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. Students are offered the opportunity to rehearse and perform in woodwind quintets, brass trios, and other chamber music settings.



**COURSE TITLE:** CHORUS  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITE:** None  
**DURATION:** One semester

Chorus is an opportunity for students to participate in a choral ensemble, open to beginners and advanced singers alike. Throughout the course students will develop the singing voice, increase ability to read music, and work together as an ensemble to create a fully prepared concert. The course has multiple singing opportunities throughout the year, culminating in a few performances at the end of each semester. Students will study a variety of music literature, some in different languages, and will be challenged both academically and musically.

**COURSE TITLE:** CONCERT CHOIR  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** Chorus or Teacher Permission  
**DURATION:** Full year

The Concert Choir is an ensemble for mixed voices, and is intended for those interested in continuing their vocal singing at Marianapolis. The Concert Choir performs both sacred and secular music, and is given the opportunity to perform around the local community and at special school events. Students will sing a variety of genres, including madrigals, contemporary, pop, rock, show tunes, and a capella music. Students are expected to sing in three or four-part harmony, and must be able to hold their own part individually. Students have the opportunity to enrich their experience through field trips and audition for outside ensembles such as the All-Regional Honor Choir of Connecticut and the surrounding states. **Options for a one semester course are available with permission.**

**COURSE TITLE:** GUITAR I  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** None  
**REQUIRED:** Acoustic guitar  
**DURATION:** One semester

Students in beginner guitar will study the practical and fundamental techniques of guitar playing including chord formation, finger picking, strum patterns, chord chart reading, and tablature reading. **All students must**

**provide their own acoustic guitar.**

**COURSE TITLE:** GUITAR II  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** Guitar I or audition, Acoustic guitar  
**DURATION:** One semester

The Guitar II course is for those interested in continuing their guitar education. Students will work on more difficult pieces of music and explore new techniques of playing on the guitar. Students will have the opportunity of choosing pieces of music to study, in addition to the pieces chosen by the instructor. **All students must provide their own acoustic guitar.**

**COURSE TITLE:** GUITAR III  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** Audition using a work written for classical or jazz guitar  
**DURATION:** One semester

Guitar III will focus on performance. Students will work independently (and through private instruction) throughout the semester(s) on various pieces written specifically for the guitar. Each work will culminate in a minimum of two performances (per semester) at Morning Gathering, Parent and Family Weekend, Open House, or Alumni Weekend. **All students must provide their own acoustic guitar.**

**COURSE TITLE:** PIANO I  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** No previous experience  
**DURATION:** One semester

Beginner piano provides students with the opportunity to learn the basics of the piano and develop fundamental playing skills in a dynamic and collaborative group setting. Students will progress from one hand to two hand pieces while being introduced to key concepts such as chord and scale structures, proper playing and finger techniques, and balancing accompaniment and melody. The department provides all instruments and music.

**COURSE TITLE:** PIANO II  
**GRADE LEVEL:** 9 - PG

**PREREQUISITES:** Piano I, or its equivalent  
**DURATION:** One semester

The Piano II course is for the intermediate piano student, or those students who have completed Piano I and wish to continue their piano education. Students will learn more advanced techniques and music, and will begin to delve into some of the most well-known classical pieces in a pianist's repertoire.

**COURSE TITLE:** PIANO III  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** Audition using a work written for piano  
**DURATION:** One semester

Piano III will focus on performance. Students will work independently (and through private instruction) throughout the semester(s) on various pieces written specifically for the piano. Each work will culminate in a minimum of two performances (per semester) at Morning Gathering, Parent and Family Weekend, Open House or Alumni Weekend. All performances will be played on the grand pianos at Marianapolis, however practice may be limited to the electronic pianos.

**COURSE TITLE:** MUSIC THEORY I  
**GRADE LEVEL:** 10 - PG  
**PREREQUISITES:** Level II Instrumental or Teacher Permission  
**DURATION:** One semester

Music Theory I is for students who wish for a greater understanding of the fundamentals of written music, musical structure, and mechanics behind the composition and arranging of various musical styles and idioms. The class focus is on music literacy, ear training, and musical notation, including harmonic and melodic dictation, and basic score study. An elementary understanding of music, such as how to read music is recommended, but not mandatory, to take this class.

**COURSE TITLE:** MUSIC THEORY II  
**GRADE LEVEL:** 10 - PG  
**PREREQUISITES:** Music Theory I, or placement exam  
**DURATION:** One semester

This course is a more advanced look at music theory with a focus on chord theory, modality, counterpoint, and composition through staff paper and music software. Students will study analysis through classical and contemporary examples, and work on sight-reading and dictation.

**COURSE TITLE:** MUSIC TECH  
**GRADE LEVEL:** 10 - PG  
**PREREQUISITES:** Chorus or Level I Instrumental  
**DURATION:** One semester

The Music Tech course will utilize some of the top music technology available for both the computer and iPad, including Garage Band, MuseScore, and other various apps. Through a series of projects, students will learn basic music theory and composition skills, and how to realize their ideas through the use of technology. At the end of the semester, students will have a completed portfolio of music to share with the community.

**COURSE TITLE:** JAZZ BAND  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** None  
**DURATION:** Full year

An **evening class**, the Jazz Band, or the "Little Big Band," is a vocal and instrumental ensemble comprised of advanced-beginner to advanced musicians. Students will develop technical accuracy and understand the jazz language by playing a variety of styles including blues and bebop charts from the past and present. Through an introduction to improvisation, students will apply jazz idioms and original melodies over chord progressions to many of the jazz repertoires well-known standards. The ensemble performs multiple times per semester at community concerts, and provides entertainment during some on campus activities. Small combo performance opportunities may arise in regional venues depending on personnel and instrumentation.

**COURSE TITLE:** STRING QUARTET  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** Audition and current enrollment in orchestra  
**DURATION:** One Semester

As a performance ensemble with **evening classes**,



students in the String Quartet, will perform both on and off campus and will primarily be “on call” by the Marianapolis Admission Department and Administration. This quartet will serve as ambassadors of the Marianapolis Community to connect with other organizations in and around the Connecticut/Massachusetts areas. Students will perform a wide variety of literature of classics and popular string music, written for the current instrumentation.

**COURSE TITLE:** ORCHESTRA  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** Prior playing experience on instrument of choice  
**DURATION:** Full year

An **evening class**, the Orchestra is one of the premiere performance ensembles at Marianapolis. The orchestra is available to instrumentalists who demonstrate intermediate to advanced ability on their instruments, as the instruction emphasizes performance techniques as soloist and full ensemble players. Through a variety of classical repertoires for both orchestra and chamber ensembles, students gain a rich understanding of the orchestra through history and apply fundamental principles of ensemble playing in community performances. Students have the opportunity to enrich their experience through field trips and audition for outside ensembles such as the All-Regional Honor Orchestra of Connecticut and the surrounding states.

**COURSE TITLE:** ADVANCED PRACTICE IN MUSICAL INSTRUMENTS  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** Audition on a work written for your specific instrument  
**DURATION:** One semester

Students enrolled in the Advanced Practice in Music Instruments will work independently and through private lessons, on major works written for their instrument. Students will focus in performance opportunities through Morning Gathering, Parent and Family Weekend, Open House or Alumni Weekend. Other opportunities may arise through our Admission Department. Concurrent **enrollment in Orchestra is required.**

**COURSE TITLE:** ADVANCED PRACTICE IN VOICE  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** Audition on a work written for your voice range  
**DURATION:** One semester

Students enrolled in the Advanced Practice in Voice will work independently and through private lessons, on major works written for their voice part. Students will focus in performance opportunities through Morning Gathering, Parent and Family Weekend, Open House or Alumni Weekend. Other opportunities may arise through our Admission Department. **Enrollment in an advanced vocal ensemble is required.**

**COURSE TITLE:** ROCK BAND  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** Intermediate to Advanced Skill  
**DURATION:** Full year

The Rock Band is an **evening class** for students who wish to explore the more popular music musical genres of rock, whether classic (oldies) to contemporary rock that fits into the abilities and current (enrolled) instrumentation. All students with experience in guitar, piano, bass, drums, and vocal are welcome. Performances include Winter and Spring concerts as well as the Knight of Jazz.

**COURSE TITLE:** SCHOLA CHOIR  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** Treble/Baritone Chorus, Concert Choir, or teacher permission  
**DURATION:** One semester

An **evening class**, schola is a liturgical mixed choir at Marianapolis which performs at all school masses and, when appropriate, other Visual & Performing Arts events including concerts. Opportunities for singing as a cantor as individuals or duets are given to students demonstrating a greater desire to provide worship leadership at mass. Repertoire ranges from ancient and classical sacred music of the church through contemporary church music styles. With enrollment in this course, students are expected to commit to possible additional practice hours prior to an event or mass.

These may occur in the evening as well as after school when time allows.

**COURSE TITLE:** MUSIC PEER ASSISTANT  
**GRADE LEVEL:** 11 - PG and department approval  
**PREREQUISITE:** None  
**DURATION:** One semester

This course is designed to provide students who are excelling in their music study and skills with opportunities to serve as an aide to music teachers in preparing and teaching music for their ensembles throughout the year. This course may be taken as a semester or full year elective. Participation will be reflected on their transcripts but no numerical credit will be given. Responsibilities will include coordinating with music teachers in the areas of music preparation, distribution, and storage; acting as a teacher's aide during rehearsals in the areas of vocal building exercises, conducting, accompanying, or teaching sectionals; studying music learning theory through reflection, observations, and evaluations; and other duties that will aid in the smooth operation of the music 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.

### 2019-20 Electives:

**Being Offered:** All 2018-2019 electives

## DANCE

**COURSE TITLE:** BEGINNER DANCE  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** None  
**DURATION:** One semester

Beginner Dance is a beginner 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 Beginner Dance 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:** INTERMEDIATE DANCE  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** Dance teacher permission  
**DURATION:** One semester

Intermediate Dance is an intermediate class expanding on the principles of Beginner Dance. Students will continue working on proper placement and technique. 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:** ADVANCED DANCE  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** Dance teacher permission  
**DURATION:** One semester

Advanced Dance 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 Beginner Dance and Intermediate Dance, 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:** BEGINNING TAP  
TECHNIQUE  
**GRADE LEVEL:** 9 - PG  
**REQUIRED:** Tap Shoes  
**DURATION:** One semester

Beginning Tap Technique is a class for students with little to no tap experience. This introductory class will expose students to the basic steps of tap technique. Students will learn coordination, rhythmic variations, and performance skills through a series of tap combinations. All students enrolled must provide their own tap shoes.



**COURSE TITLE:** INTERMEDIATE/ADVANCED  
TAP TECHNIQUE  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** Dance teacher permission  
**DURATION:** One semester

Intermediate/Advanced Tap Technique is a class for students with previous tap experience. Students will continue to work on coordination and rhythmic variations while learning more complex steps including wings, pull-backs, and more intricate rhythms. Students will also focus on the clarity of their tap sounds. Students will be required to take part in a performance at the end of the semester.

**COURSE TITLE:** SENIOR INDEPENDENT  
STUDY IN DANCE  
**GRADE LEVEL:** 12  
**PREREQUISITES:** Completion of 3 semesters of  
dance, and departmental  
approval  
**DURATION:** Spring semester

This is a senior level course culminating in a solo performance in the spring dance show. The students will work one on one with the instructor on a weekly basis to learn a solo of their chosen style. Outside of class time the students are expected to work on their performance piece independently. Students will also attend meetings with other members of the class to perform their solos and offer peer evaluations. If this class does not fit into a student's academic day, it will meet in the evening. The student and instructor will decide on a night and time.

### **2019-20 Electives**

**Being Offered:** All 2018-2019 electives

# HISTORY

GRADUATION REQUIREMENT: HUMANITIES/WORLD HISTORY I, WORLD HISTORY II,  
UNITED STATES HISTORY



In conjunction with the current standards prescribed by the National Council for the Social Studies (NCSS) and the National Association of Independent Schools (NAIS), the Marianapolis Preparatory School History & Social Sciences 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 Sciences 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 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 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 sciences 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

The History & Social Sciences Department will consider the following factors in evaluating a student's request to take AP® History:

- Evaluation of the student's qualification form, including the quantitative and qualitative merits, 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 AP® courses
- Student's projected extracurricular commitments for the coming academic year
- Successful completion of the student's present history course

**COURSE TITLE:** HUMANITIES  
**GRADE LEVEL:** 9  
**PREREQUISITES:** None  
**DURATION:** Full year

The aim of this course is to encourage students to develop and gain analytical, interpretive, and communication skills, as well as enduring understanding, while contributing to the development of the student as a whole. Humanities aims to encourage students to understand and respect the world around them, and to provide the skills necessary to facilitate further interdisciplinary study. This is achieved through the study of individuals, societies, and environments in a broad context: historical, geographical, social, economic, religious, moral, and cultural. This course will foster intellectual curiosity, global awareness, critical thinking, personal responsibility, and ethical awareness. Through the study of English, history, and theology, this course will serve as an introduction into the literary, historical, theological, and cultural development of

humanity to be found in specific examples of literature, historical events, and social and religious institutions of the Greeks, the Middle Ages, and the Renaissance.

**COURSE TITLE:** WORLD HISTORY I  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** English I, or outcome of placement test  
**DURATION:** Full year

This year-long course continues to further the development of communication skills in English with an emphasis on preparing students for standard and AP® history classes. Students begin with the fundamentals of history papers, primary sources, notes, and discussion. Throughout the year, students work to build the skills necessary for writing, analysis, and participation along with a variety of other academic skills. Focus is placed on primary source analysis and clear writing with an appropriate structure and a thesis supported by evidence. For participation, students learn to provide thoughtful answers, questions, and thoughts, whether during a lecture, discussion, or debate. In addition to acquiring and honing these academic skills, necessary for standard and AP® history classes, students learn the basics of American History starting with the first American colonies and ending with the Civil War. An American history textbook serves as the foundational reading for World History I and supplemental documents and pictures may be used.

**COURSE TITLE:** WORLD HISTORY II  
**GRADE LEVEL:** 10  
**PREREQUISITES:** Humanities, World History I, or its equivalent  
**DURATION:** Full year

World History II is a continuation of World History I and Humanities, 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 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:** AP® WORLD HISTORY  
**GRADE LEVEL:** 10  
**PREREQUISITES:** Departmental approval  
**DURATION:** Full year

This AP® course will take a global view of historical processes and contacts between peoples in different societies. Students will be expected to learn selective factual knowledge in addition to certain analytical skills. Major interpretive issues will be explored, as well as the techniques used in interpreting both primary historical evidence and secondary sources. Themes will be employed throughout the course; though the basic approach will be chronological. Students will pay particular attention to change and continuity over time, to the characteristic institutions and values of societies, and to the way such institutions and values are affected as a result of cultural contacts among peoples. In assigned readings and class discussion, there will be an emphasis on critical thinking. The course will be rigorous and rewarding. Attention will also be given to preparing students with the skills necessary to engage the AP® World History examination.

**COURSE TITLE:** UNITED STATES HISTORY  
**GRADE LEVEL:** 11  
**PREREQUISITES:** World History II, or its equivalent  
**DURATION:** Full year

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. Moreover, discussion of current events and their connection to history will be an important part of this class.

**COURSE TITLE:** AP® UNITED STATES HISTORY  
**GRADE LEVEL:** 11  
**PREREQUISITES:** Departmental approval  
**DURATION:** Full year

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:** AP® MODERN EUROPEAN HISTORY  
**GRADE LEVEL:** 11 - PG  
**PREREQUISITES:** Departmental approval  
**DURATION:** Full year

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, forms 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:** THE AMERICAN WAY OF WAR  
**GRADE LEVEL:** 11 - PG  
**PREREQUISITES:** None  
**DURATION:** Full year

This course will consider how the American conceptualization and practice of war have reflected the intertwined views of political leaders, military intellectuals, and military practitioners. We will start by looking at the way in which the American Revolution engendered the governmental and military institutions of the United States – the “architecture” that has shaped the American way of war ever since. America’s Revolutionary generation understood that war was a fact of international life, and that the survival of the infant republic depended on developing and maintaining the potential to make war. Indeed, the unprecedented ability of the United States to wage war while still preserving liberty is the greatest legacy of the America’s Revolutionary generation. “The American Civil War constituted the greatest test of the Founders’ legacy and also constituted the transition to ‘modern war,’ which required the creation of mass armies and the total mobilization of the nation’s people and resources.” World War I and World War II produced another transformation in American History. But the United States has always faced the threat of “irregular warfare, from the frontier to the Vietnam and the Caribbean.” The cases we will examine demonstrate the degree to

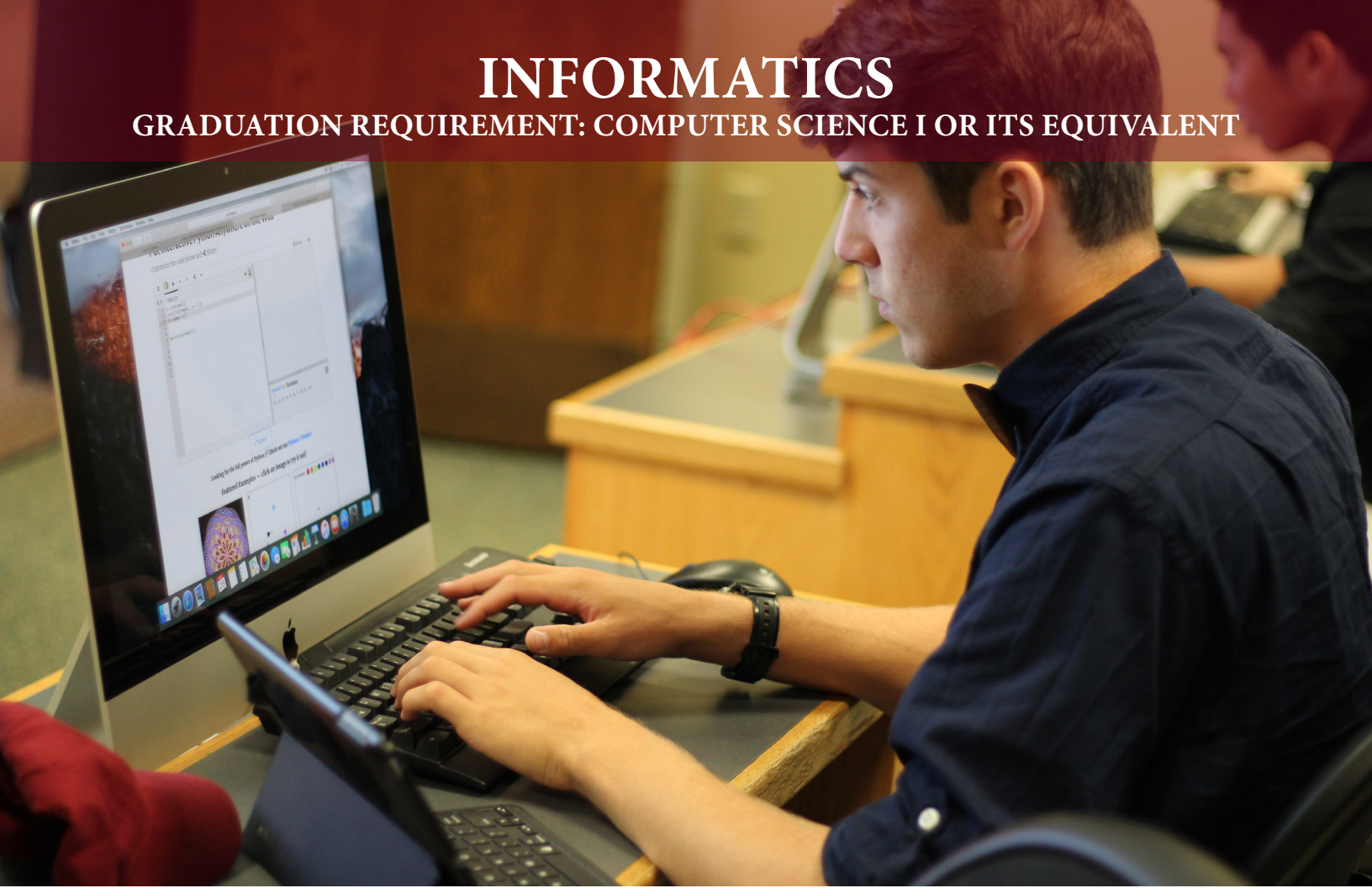
which those responsible for preparing the United States for war have been successful in balancing requirements across the spectrum of conflict and how it impacted American life.

### 2019-20 Electives

**Being Offered:** All 2018-2019 electives

# INFORMATICS

GRADUATION REQUIREMENT: COMPUTER SCIENCE I OR ITS EQUIVALENT



The goal of Informatics is to empower students to view technology as a malleable tool they can tailor to fit their needs. Students will additionally develop the logical reasoning needed to work with and understand the inner workings of a computer. All throughout, students are encouraged, and in many cases required, to practice the skills of communicating their technical understandings to others. Formalizing these simple skill sets allows our students to engage in the rest of their coursework at Marianapolis with vividly improved expertise. The Informatics Department is steadily evolving to provide relevant skills to a growing field. The computer is a tool whose capacity and application will continue to expand at enormous rates for the foreseeable future. We have already seen the computer become an indispensable tool not only for many of today's businesses and professions, but in everyday life as well. These trends will only accelerate. All students at Marianapolis should graduate with, at the very least, a basic understanding of and familiarity with the workings of computers. Ideally, most of our students will become proficient in applying the power of this tool

to their chosen professions, while some will become the scientists and engineers who create new capabilities for the tool itself.

**COURSE TITLE:** COMPUTER SCIENCE I  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** None  
**DURATION:** One semester

The goal of this course is to equip students with a standardized set of skills necessary for 21st Century learning. Students will gain technical skills with hardware and software that will empower them to maintain their own equipment. Students will gain an appreciation for the historical perspective of our technological age as well as the dangers inherent within a rapidly expanding information network. Through this process, the class will emphasize logical deduction as well as best practices in presenting and sharing work.

**COURSE TITLE:** PROGRAMMING I  
**GRADE LEVEL:** 9 - PG



**PREREQUISITES:** Computer Science I or AP®  
Computer Science Principles  
**DURATION:** One semester

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 several languages and design environments. The logical structures that adorn the code of even the simplest programs changes how students think of a computer's operation. No matter what discipline the student later pursues, the appreciation of the once overlooked complexity in our everyday tools and the ability to build one's own tools and applications will be invaluable.

**COURSE TITLE:** PROGRAMMING II:  
APPLICATION DESIGN  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** Programming I  
**DURATION:** One semester

The goal of this course is to reach beyond any other informatics course and develop working iOS apps. Through a challenging curriculum, students will gain a deeper understanding of programming, specifically in Swift or Objective-C using Xcode. Establishing an advanced conceptual framework of the mechanics of programming, while simultaneously applying the concepts to develop a working product, require a determined student willing and able to solve many of their own problems. Students that confront this challenge head on will emerge as accomplished programmers with highly marketable skills.

**COURSE TITLE:** AP® COMPUTER SCIENCE  
PRINCIPLES  
**GRADE LEVEL:** 10 - PG  
**PREREQUISITES:** Algebra I and English III,  
Departmental Approval and  
Completion of a Summer  
Assignment\*  
**DURATION:** Full year

The AP® Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational skills vital for success across

all disciplines, such as using computational tools to analyze data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world.

\*AP® approval is given to those students who have demonstrated a commitment to mathematical and Information Science 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 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 Computer Science requiring considerable time, effort, and motivation. Most colleges grant a semester credit in a rudimentary computing college course for a student successful in AP®CSP.

**COURSE TITLE:** AP® COMPUTER SCIENCE A  
**GRADE LEVEL:** 11 - PG  
**PREREQUISITES:** Algebra II, English III,  
Departmental Approval, and  
Completion of a Summer  
Assignment\*  
**DURATION:** Full year

AP® Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems

to large, complex problems. The AP® Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

\*AP® approval is given to those students who have demonstrated a commitment to mathematical and Information Science 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 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 Computer Science requiring considerable time, effort, and motivation.

### **2019-20 Electives**

**Being Offered:** All 2018-2019 electives

# MATHEMATICS

## GRADUATION REQUIREMENT: 3 CREDITS



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 students will develop skills in order to report answers and to explore mathematical ideas algebraically, numerically, graphically and verbally. The curriculum is flexible; a variety of courses are offered to accommodate the needs of all students, including those who are highly accelerated. In order to encourage the number sense required in everyday life and to prepare students for the no-calculator sections of future examinations, a substantial amount of pencil-and-paper and mental arithmetic is involved in every course. Technology is incorporated in the classroom; for this reason, all students are required to have an approved graphing calculator that allows for inclusion of real-life applications and higher order mathematical calculations. In addition, technology is used to reinforce

concepts and to tackle problems that cannot be solved by other means. Students enrolled at Marianapolis are required to take three courses in mathematics. All students are required to have two credits of algebra and one of geometry. Electives are encouraged during the junior and senior years.

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

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

**COURSE TITLE:** ALGEBRA I  
**GRADE LEVEL:** 9



**PREREQUISITES:** None  
**DURATION:** Full year

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. A substantial amount of mental arithmetic, as well as pencil-and-paper calculations, is expected. TI86 or TI89 graphing calculators are not allowed for this class.

**COURSE TITLE:** HONORS INTEGRATED  
MATH I (ALGEBRA I &  
GEOMETRY I)  
**GRADE LEVEL:** 9  
**PREREQUISITES:** 8th grade algebraic skills  
**DURATION:** Full year

Honors Integrated Math I is a study of algebra including the real number system and its properties, linear and quadratic functions, equations and inequalities, systems of linear equations, operations on polynomials, rational expressions, and radicals. This course covers all introductory topics in Plane Euclidean Geometry as well as justifying, explaining, and proving the answers.

**COURSE TITLE:** HONORS INTEGRATED  
MATH II (ALGEBRA II &  
GEOMETRY II)  
**GRADE LEVEL:** 10  
**PREREQUISITES:** Honors Integrated Math I  
and/or departmental approval  
**DURATION:** Full year

Honors Integrated Math II examines the structure of algebra as a reflection of the real and complex number

systems. Emphasis is placed on the notions of relations, functions, and their inverses. The relationship between the logarithmic and exponential functions is discussed thoroughly. In this course the students review and master their skills in analyzing conditions of plane and solid figures. They justify their answer by using different types of proofs.

**COURSE TITLE:** GEOMETRY  
**GRADE LEVEL:** 10  
**PREREQUISITES:** Algebra I  
**DURATION:** Full year

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 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:** HONORS GEOMETRY  
**GRADE LEVEL:** 10  
**PREREQUISITES:** Algebra I and departmental  
approval\*  
**DURATION:** Full year

The course 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 have demonstrated 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 attention to the fine details of mathematics as shown through the quality and orderliness of homework assignments.

**COURSE TITLE:** ALGEBRA II  
**GRADE LEVEL:** 10 - 11  
**PREREQUISITES:** Geometry  
**DURATION:** Full year

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:** HONORS ALGEBRA II  
**GRADE LEVEL:** 10 - 11  
**PREREQUISITES:** Honors Geometry and departmental approval\*  
**DURATION:** Full year

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, rational, polynomial, exponential, and logarithmic functions, 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 have demonstrated 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 and Geometry Honors, and an attention to the fine details of mathematics as shown through the quality and orderliness of homework assignments.

**COURSE TITLE:** PRE-CALCULUS  
**GRADE LEVEL:** 11 - PG  
**PREREQUISITES:** Geometry and Algebra II  
**DURATION:** Full year

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, rational 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:** HONORS PRE-CALCULUS  
**GRADE LEVEL:** 11 - PG  
**PREREQUISITES:** Algebra II (H) and Geometry (H), and/or departmental approval\*  
**DURATION:** Full year

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

\*Departmental approval is given to those students who have demonstrated 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:** CALCULUS: DIFFERENTIAL & INTEGRAL CALCULUS  
**GRADE LEVEL:** 11 - PG  
**PREREQUISITES:** Pre-Calculus and departmental approval\*  
**DURATION:** Full year

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 such 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”.

\*Departmental approval is given to those students who have demonstrated 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:** AP® CALCULUS AB: DIFFERENTIAL & INTEGRAL CALCULUS  
**GRADE LEVEL:** 11 - PG  
**PREREQUISITES:** Honors Pre-Calculus, departmental approval, and completion of a summer assignment\*  
**DURATION:** Full year

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 theories and techniques of 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.

\*AP® approval is given to those students who have demonstrated 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, 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 & INTEGRAL CALCULUS  
**GRADE LEVEL:** 11 - PG  
**PREREQUISITES:** AP® Calculus AB, departmental approval, and completion of a summer assignment\*  
**DURATION:** Full year

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 Calculus BC must take the Advanced Placement exam in mid-May. The students will then receive both BC score and AB sub score that indicates how they performed on the AB portion of the examination.



\*AP® approval is given to those students who have demonstrated 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, 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 BC Calculus.

**COURSE TITLE:** MULTIVARIABLE CALCULUS  
**GRADE LEVEL:** 12, PG  
**PREREQUISITES:** AP® Calculus BC and departmental approval  
**DURATION:** Full year

This online course consists of two main concentrations, explored over two semesters: 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. 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 the Marianapolis instructor. This course will be recorded on the student's transcript upon completion of all criteria.

**COURSE TITLE:** STATISTICS  
**GRADE LEVEL:** 11 - PG  
**PREREQUISITES:** Algebra II  
**DURATION:** Full year

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. 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 conclude with a study of Hypothesis Testing utilizing  $\chi^2$ , t-test and  $\chi^2$ . An emphasis is placed on using technology, including the TI-83 calculator and Microsoft Excel.

**COURSE TITLE:** AP® STATISTICS  
**GRADE LEVEL:** 11 - PG  
**PREREQUISITES:** Honors Algebra II and departmental approval\*  
**DURATION:** Full year

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 analysis 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 students will estimate population parameters from samples, create confidence intervals, analyze and interpret margins of errors, and conduct hypothesis testing using the normal model, t-test and  $\chi^2$ . The students will demonstrate their understanding of the course content by planning and conducting a study through a detailed course project.

\*AP® approval is given to those students who have demonstrated 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 requiring considerable time, effort, and motivation. Most colleges grant a semester's credit in mathematics for the successful student of AP® Statistics.

### **2019-20 Electives**

**Being Offered:** All 2018-19 electives

# MODERN LANGUAGES

## GRADUATION REQUIREMENT: COMPLETION OF LEVEL III



In the required levels of a chosen language, all four language skills are equally stressed: listening, speaking, reading, and writing. Emphasis is placed on building proficiency across those skills and on developing 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. Authentic resources 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 Chair makes the final decision about the placement of students.

### CHINESE

<b>COURSE TITLE:</b>	<b>CHINESE I</b>
<b>GRADE LEVEL:</b>	<b>9 - PG</b>
<b>PREREQUISITES:</b>	<b>None</b>
<b>DURATION:</b>	<b>Full year</b>

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 additional emphasis is placed on reading and writing. The study of Chinese culture is an important facet of this course. Students will 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 include: greetings, nationality, family, dates and time, hobbies, visiting a friend's home, and inviting someone out to eat.

**COURSE TITLE:** CHINESE II  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** Chinese I  
**DURATION:** Full year

This is an intermediate course that builds upon Chinese I and in which 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 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 include: making appointments, talking about studying Chinese, a typical school day, shopping, and traveling.

**COURSE TITLE:** HONORS CHINESE II  
**GRADE LEVEL:** 10 - PG  
**PREREQUISITES:** Chinese I and departmental approval\*  
**DURATION:** Full year

This is an accelerated course that emphasizes accurate pronunciation, fundamental grammatical patterns, common vocabulary, Chinese idioms, and cultural knowledge. It is designed for students who are ready to learn Chinese characters by way of reading and typing in addition to pinyin, and who are able to pursue Chinese at a more comprehensive level and faster pace than those of Chinese II. Honors students are expected to compose more in-depth sentences and conduct conversations with native Chinese speakers.

\*To be eligible for this course students must have successfully completed Chinese I 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.

**COURSE TITLE:** CHINESE III  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** Chinese II  
**DURATION:** Full year

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 include: weather, dining out, asking directions, attending a party, and seeing a doctor.

**COURSE TITLE:** HONORS CHINESE III  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** Chinese II and departmental approval\*  
**DURATION:** Full year

This rigorous course builds upon the skills established in Chinese II. It is designed for students who are ready to pursue Chinese at an accelerated pace. Students enrolling in this course must be motivated, linguistically strong, and looking to challenge themselves with authentic reading and writing using Chinese characters in addition to Pinyin. Along with reading and writing, students will strengthen their listening and speaking skills through oral presentation and interactive projects, thereby enhancing all facets of their language proficiency. The use of Chinese media will provide an authentic context meant to heighten students' cultural awareness.

\*To be eligible for this course students must have successfully completed Chinese 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.

**COURSE TITLE:** CHINESE IV  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** Chinese III  
**DURATION:** Full year

This is an advanced-intermediate course that builds upon Chinese III. It refines and further develops students' abilities in Chinese oral and formal written communication. The class is conducted almost entirely in Chinese. Students will strengthen their speaking skills through oral drills and storytelling. They will develop written skills and practice grammar through interactive learning activities in class. Listening skills are developed through class discussions, viewing films and movies, and listening to recordings done by native Chinese speakers. Reading skills are improved through reading various essays, articles, plays, and poetry. For those students committed to taking the HSK 3 test, additional assignments that reflect the advanced nature of this work are assigned and graded. After completing Chinese IV, students should be prepared in both knowledge and skills to proceed to ACTFL proficiency intermediate-high level.

**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** Spanish I  
**DURATION:** Full year

This course is for students to learn to communicate fluently in an oral and written manner, within different communicative contexts and using the appropriate structures. The students will practice reading and listening comprehension through the use of authentic resources. 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 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. Students will aim to achieve Intermediate Low proficiency levels

**COURSE TITLE:** HONORS SPANISH II  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** Spanish I and departmental approval\*  
**DURATION:** Full year

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 will aim to achieve Intermediate Mid proficiency levels.

\*To be eligible for this course students must 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.

**COURSE TITLE:** SPANISH I  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** None  
**DURATION:** Full year

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 further expand the students' mastery of vocabulary. Students will be able to engage in short dialogues, as well as take part in guided conversations. Dictations will be given to reinforce grammatical concepts and to increase listening comprehension. Assessments take varied forms and are assigned throughout the year. Students will be able to express basic ideas, both written and oral, in Spanish and will achieve a basic level of listening comprehension. Students will aim to achieve Novice Mid to Novice High proficiency levels.

**COURSE TITLE:** SPANISH II

**COURSE TITLE:** SPANISH III  
**GRADE LEVEL:** 9 - PG

## SPANISH

**PREREQUISITES:** Spanish II  
**DURATION:** Full year

In this advanced course, students will 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 authentic resources including literary classics, contemporary authors, and Spanish-speaking artists. 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. Students will aim to achieve Intermediate Mid to Intermediate High proficiency levels.

**COURSE TITLE:** HONORS SPANISH III  
**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** Spanish II and departmental approval\*  
**DURATION:** Full year

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 oral 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 will aim to achieve Intermediate High to Advanced Low proficiency levels.

\*To be eligible for this course students must 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.

**COURSE TITLE:** SPANISH IV: SPANISH

**LANGUAGE & HISPANIC CULTURES**

**GRADE LEVEL:** 9 - PG  
**PREREQUISITES:** Spanish III  
**DURATION:** Full year

This is a full year course, conducted in Spanish, designed to encourage the student of Spanish to continue his or her exploration of the varied and distinct regions, peoples, and cultures that comprise what is known as the Hispanic world. From the flamenco of Andalucía to the tango of Argentina, with Valencian paella and Peruvian ceviche, through music that includes the 17th century works of Victoria, the 18th century zarzuela, mariachi, and ranchero of the Mexican llanos, as well as contemporary musicians like Bebé, Shakira, Juan Luis Guerra, and more, students will be exposed to practices, perspectives, and products of the more than twenty nations that include Spanish as a national language. Students will learn to communicate using linguistic differences that include grammatical idiosyncrasies and a diversity of vocabulary. They will make connections and comparisons between their own culture and within the cultures of the Spanish speaking world. Students will be exposed to the different communities that have molded the Hispanic cultures we know today, including the Moors, the Inca, and the Maya, among others. Most importantly they will seek to contextualize their language learning in terms of the diverse community that speaks the language today. Students will aim to achieve Advanced Low to Advanced Mid proficiency levels.

**COURSE TITLE:** AP® SPANISH LANGUAGE  
**GRADE LEVEL:** 11 - PG  
**PREREQUISITES:** Spanish III and departmental approval\*  
**DURATION:** Full year

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; 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. Students will communicate effectively with the target language and understand the roles of Spanish speaking communities in the world today. Students are required to take the AP® Spanish Language exam in mid-May.

\*To be eligible for this course students must have successfully completed Spanish III with a grade of B+ or better 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.

### **2019-20 Electives**

**Being Offered:** All 2018-19 electives

# SCIENCE

## GRADUATION REQUIREMENT: CONCEPTUAL PHYSICS, CHEMISTRY, BIOLOGY



Students at Marianapolis are required to earn three credits in science, each including a laboratory component. Electives are encouraged during the junior and senior years. The goal of the Science 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, the goal of the 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.

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.

- (L) Indicates a laboratory component to the course  
 (\*) Indicates that an assignment will be given to be completed over the summer

**COURSE TITLE:** CONCEPTUAL PHYSICS (L)  
**GRADE LEVEL:** 9  
**PREREQUISITES:** None  
**DURATION:** Full year

**COURSE TITLE:** CHEMISTRY (L)  
**GRADE LEVEL:** 10  
**PREREQUISITES:** Conceptual Physics  
**DURATION:** Full year

The course material covered is similar to Chemistry Honors. 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 CHEMISTRY (L)  
**GRADE LEVEL:** 10  
**PREREQUISITES:** Conceptual Physics and departmental approval  
**DURATION:** Full year

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, action 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:** BIOLOGY (L)  
**GRADE LEVEL:** 11  
**PREREQUISITES:** Conceptual Physics and Chemistry  
**DURATION:** Full year

The course material covered is similar to Biology Honors. 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.

**COURSE TITLE:** HONORS BIOLOGY (L)  
**GRADE LEVEL:** 11  
**PREREQUISITES:** Conceptual Physics, Chemistry, and departmental approval  
**DURATION:** Full year

This course will focus on six themes 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:** AP® BIOLOGY (L) (\*)  
**GRADE LEVEL:** 12, PG  
**PREREQUISITES:** Conceptual Physics (or its equivalent), Chemistry, Biology, and departmental approval  
**DURATION:** Full year

AP® Biology is equivalent to a two semester, college introductory biology course. Four underlying principles, referred to as the Big Ideas of Biology (College Board), encompass the core principles, theories, and processes present in biology. Each Big Idea is supported by concepts that are part of the required content of the AP® Biology exam.

Interwoven throughout the course is also an emphasis on Seven Science Practices (College Board) that are common to all areas of science. These practices allow for a course structure that supports critical thinking, inquiry based learning, and skills that prepare the student to succeed in subsequent college level science courses.

**COURSE TITLE:** AP® CHEMISTRY (L) (\*)  
**GRADE LEVEL:** 11 - 12  
**PREREQUISITES:** Conceptual Physics, Chemistry, and departmental approval  
**DURATION:** Full year

This course is designed to be the equivalent of a college or university introductory course, usually taken by chemistry majors during their first year. 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.

**COURSE TITLE:** AP® PHYSICS I (L) (\*)  
**GRADE LEVEL:** 12, PG



**PREREQUISITES:** Math & Science departmental approval  
Students must have completed or be enrolled in Pre-Calculus, Honors Pre-Calculus, or its equivalent

**DURATION:** Full year

This course is an algebra-based, introductory physics course equivalent to a first semester college or university physics course. Topics which will be explored are Newtonian mechanics (including rotational motion); work, energy and power; mechanical waves and sound; and introductory simple circuits.

There is a significant lab component to this course. The College Board requires that 25 percent of the instructional time will be spent in hands-on laboratory work or demonstrations with a strong emphasis on inquiry-based investigations that provide students the opportunity to apply established science practices. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

**COURSE TITLE:** PHYSICS (L)  
**GRADE LEVEL:** 11 - PG  
**PREREQUISITES:** Conceptual Physics, Chemistry, Biology, and Algebra II  
**DURATION:** Full year

This full-year course is designed to mirror the General Physics I and General Physics II course of a typical college or 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:** LABORATORY PEER ASSISTANT  
**GRADE LEVEL:** 11 - PG and departmental approval  
**PREREQUISITES:** None  
**DURATION:** One semester

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

**COURSE TITLE:** HUMAN BIOLOGY (L)  
**GRADE LEVEL:** 12, PG  
**PREREQUISITES:** Conceptual Physics, Chemistry, and Biology  
**DURATION:** Full year

Human Biology is an introductory course whose purpose is to prepare students for careers in the healthcare field. Emphasis will be placed on anatomical structures and their role in the kinesthetic motions of the human body. Physiology of the body will also be emphasized with regards to homeostasis. In addition, there will be a strong focus on the many related careers, with a focus on sports medicine. This course will involve a heavy, hands-on component and commitment to completing 12 hours shadowing a professional in the field. Teaching methods will include but are not limited to lecture, class discussion, and dissection.

**COURSE TITLE:** NEUROSCIENCE  
**GRADE LEVEL:** 12, PG  
**PREREQUISITES:** Chemistry and Biology  
**DURATION:** Full year

This course will be a survey of the field of neuroscience, which is the study of the nervous system. We will begin with an understanding of how the nervous system is structured and how it transmits information around the body. From there we will transition to specific applications including sensory systems (in particular the visual and auditory systems that allow us to see and hear), acquisition and processing of language, learning, memory, the biological and chemical basis of neurological disorders, ethics, and neuroplasticity

(the ability of the brain to be molded by our actions and experiences), among others. The course will make use of scientific papers, videos, discussion, individual research, and lectures. This course is ideal for students interested in pursuing studies in the biological or psychological sciences.

**COURSE TITLE:** FORENSIC SCIENCE (L)  
**GRADE LEVEL:** 11 - PG  
**PREREQUISITES:** Conceptual Physics, Chemistry;  
Biology (may also be taken  
concurrently)  
**DURATION:** Full year

This course will explore the methodologies and techniques used by forensic scientists to collect and analyze evidence from crime scenes. Students will then learn how evidence is used by forensic scientists to reconstruct crime scenes and how it helps crime scene investigators tell the stories the victims can no longer tell. Case studies of actual crimes, as they pertain to different types of evidence collection and evidence analysis, will serve as real life examples of forensic science in action. Labs will reinforce the techniques of evidence collection and analysis covered in lecture, and these skills will be applied by the student during an actual crime scene investigation at the close of the course.

**2019-20 Electives:**

**Being Offered:** Human Biology  
Neuroscience  
Science of Infectious Disease  
**Not Being Offered:** Forensic Science

# SOCIAL SCIENCES



## Advanced Placement® Requirements

The History & Social Sciences Department will consider the following factors in evaluating a student's request to take AP® Social Sciences courses:

- Evaluation of the student's qualification form, including the quantitative and qualitative merits, 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 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 AP® courses
- Student's projected extracurricular commitments for the coming academic year
- Successful completion of the student's present courses

**COURSE TITLE:** CIVIC ENGAGEMENT  
**GRADE LEVEL:** 10 - PG  
**PREREQUISITES:** None  
**DURATION:** One semester

The purpose of this course is to examine the concept of citizenship within a society with liberal and republican traditions. Discussion in the course will focus on selected theoretical traditions of citizenship, the historical development of democratic communities, citizenship as political participation and civic responsibility, challenges to civic participation and the development of civic skills. Through active participation in guided discussion activities on specific current issues and analysis of assigned readings and class materials, students will come to a greater understanding of the issues and unique challenges that frame the contemporary concept of democratic civic engagement.

**COURSE TITLE:** INTRODUCTION TO  
CRIMINAL JUSTICE  
**GRADE LEVEL:** 11 - PG



**PREREQUISITES:** None  
**DURATION:** Full year

This course is an elective that is intended to provide an overview of the criminal justice system in America and to establish a greater understanding of the groups that make, enforce, and interpret the law. Students will consider the rights of individuals protected by the Constitution, major court decisions that impact student rights, and the Marianapolis Preparatory School rules to gain better perspective on the purpose of law, its enforcement, and the unique challenge of applying law to people. The course will utilize a range of learning activities and experiences and will assume active involvement of students in the learning experience.

**COURSE TITLE:** GLOBAL GOVERNMENTS  
AND POLITICS  
**GRADE LEVEL:** 11 - PG  
**PREREQUISITES:** None  
**DURATION:** Full year

Students are introduced to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of countries. The course aims to show the rich diversity of political life and communicate the importance of global political and economic changes. Comparison of political systems produces knowledge about the policies countries have effectively used to address problems. In addition to covering major concepts, the course will cover specific countries and their governments. The first semester will investigate countries such as England, China, Mexico, Korea, and other nations of the world. The second semester will focus on the study of the American government and will cover a wide range of institutions, actors, and processes, which are influenced by American history, culture, and economics. Discussion of current events will be an important part of this class. By using these core countries, the course moves the discussion of concepts from abstract definitions to concrete examples. This goal will be met through readings, lectures, class discussions, in-class activities, and assignments.

**COURSE TITLE:** LEGAL STUDIES  
**GRADE LEVEL:** 10 - PG  
**PREREQUISITES:** None  
**DURATION:** One semester

This class will introduce students to the nature and functions of law in a society. Law, when legitimately developed by a society, provides order, structure and limits to those living in that society. Law takes essentially two forms: civil law, which addresses issues, disputes and grievances between individuals in their role as private individuals and criminal law, which addresses violations that individuals, in their role as public citizens, commit against the order of political society. Students in this class will explore a broad range of law related topics including: the nature and functions of law in a society, legal principles and fundamentals, civil law, criminal law, international law, law in a mixed market economy and government regulation.

**COURSE TITLE:** PSYCHOLOGY  
**GRADE LEVEL:** 11 - PG  
**PREREQUISITES:** None  
**DURATION:** Full year

This course will provide a broad introduction to the field of psychology, one of the social sciences. Among the topics we will cover are: gathering data on the causes and correlations of behavior, key figures in psychology and their theories, examples of research findings from the major subareas of the field, and using psychological knowledge to improve the quality of our lives. This survey of psychology will acquaint the students with the major concepts and terminology of the discipline and give them a better understanding of self and others. The course will be a combination of lectures, video clips, demonstrations, iPad use, and miscellaneous experiences. It is the hope that it will encourage students to want to learn more about psychology and have them asking "What's the evidence?" each time they encounter statements about behavior.

**COURSE TITLE:** AP® PSYCHOLOGY  
**GRADE LEVEL:** 11 - PG  
**PREREQUISITES:** Departmental approval  
**DURATION:** Full year

The AP® Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of

the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. All students are required to take the AP® Psychology exam in May. This AP® Psychology course is designed to mirror an entry-level college course. Those who are willing to accept the challenge of a rigorous academic curriculum are encouraged to take this course.

**COURSE TITLE:** SOCIOLOGY  
**GRADE LEVEL:** 11 - PG  
**PREREQUISITES:** None  
**DURATION:** Full year

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 encouraged 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. This Sociology course will provide students with the basic concepts and tools necessary for understanding human social behavior in a complex world. The focus of this course examines the structures and functions of society from a purely sociological perspective, and then examines current social issues in the world. Topics to be covered include: culture, socialization, formal organizations, deviance, as well as global, gender, and race stratification, economics and politics, urbanization, and social change.

### **2019-20 Electives**

**Being Offered:** All 2018-2019 electives  
COE Electives



# THEOLOGY

**GRADUATION REQUIREMENT: 3 CREDITS**  
(MUST INCLUDE: HUMANITIES/COMPARATIVE RELIGION AND MORALITY)



The Theology curriculum aims to complement and enhance the spiritual and moral life of the Marianapolis community. The courses offered are designed to cultivate 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. The Theology Curriculum believes 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 examples led by the faculty, administration, and students can 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 of Theology. For a student transferring to Marianapolis after the tenth grade, the Theology requirements are adjusted.

**COURSE TITLE:** HUMANITIES  
**GRADE LEVEL:** 9  
**PREREQUISITES:** None  
**DURATION:** Full year

The aim of this course is to encourage students to develop and gain analytical, interpretive, and communication skills, as well as enduring understanding, while contributing to the development of the student as a whole. Humanities aims to encourage students to understand and respect the world around them, and to provide the skills necessary to facilitate further interdisciplinary study. This is achieved through the study of individuals, societies, and environments in a broad context: historical, geographical, social, economic, religious, moral, and cultural. This course will foster intellectual curiosity, global awareness, critical thinking, personal responsibility, and ethical awareness.



Through the study of English, history, and theology, this course will serve as an introduction into the literary, historical, theological, and cultural development of humanity to be found in specific examples of literature, historical events, and social and religious institutions of the Greeks, the Middle Ages, and the Renaissance.

**COURSE TITLE:** FAITH AND REASON  
**GRADE LEVEL:** 9 - 10  
**PREREQUISITES:** No prior teaching in Catholicism  
**DURATION:** Full year

“Nothing is impossible with God” (Luke 1:37). This pronouncement by the Angel Gabriel in Luke’s Gospel lays the foundation for the relationship between faith and reason, and will serve as our guide throughout this course. This introductory course will serve as a foundation for the successful study of future courses. Students will explore the doctrine of the Catholic Church through the rosary and oral tradition, as we seek to unite the power of faith with modern day secularism. Scripture study, class discussion, interactive videos, and outside day trips will promote deeper understanding of Church teaching in our diverse global community.

**COURSE TITLE:** COMPARATIVE RELIGION  
**GRADE LEVEL:** 10  
**PREREQUISITES:** None  
**DURATION:** Full year

What makes a religion a world religion is the fact that it has a powerful appeal and influence on many people over time. These religions have shaped and been shaped by every culture. To study the major world religions is, in truth, to study the history and culture of the human race over the centuries. No one course could hope to accomplish so much. As such, the main points of emphasis in this course are as follows:

- To acquaint each student with the basic answers each religion gives to the fundamental questions of life
- To expose students to the basic elements of all religions
- To help students appreciate the areas of similarity and diversity found in world religions
- To help students to examine their own religious

beliefs and practices in light of other religions

**COURSE TITLE:** BIBLE AS LITERATURE  
**GRADE LEVEL:** 10  
**PREREQUISITE:** None  
**DURATION:** Full year

This is an introductory course to the Scriptures of the Jewish and Christian traditions. The writings of the Old and New Testaments are surveyed, utilizing literary and historical criticism. Moreover, there will be a historical and thematic introduction to Christian thought and practice. Students will be exposed to major questions raised in interpreting the Bible in the 21st century and challenged to deepen their personal understanding of the fundamental questions of life raised by the timeless teachings of Jesus Christ.

**COURSE TITLE:** MORAL DECISION MAKING  
**GRADE LEVEL:** 11  
**PREREQUISITES:** None  
**DURATION:** One semester

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. 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. Students will explore their position on capital punishment, war, beginning and end of life issues, medical dilemmas, and various aspects of sexual morality.

**COURSE TITLE:** EXPLORING WISDOM LITERATURE  
**GRADE LEVEL:** 11 - 12, PG  
**PREREQUISITES:** None  
**DURATION:** One semester

This course is designed to inspire students as they engage the questions of life that have led people throughout the centuries towards knowledge of themselves and, by extension, knowledge of the world seen and unseen.

Students endeavor to do this by tackling some of the great works of wisdom literature throughout the ages from different cultures and traditions. The primary focus of this course will be the examination and critical reflection of the Wisdom Books of the Old Testament as well as how they are able to translate into the current world in which we live. At times we will be historians; in other instances, literary critics, cultural observers, and theologians, but at all times we will be understanding, unafraid, and intellectually curious as we investigate the wisdom of the religious traditions of the past.

## 2019-20 Electives

### Being Offered:

All 2018-2019 electives

**COURSE TITLE:** BUSINESS ETHICS  
**GRADE LEVEL:** 11 - 12, PG  
**PREREQUISITES:** Comparative Religion, Bible as Literature, or its equivalents  
**DURATION:** One semester

The Business Ethics course fulfills the Morality graduation requirement. It offers an introduction into the concepts of values and morality, as well as cultural beliefs and upbringing in all areas of business, from consumer rights to corporate social responsibility. This course is taught with the assumption that all must work toward solid business decision making where ethics is a vital component. The overall goal is to help students understand and appreciate the elements of ethics, the importance of ethical decision making, and its effects on themselves, business, and society. Case studies and scenarios illustrating ethical dilemmas in business such as bribery, sourcing, intellectual property, downsizing, corporate governance, and ethical leadership will be discussed.

**COURSE TITLE:** SOCIAL JUSTICE  
**GRADE LEVEL:** 12, PG  
**PREREQUISITES:** None  
**DURATION:** One semester

This 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 surveys of the Church from the Renaissance to the present will be integrated into the course. Particular attention will be paid to contemporary Church perspectives on such issues as racism, work, poverty, and the right to life.

