



# CURRICULUM GUIDE

CONVENT OF THE SACRED HEART  
2016-2017

# OUR MISSION

Convent of the Sacred Heart is New York City's oldest independent school for girls, educating students in grades Pre-K through 12. As a part of an international network, we are committed to a set of principles shared by all Sacred Heart schools. Known as the "Goals and Criteria," these principles articulate the core components of a Sacred Heart education, and charge our community with a unified educational mission.

At the heart of our philosophy is the belief that each child possesses unique gifts. Our job is to unearth those gifts, nurture them, and empower each child of the Sacred Heart to share those gifts with the global community.

## THE GOALS

Schools of the Sacred Heart commit themselves to educate to:

**GOAL I      A personal and active faith in God**

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**GOAL II     A deep respect for intellectual values**

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**GOAL III    A social awareness which impels to action**

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**GOAL IV    The building of community as a Christian value**

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**GOAL V     Personal growth in an atmosphere of wise freedom**

# CURRICULUM GUIDE

CONVENT OF THE SACRED HEART | 2016 – 2017

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The school admits students of any race, religion, color or national or ethnic origin to all rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin or sexual orientation in the administration of its educational policies, admissions policies, scholarship and loan programs and athletic and other school-administered programs.



LOWER SCHOOL

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# LOWER SCHOOL

## EARLY CHILDHOOD PROGRAM

Children in the Pre-Kindergarten and Junior Kindergarten years learn through guided play. Emphasis is placed on training in independence and self-motivation as students are encouraged to choose and complete developmentally appropriate activities. The program provides for the emotional and intellectual needs of each child and fosters the child's growth in self-awareness as well as an understanding and consideration of the needs of others. Group activities are designed to help the child see herself as a member of the school community.

The development of the child's ability to express herself orally is a major goal of the early childhood program. Students develop language skills as they listen to stories, perform plays, recite poetry, sing and participate in daily discussions. Students are encouraged to speak in front of the class during their daily meeting time. Role-playing in the dramatic play area helps children to practice their newly emerging social skills and to develop their imaginations, while providing them with an opportunity to gain an understanding of others.

Early childhood classrooms are equipped with reading and mathematics readiness materials geared to a range of developmental levels. A variety of appropriate visual, auditory and kinesthetic activities foster alphabet recognition. Block building, puzzles, games, small manipulative materials, sand play and art projects enforce concepts of space, pattern, size, sequence and measurement and encourage the development of fine motor skills. Daily art activities include easel painting, watercolor, collage, clay modeling and drawing. Hands-on activities in science encourage the skills of observation, prediction and classification. Weekly visits help students gain familiarity with the library. Following story time, students select a book to take home, also learning that library books must be shared and cared for. Each week, children participate in creative drama, music, and physical education classes, and have daily outdoor play. Children in Pre-Kindergarten also participate in a customized learn-to-swim program, held weekly at our Athletics and Wellness Center.

## KINDERGARTEN

The kindergarten program seeks to develop the child's sense of self-worth as an active learner and member of the school community. Each child learns to assume responsibility, master skills and solve problems.

The classroom environment is designed to stimulate the child's natural sense of wonder and curiosity through opportunities for fun, friendship, vigorous activity, adventure and quiet reflection. A rich and varied curriculum, including language arts, mathematics, science and social studies, supports and promotes students' intellectual development. Weekly learning experiences in religion, studio art, music, drama, library, health and physical education are also provided. In addition, the children use a play area on the roof and visit Central Park for nature trips.

### French and Spanish

Kindergarten students begin their exposure to modern languages with an introduction to French and Spanish and cultures through the use of songs, stories, games and various oral and kinesthetic activities. Emphasis is placed on enjoyment and spontaneous expression in the target language.

### Language Arts

An environment rich in educational materials and experiences for thought and conversation extends each child's language skills and builds her vocabulary. Daily readings of stories and poems strengthen her ability to empathize and to express her feelings and imagination, while the regular singing of songs develops her rhyming, memory and word patterning skills. Because phonetic analysis is an essential reading skill, each child is introduced to the consonant and short vowel sounds through activities and written exercises. Depending on her readiness, a child may learn to blend sounds, to read short vowel words in word families, simple sentences and short stories. Each child is also encouraged to compose, dictate, begin to write words, and illustrate her own stories and poems on a regular basis.

### Writer's Workshop

Writer's workshop occurs throughout the week when the girls participate in activities such as guided writing, shared writing, letter writing and story writing. Throughout the year children create fiction and nonfiction books independently. Children learn and practice writing by brainstorming, planning and publishing stories. Handwriting is practiced daily.

# LOWER SCHOOL

## Mathematics

Using Singapore Math strategies, students develop mathematical understanding in stages, beginning with concrete (using manipulatives such as counters, dice, and number disks), then moving to pictorial (solving problems with pictures representing numbers), and finally working in abstract (where numbers represent symbolic values). Through this process, students learn a variety of strategies to deepen their understanding of numbers. They build number sense through part-whole thinking, begin to understand place value, and break numbers into decomposed parts or “friendlier numbers” to begin basic computation skills in addition and subtraction. The math program is supplemented with Big Math for Little Kids to develop conceptual understanding of measurement, money, and geometry.

## Religion

The kindergarten religion program is designed to help students develop a positive self-image. It emphasizes the uniqueness of each child and celebrates the natural joy and wonder of childhood within the embrace of God’s love. We explore and celebrate our five senses as well as the importance of thought and imagination. We give careful consideration to belonging to our various communities: family, school, parish, neighborhood as well as our place in the world of nature. Because young children learn best through actual experience, religion lessons utilize children’s literature, songs and art projects.

## Science

Each child is encouraged to use all her senses to observe and explore the natural world around her. Materials, carefully selected to reveal facts about simple machines, five senses, buoyancy and magnets, stimulate her interests and enable her to understand concepts from the facts she discovers. Students are encouraged to share discoveries with classmates in a group setting following the investigation period. Art projects, manipulative games and story reading also extend science learning. Culminating the year, the girls STEM concepts will be used to engineer skyscrapers using LEGO blocks.

## Social Studies

The kindergarten social studies program focuses on the child herself, her family, her class at school and the school community. Her learning in this area is combined with language arts, math, science, and art activities. Children also experience the meaning of holidays and the social traditions connected with them through songs, stories, experience writing and other special projects.

## Library

The kindergarten library program fosters a love of literature through weekly classes that include stories, drama and artistic projects. Students are introduced to different sections of the library and become familiar with library procedures. The elements of both stories and folktales are introduced in a Goldilocks study and children also start learning how an inquiry based research project is conducted. Learning how to review literature is introduced and students begin to examine what types of stories they personally connect to.

## Art

Kindergarten students explore the basic skills of constructing with paper, clay, recycled materials, fabric and a variety of other media. They practice fine motor skills through the use of drawing media, brushes, scissors, and other art tools. Students are introduced to the elements of art—line, shape, color, value and texture—through projects and class discussions. Students develop their sensitivity for color by viewing paintings by famous artists and learning to mix paints. Experimentation and creative thinking are encouraged as students learn to explore their imagination in an atmosphere that is comfortable for each child. Some art projects are integrated with math and social studies. The Kindergarten art program is designed to develop students’ confidence and joy in making art and displaying their work throughout the year.

## Creative Drama

Kindergarten students learn to use their voices and bodies to express thoughts and feelings. Using dance and story drama techniques, students act out scenes from children’s literature, imagining themselves as characters and visualizing their surroundings. Students begin to work cooperatively to help develop a creative and respectful drama community. In addition, the young actors learn techniques for effectively using their speaking voices in performance and presentation.

# LOWER SCHOOL

## Music

Music appreciation is achieved through the exploration of folk songs, musical story telling, listening activities and games. In discovering the many facets of the voice, students realize healthy vocal development throughout the year.

## Health

The goal of the kindergarten health curriculum is to promote self-esteem and the social skills that are foundations for all healthy behavior. The uniqueness of each child is examined, family portraits are developed and issues of nutrition, healthy habits and safety are addressed. Identifying and expressing feelings appropriately are important skills for this age group.

## Physical Education

The kindergarten physical education program is primarily devoted to the acquisition of fundamental motor patterns and manipulative skills and the development of social skills. Simple organizational games, tumbling and gymnastics apparatus activities help students develop fitness components of agility, coordination, strength and endurance. Specific behaviors and attitudes about competition, teamwork, good sportsmanship and safety are discussed and developed along with game play.

## GRADE 1

### French and Spanish

In grade 1, the girls choose French or Spanish as the language they will study continuously throughout Lower and Middle Schools. Through use of music, stories, games and kinesthetic activities, the girls develop oral skills, begin to communicate in the target language and develop an appreciation for different cultures throughout the French and Spanish speaking worlds.

### Language Arts

Reading, writing, spelling, listening and oral expression are taught using multi-sensory instruction. A balanced literacy approach emphasizes recognizing basic sight words, using decoding strategies, building fluency and expression, and expanding vocabulary. Comprehension strategies of predicting, questioning, sequencing, summarizing, making inferences and drawing conclusions are also developed. Daily language activities include

shared reading, guided reading and independent reading. Each week a different phonetic rule is introduced and reinforced. Writer's Workshop activities include guided writing, shared writing, journal entries, autobiographies, poetry and letter writing. Throughout the year, children compose and publish nonfiction and fiction books, both independently and as a class. Children learn the writing process by brainstorming, planning, drafting, conferring, editing, and publishing stories. Handwriting is practiced daily.

### Mathematics

The Singapore Math approach fosters continuing development of each child's number sense through part-whole thinking, concentrating on place value and a fluid understanding of number bonds through 20. Students learn to break numbers into decomposed parts or "friendlier numbers" to master basic facts in addition and subtraction and to encourage mental math strategies. Computation is integrated into the introduction of Model Drawing when problem solving. Units on graphing and time are included in the first grade math curriculum through games, math journals, explorations, and hands-on activities.

### Religion

The religion program focuses on the theme of God's love. Children listen to and reflect upon Scripture stories about God and creation. The scripture readings of the liturgical year serve the dual purpose of introducing the children to the narrative of Jesus' life and exposing them to the rhythms of the liturgical calendar. A rich foundation is laid in preparation for the Sacrament of the Eucharist.

### Science

The grade 1 science program motivates students to appreciate and comprehend the world around them through scientific discovery. It encourages an understanding of the cycles of nature through development of observing, classifying, predicting, questioning, recording and drawing conclusions. Students apply these skills as they study the human body and insects. An interdisciplinary project with art and math involving creating an insect pop-up book enhances their study. The incubation and care of chicks concludes an exciting year.

# LOWER SCHOOL

## **Social Studies**

Social studies activities help students develop an awareness of community, appreciate cultural diversity, and better understand themselves and others. Lessons in friendship, problem solving, manners, respect, good listening and cooperation begin the year. Projects include monthly self-portraits and corresponding with pen pals within the Sacred Heart Network. The students also participate in a service project with a senior citizens center. At the heart of our spring social studies curriculum is our school community study. Beginning with a walking tour of the school, students then conduct weekly interviews of a diverse group of Sacred Heart faculty and staff. The students summarize what they've learned about each community member's role in the school. The study culminates in individual student published community books. We end the year with a neighborhood walk to explore our surrounding community. Throughout the year there is a focus on learning about different cultural and religious traditions.

## **Library**

The library program provides pleasurable experiences with good literature to promote enthusiasm for reading. Regular reading aloud stretches the child's language and literary skills and expands her vocabulary and comprehension. Students learn how to choose books based on personal interest and reading level to help enhance their independent reading skills. Students engage in a comprehensive introduction to research that focuses on learning how to use prior knowledge to create guiding questions. Students use both digital and print resources to investigate insects and use this information for an integrated science, art and library project. Children end the year with a study of folktales from around the world that focuses on common elements and understanding diverse cultures.

## **Art**

Students work in the areas of drawing, painting, print-making, sculpture, mixed media and book arts to develop their skills with art tools, and they experiment with color mixing and the beginning of color analysis. They draw and paint from imagination and learn to observe nature and the work of famous artists to broaden their creative view. Coordinated projects include a mixed-media project inspired by a study of illustrator Eric Carle and an insect pop-up book in conjunction with their studies in science.

Students focus on further developing their understanding of line, shape, color and texture. The elements of form and space are studied in more depth. Students continue to learn the joy of exploring and experimenting as well as following sequential directions. Learning and sharing continue through art exhibits and class discussions.

## **Creative Drama**

Through movement, imagination and guided imagery, students further develop their ability to think creatively, speak clearly and use their bodies effectively in acting out scenes and communicating ideas and information orally in the classroom and in performance. Work with picture books and puppets also provides students the opportunity to learn how stories are structured, to explore and invent characters and to indulge themselves in experiences which differ from the everyday.

## **Music**

Music appreciation is taught through listening activities in which students begin to distinguish beat from rhythm and identify differences in pitch, dynamics and tempo. Rhythmic and melodic notation is introduced using worksheets and games. There is also a continued emphasis on healthy vocal development as well as singing as part of an ensemble.

## **Health**

In grade 1, the continuing development of self-esteem and the reinforcement of healthy behavior are stressed. Children learn about their own health habits and support the positive behavior of others. They learn to promote good nutrition and hygiene and discuss how good practices are part of a healthy lifestyle.

## **Physical Education**

The aim of the physical education program for first grade is to establish a basic foundation in motor skills and physical fitness. Gross motor skills, body awareness and coordination are developed through movement games and activities using small apparatus such as balls, hoops and jump ropes. Tumbling and beginning gymnastics skills foster growth in strength and flexibility. Sportsmanship and safety in physical education activities are emphasized on a consistent basis. Specific behaviors and attitudes about competition, teamwork, good sportsmanship and safety are discussed and developed along with game play.

# LOWER SCHOOL

## GRADE 2

### **French and Spanish**

In grade 2, students continue exploring French or Spanish languages and cultures. Music, kinesthetic activities, stories, games and celebrations help the girls develop an ear for the language. Throughout the year, various topics in French and Spanish are aligned with language arts and social studies curriculae. Exposure to the written language is introduced through the use of interactive technology.

### **Language Arts**

Through the use of a wide variety of literature, the grade 2 reading program emphasizes the refinement of decoding skills, the expansion of students' sight word vocabularies, reading comprehension, reading aloud with fluency, study skills, and development of oral expression. In Reader's Workshop, students are exposed to a variety of genres that they explore during Independent Reading, and they are given tools to make book choices appropriate to their individual reading level. A writing program provides opportunities for students to explore and create a variety of writing styles including persuasive, informative, narrative and expressive pieces. In Writer's Workshop, Students continue to use the writing process as a means of revising, editing and publishing their written work. Grammar instruction emphasizes the construction of complete sentences. Focus is placed on appropriate use of capitalization and punctuation rules. The spelling program focuses on mastering one phonetic rule each week. Over the course of the year, handwriting skills are developed through the writing program and in individual and group instruction. Students are introduced to dictionary reference skills as appropriate.

### **Mathematics**

Using Singapore Math, traditional algorithms for computation are taught and mastered using the place value mat. In addition, alternative algorithms (such as branching and left-to-right addition) and strategies are integrated that build and reinforce the understanding of number sense and place value. Fractions are introduced by building on part-whole thinking. The familiar strategy of Model Drawing is integrated in problem solving using addition and subtraction, as well as basic multiplication and division. Children strengthen and build upon their skills in measurement, graphing and geometry through hands-on instruction and practice.

### **Religion**

Students in grade 2 are invited to consider more personally the stories of Jesus in the Bible. Through reflection, literature, discussion, art projects and drama activities, the values of Jesus become more immediate to everyday life. The religious studies program also prepares children for the Sacrament of the Eucharist. The girls develop a sense of belonging to God's family by exploring their relationship with Jesus and the Christian community. For nine weeks leading up to Communion, parents, teachers and students collaborate in preparation for the celebration.

### **Science**

In the grade 2 science program students continue to develop basic scientific skills: observation, prediction, recording and drawing conclusions. Through the study of plants and animals, students generate questions that lead to experimentation and discovery. Utilizing Central Park, our students create and animal and plant field guide. An endangered animal STEM project allows students to design a board game to enhance their study.

### **Social Studies**

The grade 2 social studies curriculum focuses on Sacred Heart, the surrounding neighborhood, New York City and immigration. The unit compares the process, challenges, and causes of immigration including cultural diversity as a reflection of the population of New York City. A short study of mapping skills precedes the explanation of geography of the city. In the culminating unit, students explore the five boroughs and focus on a specific landmark in each. Class trips to key New York City sites enrich the experiences. Students also learn about their school from a historical perspective, exploring the evolution of Convent of the Sacred Heart. Then students learn about architectural elements of the Otto Kahn and James Burden mansions, as well as other buildings in their own neighborhood in conjunction with a program directed by Friends of the Upper East Side.

# LOWER SCHOOL

## **Library**

The program is designed to promote increasing independence in using the library and locating different types of library materials. Many hands-on activities enable students to discover how libraries are organized and how materials can be found with the help of the computerized catalog. Students learn to use print and digital forms of reference materials such as dictionaries and encyclopedias, which act as a foundation in the research process. Students further their research skills through an integrated science, art, computer and library project about endangered animals. The librarian continues to read aloud to the students from a broad selection of children's literature, with a focus on folktales and fables from around the world.

## **Art**

Students continue to explore various media and to develop skills in using art equipment. Color mixing and analysis are further developed as students draw, paint and sculpt from their imaginations and observations of nature. Some art projects emerge from their studies in science. The final papier-mâché project focuses on form and is coordinated with the science and library programs. Students further develop their understanding of space during a painting project that is coordinated with the grade 2 social studies program. Throughout the year, students are introduced to works by famous artists. Learning and sharing continue through art exhibits and class discussions.

## **Creative Drama**

As the girls mature and start to have greater control of movement and voice, they begin activities that enhance comfort, confidence and skill in dramatic presentation. Students also learn to be more aware of their environment through sensory perception work. They improvise, create scenes and share their efforts and talents in the class and in plays and musical theater performances.

## **Music**

The recorder as a musical instrument is introduced to every child in grade 2. Formal reading of music is introduced and reinforced through work with the music notation software "Music Ace." There is an emphasis on the development of healthy and natural vocal production.

## **Health**

The goal of the grade 2 health curriculum is based on social-emotional development. Children explore their uniqueness and learn how to develop positive peer relationships and communication strategies. Students engage in activities that explore topics such as empathy, point of view, recognizing and dealing with conflict, active listening, problem solving, fairness and discrimination.

## **Physical Education**

Building on skills learned during the primary years, students in grade two work toward greater mastery of basic motor skills. Hand-eye and foot-eye coordination are developed through throwing, catching and kicking skills using a variety of equipment. Tumbling and gymnastics develop students' strength, agility and flexibility. Simple organization games offer students an opportunity to apply the skills they are learning and promote group interaction and support. Safety in physical education is emphasized throughout the year. Specific behaviors and attitudes about competition, teamwork and good sportsmanship are discussed and developed along with game play.

# LOWER SCHOOL

## GRADE 3

### **French and Spanish**

The French and Spanish programs in grade 3 emphasize correct pronunciation, oral comprehension and continued awareness about the many cultures that exist in the French and Spanish speaking worlds. Written French and Spanish are formally introduced. Basic grammar is aligned with the Language Arts curriculum whenever possible. Students receive regular homework assignments and begin taking short written and oral assessments.

### **Language Arts**

Reading is taught in a variety of ways, through large and small group instruction as well as one-on-one instruction within a group lesson. The focus is on deepening understanding with particular emphasis on a variety of comprehension strategies. Using the “Reader’s Workshop” model, students are taught to use these comprehension strategies as they read and reflect upon their own books, as well as shared texts. Library books and children’s paperbacks supplement the reading program. Children are encouraged to read for pleasure and to appreciate poetry. Teachers read aloud to the students regularly to enhance their vocabulary and comprehension skills and to instill a love of reading. Silent and oral reading and discussion groups develop oral expression. A primary emphasis is on expository writing, as children are taught how to structure a paragraph and to use these skills to organize their ideas. In addition, students are taught various techniques for effective writing and revision as they compare narrative, descriptive, expository, and fiction pieces. Grammar and related language skills are taught, and are reinforced through students editing their own writing. Cursive writing skills are also emphasized.

### **Mathematics**

Building upon students’ prior knowledge and mastery of addition and subtraction concepts, strategies such as repeated addition with disks on place value mats are taught to visualize grouping. Manipulatives such as counters are also used to make groups and arrays (equal groups of rows and columns) to conceptualize multiplication and division. Mastery of basic multiplication and division facts is expected. Model Drawing is integrated in problem solving using all operations: addition, subtraction, multiplication, and division. Mental math strategies are encouraged to increase flexibility and speed when working with numbers. Students build upon their previous experience of fractions, measurement, money, graphing and geometry concepts.

### **Religion**

Students in grade 3 are guided to reflect on human experiences and to relate these experiences to Christian faith and tradition. The stories in the Bible and the teachings of Jesus in the New Testament further interpret the faith experience. There is special emphasis on recognizing the intersection of grace received and the divine call to action. An introduction to some of the traditional prayers and devotional practices of the Church enhance the students’ appreciation of Church heritage.

### **Science**

Grade 3 science is an experiential program fostering student observation and inquiry. Students work together in small lab groups to conduct experiments that further develop the scientific skills of observing, predicting, classifying and drawing conclusions. The curriculum focuses on the concepts of matter, hydrology, electricity, and plate tectonics. STEM curriculum is integrated into daily lessons culminating with the girls engineering an action figure with LittleBits.

### **Social Studies**

The grade 3 social studies curriculum begins with an exploration of what New York was like 400 years ago. Through field trips and integrated science lessons, students learn about the landscape and natural resources of early New York, and how this geography shaped Native American life. Students cultivate basic research skills while studying the Lenape and Iroquois tribes in greater depth. The year culminates with an introduction to United States geography and the fifty states. Students use reference materials, learn basic mapping skills, write creatively, and complete hands-on, cross-curricular activities to enrich their learning.

### **Academic Technology**

Proper keyboarding skills are introduced through an intensive web-based program called Typing Agent. These keyboarding skills are reinforced throughout the year with integrated computer projects in the classroom. At this grade level, students are assigned Google accounts. Students use these accounts to create documents, slideshows, and drawings. In the computer lab, students learn how to become good digital citizens by understanding the copyright of images on the Internet as well as using Internet tools appropriately to communicate with others. iPads are used as enrichment tools for classroom learning. In an effort to incorporate STEM (science, technology, engineering and math) concepts, students

# LOWER SCHOOL

design and print their own 3D images in Tinkercad. The 3D designs are then integrated into collaborative group science projects. In addition, students are introduced to beginning concepts of computer programming using Scratch. To further their understanding of programming, students participate in the Hour of Code, an international initiative to spread awareness of computer science.

## **Library**

Growing independence in the use of library materials is the primary aim of the grade 3 program. Students learn to critique picture books in a mock Caldecott unit and are introduced to a common language that they will use to discuss children's literature. Research tools, such as the dictionary, encyclopedia, atlas and a web-based encyclopedia, are used for a social studies project on the African-American and Civil Rights experience in the United States. Students continue to explore different folklore types with an integrated drama and library unit on tall tales.

## **Art**

Using images from their imaginations and life observations, students further develop their skills in the areas of drawing, painting, collage, sculpture, photography and printmaking. Major art projects are coordinated with other areas of study, especially social studies and technology. Students develop their skills in color analysis and design in two and three-dimensional art projects. The concepts of scale and perspective are introduced through the students' observations, drawings and paintings. The final project is a study of Georgia O'Keeffe. Learning and sharing continue through art exhibits, class discussions and self-evaluations.

## **Creative Drama**

As bodies and voices develop, more advanced techniques are introduced in creative drama classes. While the encouragement and exercise of creativity and imagination continue, students use improvisation, tableaux and stage movement in creating their own original scenes. In preparation for the presentations, students use image, music and literature as inspiration to generate their ideas. As actors, students further develop effective skills of clarity and communication, which add dramatic flair to their performances throughout the year.

## **Music**

Orff instruments are introduced and used to explore form and rhythmic notation along with providing the experience of performing in an ensemble. Harmony and ear training are introduced with the preparation and performance of partner songs and rounds. There is a continued emphasis on singing with the addition of weekly liturgy preparation.

## **Health**

The goal of the grade 3 health curriculum is to develop knowledge and skills for making responsible decisions regarding personal safety, conflict resolution and other important health issues. An emphasis is placed on positive social interaction practices through the implementation of a social-emotional development program. During the second semester, two classes led by the school psychologist are devoted to a discussion of the physical and emotional changes that occur in young girls at this age.

## **Physical Education**

The physical education program in third grade continues to emphasize developing motor skills, coordination, agility, strength and endurance. Initial skills in volleyball, basketball, soccer, kickball and wiffle ball are introduced to further the development of hand-eye and foot-eye coordination. Modified team sport activities enable students to apply their new skills and foster an enthusiasm for team sports. Students continue to develop more advanced skills in gymnastics and to increase their overall fitness levels. Basic health-related fitness concepts are introduced, including learning how to take one's pulse, target heart rate and development of cardiovascular endurance. Safety, sportsmanship, teamwork and specific behaviors and attitudes about competition are emphasized throughout the year.

# LOWER SCHOOL

## GRADE 4

### **French and Spanish**

As the French and Spanish programs continue to become more academic, emphasis is placed on correct pronunciation, comprehension and accurate writing. Oral practice, written exercises, role-playing and games are used to teach and reinforce essential structures, expressions and vocabulary. Regular homework, projects and short assessments are given. Cultural awareness remains an integral part of the program.

### **Language Arts**

The goal of the grade 4 language arts program is to further develop reading, writing, vocabulary and analytical thinking skills. During Reader's Workshop, students read high-interest, self-selected literature from multiple genres. Teacher-selected text is used to model higher-order thinking skills such as synthesis, interpretation, and critical thinking. Students demonstrate and strengthen their understanding of these skills through independent reading, student-teacher conferences, and daily literary discussions. During Writer's Workshop, a variety of writing genres are taught, including expository, descriptive, persuasive, narrative and report writing. Writing is enhanced through instruction in grammar, vocabulary, and spelling. Written organization is developed with outlines, paragraphs structure and essays. Teachers work closely with specialists to integrate reading, writing, research and study skills across the curriculum. Public speaking skills are developed through class projects and assembly presentations.

### **Mathematics**

With the mastery of basic facts in all operations, students learn methods that are visually helpful to organize numbers in order to understand how each place value grouping relates to others. Using alternative algorithms, the distributive property is used in multiplication and division, as well as partial product multiplication and partial quotient division methods. Model Drawing is integrated in problem solving using all operations, as well as fractions and measurement. Students understand and apply mathematical concepts in problem solving with skillful and accurate computation. Study of numbers is expanded past whole numbers with the integration of computation with decimals. Knowledge is extended in estimation, number theory, graphs and geometry.

### **Religion**

The formation of conscience is emphasized in grade 4. Our study of Gospel stories focus on Jesus' message of forgiveness. Since preparation for the solemn celebration of the Sacrament of Reconciliation is a central part of the year's instruction, religion classes are designed to foster moral discernment in a Christian context. There is particular emphasis on the extravagance of God's love, which is God's acceptance of our shortcomings. The sacrament is received in the fall. Throughout the balance of the year the lessons follow closely the trajectory of the Sunday Gospels, as they lead us through Jesus' life to his Death and Resurrection, and finally to the birth of the Christian Church through the arrival of the Holy Spirit.

### **Science**

The science program continues to strengthen fundamental science inquiry skills through laboratory experiences, group discussions and field investigations. Students are introduced to units in geology, astronomy and rocketry. Topics are chosen to provide concrete opportunities to question, explore, problem solve and reason through scientific problems. Students learn to test their hypotheses and to connect their experiences inside and outside of the classroom with related abstract concepts. Critical thinking, communication skills, active integration and organization of scientific knowledge are fostered through a STEM curriculum. The girls perform many engineering projects including an egg drop experiment. The year ends with a science exhibition in which students showcase their inventions in a rocket launch in Central Park.

### **Social Studies**

The core of the social studies program involves the investigation of American history from Colonial Times and early American independence through Westward Expansion. Analytical thinking and research skills are enhanced through simulation activities, class trips, collaborative projects, primary documents, and written and oral reports. A study of early United States geography is implemented throughout the year. Students end the year with researching a famous woman in history. In the project, entitled "Her Story," students encompass each woman's character and achievements in a theatrical performance and an individualized integrated writing project.

# LOWER SCHOOL

## Academic Technology

Students continue to focus on learning proper keyboarding skills with Typing Agent and through various writing projects in their classrooms, including an end of the year Feature Article. Word processing and collaboration with peers are fostered with the continued use of Google accounts. Further emphasis and instruction are placed on the appropriate use of technology. Building on their STEM experiences from grade 3, students continue to advance their programming skills with a more in-depth study of Scratch. With Makey Makey invention kits, students enhance their Scratch programs by designing their own controllers. To promote geographical awareness, students explore Google Earth in connection with geography units to learn about the continents and the United States. Concepts such as longitude and latitude are introduced. School iPad apps are used to further enhance geographic understanding. Students use technology such as Skype to connect with schools in different geographic regions.

## Library

Library work in grade 4 is coordinated with curriculum in art, computer, social studies and language arts. Following a review of general library skills, students are exposed to a comprehensive study of genres that highlights a wide range of literature. These include fantasy literature, non-fiction, and contemporary and historical fiction. They use this knowledge to learn how to critique books thoughtfully and then post the reviews to the library catalog. Research skills are reviewed in an integrated public speaking, language arts and library project about an important woman in history. In a study of colonial America, students review the steps of the research process and learn the correct form for bibliographies.

## Art

While continuing to use the media and tools introduced in previous grades, students discover new media such as relief printing, pastels, acrylic paint and paper sculpture. Students grow in their understanding of perspective and design as they experiment with different techniques. Many art projects are integrated with social studies, language arts and technology. Students begin to write about their art as well as the art of other people and class discussions help students understand different ways in which to interpret a piece of art. Students are given a sketchbook in which to record their ideas. Throughout the year students are introduced to several important art cultures and movements. The year culminates in a collaborative unit with a collage portrait of a famous woman for their

Her Story project. Learning and sharing continue through class discussion, visits to museums, art exhibits and visiting guest artists.

## Creative Drama

Students profit from the practice of good speaking and communication habits and purposeful movement, and they continue to develop comfort and ease in proper use of vocal and physical resources. In that context, students expand their theatrical vocabulary to include the concepts necessary to define a “well-made play.” The second semester is spent studying and performing scenes from the works of William Shakespeare.

## Music

Consolidation of all musical skills gained throughout the previous years is the focus of grade 4 music. Students work in ensembles with hand chimes and rhythm band. Harmony is introduced through part-singing and rounds. An in-depth study of the instruments of the orchestra culminates in a graded assessment. Students meet once a week to prepare for chapel liturgies. End-of-semester performances form an important part of the year and integrate closely with the social studies curriculum on Colonial America.

## Health

Students continue to develop the skills to positively resolve conflicts as well as to make informed decisions regarding their personal well-being. An emphasis is placed on the social-emotional development of the students. Two classes during the first semester are devoted to a discussion of the physical and emotional changes in young girls. These sessions are planned and led by the school psychologist.

## Physical Education

Incorporating skills mastered earlier, the physical education program in grade 4 progresses to more advanced team sport skills and strategies. Activities include basketball, gymnastics, softball, soccer, tumbling and volleyball. Physical fitness conditioning is done throughout the year, with testing done at the end of the fall and spring units. Basic health-related fitness concepts are reviewed, including pulse-taking, cardiovascular endurance and other components of fitness. Specific behaviors and attitudes about competition, teamwork, good sportsmanship and safety are discussed and developed along with game play.

# LOWER SCHOOL

## PUBLIC SPEAKING

Beginning in grade 2, Lower School students learn the rudiments of oral presentation: eye contact, expression, volume, posture, and poise. Students develop sequencing and organizational skills, and grow in confidence through a series of oral assessments and presentations. Because public speaking is integrated into academic curricula, interdisciplinary projects improve students' ability to recall and identify essential facts, and to synthesize information learned over a long period of time.

## SUPPORT SERVICES

A resource for the development and enhancement of each child's growth, the Support Program offers a variety of services to children, parents and teachers, both individually and in groups. The reading and mathematics specialists provide remediation and enrichment, both in the classroom and with small groups outside the classroom. The Lower School psychologist is available to teachers and parents to consult about individual children, to offer workshops on developmental issues, and to facilitate discussion groups.

## EXTRACURRICULAR PROGRAM

### After-School Program

Beginning in Pre-Kindergarten, children may choose from a wide variety of after-school activities that take place both at school and off-campus. The after-school program includes activities in sports, dance, art, drama, chess, gymnastics and robotics. There is a fee for each class.

### Extended Day

An extended day option is offered for girls in kindergarten through grade 4. The program runs until 5:45 pm, Monday through Friday, when school is in session. Financial aid is available for both the extended day and after-school programs.

MIDDLE SCHOOL

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# MIDDLE SCHOOL

## GRADE 5

### English

The grade 5 English program concentrates on the language skills students need in order to excel in the Middle School: literary analysis; the mechanics of writing, grammar, and usage; and spelling and vocabulary development. Exploring protagonists from diverse cultural backgrounds, students read a variety of novels, short stories, and poems with an emphasis on reading critically for main idea, analyzing plot structure, and identifying theme. Integral to the study of the literature is expository and creative writing that deepens the students' understanding of sentence and paragraph structure and prompts students to consider connections between texts and their own experiences. Texts include: *The City of Ember*; *Esperanza Rising*; *Chinese Cinderella*; *Shadow Spinner*; *A Single Shard*; as well as selected short stories and poetry.

### French and Spanish

Fundamental grammatical structures are introduced with an increased emphasis on linguistic skills (listening comprehension, speaking, and writing). Communication activities such as skits, presentations, and writing activities are based on texts, exercise books, videos. The course also uses a variety of means, including technology, to further develop and engage students in conversations. Culture and family life are also explored and compared.

### Mathematics

The mathematics 5 program introduces students to new concepts in whole number theory, fractions, decimals, and plane geometry with an emphasis on critical-thinking skills. Students develop proficiency in determining reasonable answers using various estimation techniques. They also develop a mastery of computational skills through varied and challenging problem-solving exercises and activities. Games are incorporated throughout the year to promote critical thinking and problem-solving skills. Grade 5 students host a "Game Night" for themselves and their families. Other concepts include metric measurement and the conversion process. Computational speed and accuracy are expected.

### Religion

The major theme explored in the grade 5 program is God's saving action depicted in the lives of the people in the Hebrew Scriptures. The course is designed to help students understand the Hebrew Scripture narratives as the sacred

history of God's revelation to the people of Israel and His faithful commitment to the Covenant. Jesus is seen as the fulfillment of the Covenant. Students are also introduced to the Christian church year calendar and the communion of saints, as well as God's call to care for the gift of creation. Students explore Judaism and its connection to the Hebrew Scriptures.

### Science

The fifth grade science curriculum is designed to introduce students to scientific concepts through laboratory investigation. The course is divided into two sections: elementary zoology and botany. This life science course emphasizes the laboratory investigation of living things through dissections, microscope work, and animal studies. A STEM unit on the dissection and reconstruction of owl pellets serves to enhance students' understanding of the biological relationship between body structure and function. Horticultural activities include growing plants from seeds and learning to recognize the parts of flowers, leaves, and seeds. The year culminates in the study of photosynthesis, a fundamental biological process for life on Earth.

### Foundations of Civilization

The fifth grade social studies curriculum introduces students to the method of inquiry that investigates artifacts and ancient texts in order to reconstruct the past. It builds the critical-thinking skills necessary for an ongoing study of history. Students develop their understanding of abstract concepts in the study of geography, urban planning, kingship and social hierarchies, religion, and trade through a year-long comparison study of three ancient civilizations: Bronze Age Sumer, Ancient Egypt, and the Indus River Valley. For each civilization, students delve into map reading and landform identification, with an emphasis on water systems. Not only do students have the opportunity to examine primary sources from these civilizations, they use two-column note-taking from secondary sources to develop their reading and critical-thinking skills as they interpret life 5000 years ago. Students synthesize and integrate geographical knowledge, mythology, art, and archaeology as they discuss, analyze, debate, and build an understanding of these earliest civilizations. Throughout the year, students participate in a variety of activities designed to enrich the curriculum, including: hands-on activities, projects, research writing, and museum visits.

# MIDDLE SCHOOL

## Library

Students read from a variety of genres and contribute to class discussions about what they are reading. They also have the opportunity to design visual representations of their independent reading in the form of illustrations, comics or Wordle displays. The librarian does regular book talks introducing new acquisitions and thematically related titles. Skills reinforced or introduced include searching for print resources in the library, using keywords to find articles in online subscription databases, and practice with bibliographic citation. Discussions include intellectual property, plagiarism, and copyright laws. The library complements the grade 5 curriculum by providing the necessary support and relevant resources for all other coursework.

## Art

Students are encouraged to think independently, to exercise their imagination, to trust their intuition, and to grow in patience and discipline as they work with new media and tools in more complex projects. Through work in ceramics, painting, drawing, and textile arts, students develop their visual vocabulary. Collaboration is modeled through coordination with the social studies curriculum and through the process of working together to develop critical thinking and the skills of visual analysis.

## Drama

The grade 5 drama class aims to create group cohesion for the students as young actresses, working on trust and responsiveness to others. The skills of narration, problem solving, and group improvisation are taught, leading to a performance at the end of the year.

## Music

Music in grade 5 is geared to give students a good foundation in musical skills and literacy. Studies focus on note reading and rhythmic awareness. Some basic elements of vocal technique are introduced, along with the study of musical styles of the Baroque and Classical periods. Students have several opportunities to perform and attend performances. Violin is also offered once a week to all interested students in grade 5.

## Physical Education

The goals of the Middle School physical education program are overall physical fitness, growth in motor abilities and coordination, increased understanding of game rules and basic game strategies. Units in volleyball, soccer, basketball, badminton, track, softball, lacrosse and swimming will be offered as electives to all Middle School students.

Classes in dance, fitness and yoga concepts are integrated into the program to offer students the experience of alternative wellness activities. Students will have the additional opportunity to participate in interscholastic sports teams.

## GRADE 6

### English

The English curriculum in grade 6 continues to emphasize the development of critical reading and writing skills, encouraging students to make the transition from reading and thinking on a literal level to more analytical and abstract levels. Literature is the core of the curriculum, with a focus on novels, plays, short stories, and poems. Through class discussion and varied writing assignments, students explore the themes of family, friendship, memory, and growth, with an emphasis on empathy for those in various cultures and time periods. Building on their grade 5 language arts foundation, grade 6 students learn how to use textual analysis to support their ideas. Written assignments include both expository essays and creative projects, all of which are developed through successive drafts. The grade 6 English program also continues to emphasize the study of language mechanics, grammar, and vocabulary development. Texts include: *Where the Mountain Meets the Moon*; *Habibi*; *The Giver*; *Roll of Thunder, Hear My Cry* or *The Watsons Go to Birmingham-1963*; *Walk Two Moons*; and other selected poems and short stories.

### French and Spanish

Students engage in activities that further promote the development of listening, speaking, reading, and writing skills. Emphasis is placed on developing sophisticated oral expression as language structures increase in complexity. Cultural studies are integrated throughout the year.

### Mathematics

The mathematics 6 program includes an intensive review and extension of whole and rational number theory. Concepts previously covered are now applied to a higher level of skill mastery, and application in real world situations is emphasized. Students explore different ways of expressing numerical data and are introduced to ratios and proportions, integers, percents, and variables. Problem-solving skills are honed throughout the program as students build toward higher-level abstract thinking. Other concepts include statistics and probability.

# MIDDLE SCHOOL

## **Mathematics (Honors)**

In addition to the mathematics 6 curriculum, students are introduced to the foundations of algebra. The honors program stresses the real life application of math and emphasizes abstract thinking as students learn to apply newly acquired skills in novel problemsolving situations.

## **Religion**

The theme of the grade 6 program is God's continuing covenant with human beings as realized in Jesus Christ and the Church. The course consists of a reflective study of the life and teachings of Jesus based on the gospels. Through discussions and research, students are made aware of the practical aspects of Christian insights and convictions. The course concludes with studies of Hinduism, Buddhism, and Islam to broaden and enliven the faith dimension of the student.

## **Science**

The grade 6 grade science program examines foundational concepts of the physical world. Students explore the concept of matter and how it is measured (e.g. mass, volume, and density) through a series of laboratory investigations. An introduction to the building blocks of matter, the Periodic Table of Elements, and the language of chemistry round out the first semester. As this physical science course proceeds into the midterm study of elementary physics, students are introduced to light and optics experiments in the laboratory. Forces and motion, along with concepts of gravity, inertia, and Newton's First Law of Motion are investigated throughout the second semester. Recent advances in the ongoing search for understanding of the complexities of the universe are integrated with a unit on astronomy. A trip to the Rose Center for Earth and Space at the American Museum of Natural History serves to reinforce understanding of the composition of stars and galaxies, the life cycles of stars, and the history and vastness of the universe.

## **Progress? Or Progress! Evaluating change**

The sixth grade social studies curriculum continues to advance students in the method of inquiry they were introduced to in fifth grade, but introduces the skill of evaluating change. In the fall students create a personal history, using the opportunity to be historians by interviewing relatives and reflecting on what makes for significant turning points. Students then spend the year investigating three major patterns behind why and how change happens in history: trade, slavery, and leadership. The first unit examines sources from the Silk Road, partic-

ularly its role in East Asia. Students draw conclusions about the extent to which trade fosters cultural exchange and benefits societies. In the winter students then build on their analysis of trade routes by examining the history of slavery in West Africa. Students examine the extent to which slavery changed over time in the Trans-Saharan and Atlantic trade routes, and think critically about who did and did not benefit from these trade systems. Finally, at the end of the year, students will evaluate whether individuals can advance change by researching a famous speech, performing a selection of it to the class, and analyzing the extent to which the historical figure who authored the speech had an impact on history. Throughout the year, students participate in a variety of activities designed to enrich the curriculum, including: map making, debates, and creative as well as research writing.

## **Library**

Students read from a variety of genres and participate in in-class book club discussions about what they are reading. They also have the opportunity to contribute book reviews to the library's reading wiki. The librarian does regular book talks introducing new acquisitions and thematically related titles. Skills reviewed include using keywords to conduct research via online subscription databases and relevant websites and additional practice with bibliographic citation. Discussions include intellectual property, plagiarism, copyright laws, and website evaluation. The library complements the grade 6 curriculum by providing the necessary support and relevant resources for all other coursework.

## **Art**

Students continue their study of the visual elements and principles of drawing, three dimensional construction techniques, and design issues. Emphasis is placed on developing a personal relationship with the materials as a means of visual communication.

## **Drama**

The grade 6 drama class works on a variety of characterization skills through mime physical expression and use of tension. They learn to create distinct characters and these techniques are incorporated into the spring performance.

## **Music**

Music in grade 6 is exploratory in nature. Units covered include the study of music and dance of Latin America, as well as note reading and rhythmic awareness. There is sig-

# MIDDLE SCHOOL

nificant time devoted to part singing as well as the development of good musicianship through weekly units focused on contemporary arrangements of traditional folksongs. Students have several performance opportunities and attend live performances. Violin is also offered once a week to all interested students in grade 6.

## **Physical Education**

The goals of the Middle School physical education program are overall physical fitness, growth in motor abilities and coordination, increased understanding of game rules and basic game strategies. Units in volleyball, soccer, basketball, badminton, track, softball, lacrosse and swimming will be offered as electives to all Middle School students. Classes in dance, fitness and yoga concepts are integrated into the program to offer students the experience of alternative wellness activities. Students will have the additional opportunity to participate in interscholastic sports teams.

## **GRADE 7**

### **English**

The grade 7 English curriculum has four major components: reading, writing, vocabulary, and grammar. While each component has its own focus and goals, the connection between them is reinforced. Students begin to read consistently on both literal and abstract levels. Through the literature, students explore themes of discrimination, loss of innocence, honor, and love. The goal of the writing curriculum in grade 7 is to craft articulate analytical paragraphs, as well as to experiment with other types of expository writing, such as creative vignettes and poetry. The course emphasizes writing with precision and concision, reinforced by the writing process. Students in grade 7 continue to gain command of more complex English syntax and develop accuracy in distinguishing parts of speech, parts of the sentence, and rules of punctuation. Texts include: *Lord of the Flies*; *To Kill a Mockingbird*; *The House on Mango Street* or *Brown Girl Dreaming*; *Much Ado about Nothing*; as well as selected poems and short stories.

### **Mathematics, Pre-Algebra**

This course includes an extensive study of numerical operations within the set of integers and rational numbers. Students apply mathematical principles to simplify algebraic expressions and solve algebraic equations. Problem solving is an essential skill emphasized throughout

the year. Other concepts include probability, proportion, percent, geometry, the Cartesian plane, and irrational numbers. Classroom activities provide opportunities for students to collaborate and develop their analytical and critical-thinking skills. Project-based learning will supplement textbooks for visualizing mathematical concepts. Additionally, this will help students build rules to represent functions as they learn to make higher level abstractions from computational patterns and develop a greater awareness of number sense in preparation for the formal study of algebra.

### **Mathematics, Pre-Algebra (Honors)**

This course is accelerated and it will include all topics covered in the pre-algebra course and in April, the Algebra I course will begin. In addition to the pre-algebra topics, students will graph linear functions and be introduced to trigonometric ratios, exponent laws, proofs, probability and their application. This course will be driven by content along with smaller projects to enhance learning. The challenge in this course will be to move students quickly toward an inquiry style that lays the groundwork for and develop students' algebraic thinking. Since the course covers both pre-algebra and algebra, two textbooks will be used for this course over the year. The iPad will be introduced and used when students begin Algebra I to provide a more customized learning experience.

### **Algebra I (Honors)**

This course covers a full year of algebra, using the iPad and etext. This prepares students for Geometry in grade 9 and Algebra II in grade 10 and is taught in a way that will offer a challenge for students who wish to pursue a more rigorous study of the material. Students in this section must demonstrate strong algebraic thinking skills and must possess a solid understanding of solutions of linear equations and operations with polynomials. Topics include the application of linear equations to problem solving, the graph and equation of a line, solution of systems of linear equations and systems of inequalities, factoring, solution of quadratic equations by factoring and formula, properties of the graph of a quadratic function, properties of exponents, operations with rational functions, solutions of rational equations and properties of and operations with radicals.

### **Religion: Church History, Tradition and Social Justice**

The grade 7 religion course explores the origin and growth

# MIDDLE SCHOOL

of the Church from the earliest apostolic community to the modern Church in which we live and worship today. As students learn about the Church community of the past, students examine the presence of God in the present community and consider how their daily life celebrates His presence. To enhance the students' understanding of the broader multicultural world, the class also prepares and inspires students to be active, informed, and responsible citizens locally, nationally, and globally. Using the principles of Catholic social teaching, students learn ways to create a more just world through videos, current events, and engaging discussion. They are encouraged to participate in hands-on service projects coordinated by the Middle School service team. The course focuses on Convent of the Sacred Heart's Goal III: Schools of the Sacred Heart commit themselves to educate to a social awareness that impels to action.

## Science

The grade 7 science course is the study of human biology. Students become familiar with the organization of the human body, from cells and tissues to the major systems of the body. The course emphasizes a number of areas of biology, including human growth and development, nutrition, health and fitness. Body systems and functions including respiration, circulation, digestion, reproduction and excretion are examined in depth. In addition, students are introduced to a wide range of current topics in medicine and health through an online research project.

## Introduction to European History: Rome to the Renaissance

Grade 7 begins its study with an exploration of ancient Rome, including its early forms of government, the life of Julius Caesar, the Pax Romana, the rise of the Roman Empire, and the resulting Germanic invasions. The course continues with the early Middle Ages, including the emergence of new empires and religions through the late Middle Ages and the Renaissance. Special emphasis is placed on understanding the growth of civilization and culture, and the evolution of government, while developing students' critical reading and analytical thinking skills. Additionally, reading, writing and geography skills are reinforced in a wide variety of in-class and homework assignments.

## LANGUAGES

In grade 7, students begin their high school modern language sequence. These courses count toward one-half of the first year of modern language as required in Upper School. Upon completion of grade 8 French or Spanish, students receive one high school language credit and may proceed to the second-year course.

### French and Spanish, Standard

In grade 7, the emphasis of language instruction is placed on the precise use of grammatical structures and on solidifying conversational skills. Instruction continues to focus on the development of listening comprehension, reading, speaking, and writing skills. Students develop greater fluency by learning past verb tenses.

### French and Spanish, Honors

Students read and translate a variety of passages in order to develop an advanced comprehension of idiomatic expressions and conversation skills. Students build an extensive vocabulary and learn past verb tenses to achieve a higher level of fluency. Students also learn more complex grammatical structures and develop more sophisticated writing skills. Students explore and expand their cultural knowledge through additional projects.

### Introduction to Latin

Students in grade 7 begin the study of Latin. The basic forms and syntax of classical Latin, especially verb conjugations and noun declensions, are introduced gradually throughout the year. Translation and comprehension skills, as well as information about the history and culture of the ancient world, are the focus of the year's work. This course serves as a foundation for students interested in continuing their study of Latin in grade 8.

### Library

Students have the opportunity to read from a variety of genres and contribute to class discussions about what they are reading. They will also create short book trailers showcasing their favorite book. The librarian does regular book talks introducing new acquisitions and/or thematically related titles. Skills reviewed are online subscription databases and relevant websites and continued practice with bibliographic citation. Discussions include intellectual property, plagiarism, copyright laws, and website evaluation. The library complements the grade 7 curriculum by providing the necessary support and relevant resources for all other coursework.

# MIDDLE SCHOOL

## Art

Exploring new compositional strategies through a series of two-dimensional works derived from observation, students experiment with a variety of drawing, painting and collage media focusing on individual expression. Aesthetic and formal three-dimensional concepts are stressed in a sculptural work.

## Drama

During grade 7, the study of drama spans the history of Western theater. Students perform excerpts from a number of different genres and learn techniques related to each. The final performance reflects the span of genres studied during the year.

## Music

Music in grade 7 focuses on the development of jazz. The year is dedicated to the study and practice of more advanced vocal technique, including posture, breathing, articulation and intonation. Good rehearsal techniques and ensemble singing are emphasized. There is significant time devoted to part-singing as well as the development of musicianship through the study of different jazz styles and repertoire. Students work diligently in preparation for several performances. Flute is also offered once a week to all interested students in grade 7.

## Physical Education

The goals of the Middle School physical education program are overall physical fitness, growth in motor abilities and coordination, increased understanding of game rules and basic game strategies. Units in volleyball, soccer, basketball, badminton, track, softball, lacrosse and swimming will be offered as electives to all Middle School students. Classes in dance, fitness and yoga concepts are integrated into the program to offer students the experience of alternative wellness activities. Students will have the additional opportunity to participate in interscholastic sports teams.

## GRADE 8

### English

In grade 8, the formal study of literary genre, including the short story, novel, poetry and drama, corresponds with a year-long theme of journeys. In addition to their study of literature, students hone expository writing skills, with emphasis placed on creating clear arguments, supporting their arguments with appropriate evidence, and cultivating brevity, unity and precision in their written work. Following the writ-

ing process, students learn effective strategies for the pre-writing, drafting, revision, and editing stages. Major writing projects include a series of inter-textual essays and a personal narrative integrating historical details from colonial America. Regular grammar and vocabulary lessons also contribute to their developing writing skills. Texts may include: *Emergence: Labeled Autistic*; *Little Worlds: Short Story Classics to Inspire Readers*; *I Know Why the Caged Bird Sings*; *Of Mice and Men*; *Mrs. Packard*; and *The Taming of the Shrew*.

### Algebra I

This course covers a full year of algebra in preparation for Geometry in grade 9 and Algebra II in grade 10. The Apple iPad app: HMH FUSE Algebra 1 app will be used to deliver the content and will also provide a more customized learning experience. Topics include the solution of linear equations and applications to problem solving, the graph and equation of a line, solution of systems of linear equations, operations with polynomials, factoring, solution of quadratic equations by factoring and formula, properties of the graph of a quadratic function, properties of exponents, operations with rational functions, solution of rational equations and properties of and operations with radicals.

### Algebra I (Honors)

This course covers a full year of algebra, using the iPad and etext. This prepares students for Geometry in grade 9 and Algebra II in grade 10 and is taught in a way that will offer a challenge for students who wish to pursue a more rigorous study of the material. Students in this section must demonstrate strong algebraic thinking skills and must possess a solid understanding of solutions of linear equations and operations with polynomials. Topics include the application of linear equations to problem solving, the graph and equation of a line, solution of systems of linear equations and systems of inequalities, factoring, solution of quadratic equations by factoring and formula, properties of the graph of a quadratic function, properties of exponents, operations with rational functions, solutions of rational equations and properties of and operations with radicals.

### Geometry Honors

This is a full-year course in Euclidean geometry that emphasizes the writing of proofs and is taught in a way that will offer a challenge for students who wish to pursue a more rigorous study of the material. Extra work will be required of all honors students. Students learn to use Geometer's Sketchpad Geogebra and TInspire software to

# MIDDLE SCHOOL

formulate conjectures. Topics include properties of segments and angles, perpendicular and parallel lines, triangle congruence, properties of quadrilaterals, triangle inequalities, similarity, right triangles, right triangle trigonometry, circles, metric geometry coordinate geometry and transformation. This course is taught using the iPad and a geometry iBook. The iPad will be used to deliver the content and will provide a more customized learning experience.

## **Math 8**

This course will prepare students for high school algebra. Unit themes will include: analysis and summarizing data, equations, Pythagorean Theorem, rational and irrational numbers, linear functions and geometry - lines and angles. The goals of the course are to help students develop a strong foundation in algebraic concepts and to help them apply algebra and geometry concepts to everyday situations. They will also construct and interpret graphs with and without a graphing calculator.

## **Religion: Morality and The Sacraments of the Catholic Church**

The grade 8 religion course engages students in reflecting on the lived dimension of the Christian faith, with particular focus on moral decision-making, both at the personal and communal level. Students regularly apply principles for moral decision-making to scenarios and cases drawn from daily life. During the spring semester, the course explores the presence of God in our community and considers how sacramental life celebrates His presence. Special attention is paid to the Sacraments of Baptism, Eucharist, Confirmation, Reconciliation, Anointing, Marriage and Holy Orders. Additionally, students connect their classroom discussions, their reflections on the gifts from the Holy Spirit from their class retreat, and their participation in service activities at the Terence Cardinal Cooke Healthcare Center to prepare for the celebration of the Sacrament of Confirmation.

## **Physical Science**

This course provides a foundation in the basic principles and skills of physical science by introducing concepts in chemistry, physics and earth science. The role of observation and experimentation in modern science is an important focus of this course. Hands-on experiences coupled with experimental procedures and techniques are provided through laboratory explorations and classroom demonstrations. This foundation course emphasizes the integration

of technology as a means of qualitative and quantitative data collection and analysis.

## **United States History and Government**

The growth of culture in relation to the environment, colonialism, independence and self-government are the concepts emphasized in the study of early American history and the formation of the United States. The course begins with a unit on the Age of Discovery, concentrating on the impact of European exploration on the North American continent. The class engages in an in-depth study of the foundation of the colonies and key events leading to the American Revolution. Students identify the struggle of the delegates at the Continental Congress to declare their independence from Britain, as well as study the specific battles, tactics, strategies, and foreign aid that led to the Americans' victory. To gain a deep understanding of how the new United States government was organized, students examine the Constitution as a living document, understanding the principles of federalism and the three branches of government. The final focus of the year examines the Bill of Rights and learn how the amendment process has allowed the Constitution to constantly grow and change with our nation.

## **LANGUAGES**

### **French I**

A continuation of grade 7 French, this is a basic course designed to meet the requirements of a first-year French high school course. French is the language of the classroom. The course emphasizes developing students' basic skills of listening and speaking competence and precision in reading and writing. Work at this level includes the study of grammar, vocabulary, and French culture.

### **French I Honors**

This course, a continuation of grade 7 French Honors, adopts a rigorous pace. Foundational language skills and culture are taught both from the textbook and outside reading. Students are introduced to advanced grammatical structures, verb tenses, and vocabulary so that they may develop a more sophisticated understanding of the language and greater fluency. Audio CDs and videos provide reinforcement and support.

### **Latin I**

Latin I follows the completion of the 7th grade Latin class, and is a high school level I class. The forms and vocabulary

# MIDDLE SCHOOL

of basic Latin are introduced with written exercises to ensure the mastery of grammar. Considerable sight-reading acquaints students with the patterns and constructions of Latin prose and develops their translation skills. Ancient Roman mythology, history, and culture are also presented.

## **Spanish I**

This course is a continuation of grade 7 Spanish. Spanish is the language of the classroom. There is a consistent emphasis on the development of basic skills of listening and speaking competence and precision in reading and writing. Work at this level includes the study of culture and geography.

## **Spanish I Honors**

This course, a continuation of grade 7 Spanish Honors, adopts a rigorous pace. Foundational language skills and culture are taught both from the textbook and outside reading. Students are introduced to advanced grammatical structures, verb tenses, and vocabulary so that they may develop a more sophisticated understanding of the language and greater fluency. Students are introduced to the regional cultures of Spain and Latin America through a variety of means, which include reading the novel *El Misterio de la Llave*, watching videos, and listening to audio CDs.

## **Visual Foundations 8**

The course will survey a wide variety of historical and contemporary art forms through lecture and discussion, sketchbook entries, field trips and visiting artists, critiques, and creation of studio work in all mediums. Visual literacy consists of familiarity with visual forms not only for the purpose of making art, but also to be able to articulate why one is doing it, what historical influences it synthesizes, and to describe what one sees. The sketchbook will provide an opportunity for students to create a reservoir of inspiration through visual note taking and idea gathering. The course seeks to reveal to students, through their own practice, the process all artists engage in when creating visual art forms.

## **Performing Arts Foundation I**

This course is designed to introduce students to the wide cultural world that spans the performing arts. The curriculum is based on a foundation of choral singing that develops the necessary skills to “read” a musical score. Developing a student’s own “voice” is emphasized along with technique and expression. Units in speech and drama round out the approach to finding “voice” by introducing students to formal and extemporaneous speech and personification in character development. These units

culminate in a choral performance at Confirmation, speech projects and drama scene work at various points throughout the year. Connections are made to classical, jazz and contemporary music, dance and drama. Listening, reading and critical analysis help to develop a sense of cultural context and excellence in the performing arts.

## **Physical Education 8**

The goals of the Middle School physical education program are overall physical fitness, growth in motor abilities and coordination, increased understanding of game rules and basic game strategies. Units in volleyball, soccer, basketball, badminton, track, softball, lacrosse and swimming will be offered as electives to all Middle School students. Classes in dance, fitness and yoga concepts are integrated into the program to offer students the experience of alternative wellness activities. Students will have the additional opportunity to participate in interscholastic sports teams.

## **Study Skills**

Students may elect to take Study Skills or Latin. The Study Skills Course meets four days per week to provide support in general study skills, English, math, and foreign language. The 8th grade curriculum supplements the skills reviewed in the course, and lesson plans are designed to teach strategies to organize student research projects, time management, note taking, and test preparation. Students will have the opportunity to work each week with a teacher from each of these disciplines to review content-specific course work and study skills. Additionally, the English, math and foreign language study skills sections address content specific inquiries ranging from approaches to studying to outlining papers to a review of math concepts.

## **Introduction to Computer Programing, Design and Robotics**

This introductory course is offered as an elective. Students expand their understanding and concepts of computer programing, beginning with Scratch, a program they use to design animations and games, followed by MaKey MaKey kits which they use to create a game controller. Students learn Computer Aided Design (CAD) and 3D printing fabrication through Tinkercad and the MakerBot. Elements of electrical engineering are introduced when students design and construct circuits using a variety of components such as conductive material and LED lights. The year concludes with a special appearance of NAO, the Sacred Heart Robot that speaks and performs a variety of tasks after they apply their acquired programing!

# MIDDLE SCHOOL

## SUPPORT SERVICES

The Middle School Learning Specialist teaches Language Workshop to small groups of students in the grades 5 through 8. The goal of the course is to strengthen organization, reading and writing skills by scaffolding classroom assignments and reviewing vocabulary and grammar. Integral to the Language Workshop curriculum are activities that encourage students to develop organizational skills, and to read, write and think critically and creatively. Study and test taking skills are taught and students are introduced to strategies and techniques designed to support their learning style. The Middle School Learning Specialist also meets with students individually to address specific skill development and assist with assignments.

## TECHNOLOGY for GRADES 5 and 6

Technology is integrated into core academic classes. Technology class is also integrated into the 5th and 6th grade library class and the skills reviewed by are designed to support the academic course work. The first semester refines skills in word processing and typing, as well as reviews procedures for access and use of the school's email system, Google Docs, fileserver and the intranet system. Students also learn and use programs such as Web 2.0, Scratch, GoogleEarth, Wiki, Voice Thread, Delicious, a social bookmarking site, and iMovie, as well as other course-appropriate applications. In addition, students review safe internet practices, plagiarism and integrity policies. The objective of this approach is that students develop a responsible digital footprint and facility and understanding of the technology they use in their academic courses.

## ELECTIVE PROGRAM

In addition to the regular curriculum, all Middle School students are encouraged to choose at least one weekly enrichment elective per trimester. These activities enable students to pursue their interests in a relaxed atmosphere and to develop friendships with students in other Middle School grades. Each elective meets once a week after school from 3:15 to 4:30 pm, Monday to Friday, with the

exception of sports teams, which meet two to three times weekly. The electives offered may include foreign languages, ceramics, chess, computer, photography, calligraphy, newspaper, hip hop dance, quilting, dance, yoga, water color, creative writing, painting and drawing and Study Buddies.

### Musical Production

In the fall term, electives include a full musical production, open to students in grades 6-8. Rehearsals take place three times a week after school. These productions promote teamwork and increased confidence, forge friendships across grades, and give participants a highly rewarding and exciting experience.

### Sports

Sports activities and teams include basketball, soccer, softball, swimming, tennis, track and field, lacrosse, and volleyball, according to the season.

### Chorus

Students in grades 5 through 8 have the opportunity to participate in Chorus. Musical and rhythmic sensitivity and group participation are the fundamentals for members of the Chorus, who rehearse weekly.

### Model Congress Club

The legislative process and skills used by students in Model Congress are similar to the founding congressional model, and the topics researched are student-generated. Model Congress provides a unique opportunity for students to learn about politics and government, as they research and develop a sound persuasive case for a bill that reflects their individual interests. Participants analyze current events, research precedents, substantiate their arguments, and develop their negotiation strategies. The culminating event is held at the Packer Collegiate Annual Model Congress, where participating students present and debate their proposed bills with other 8th graders from independent schools, in an attempt to gain enough support to pass their bill into law. The club is open to students in 8th grade.

# MIDDLE SCHOOL

## Fab Lab

In the CSH Fabrication Laboratory, a technology program offered for grades six, seven and eight, students will learn computer programming using Scratch and other programming languages. Students also develop several projects involving the MakerBot 3D Printer, MaKey MaKey kits, robots, and more!

## LEADERSHIP PROGRAM

The Middle School leadership program is committed to increasing students' awareness of the importance of responsibility and compassion for others. Student leadership and citizenship is encouraged, and begins in 5th grade with Class representatives to student government. The Executive Council is elected and served by 8th graders. The leadership team, which consists of 7th and 8th grade students, learns how to fully participate as well as gain responsibility in a group situation. For instance, Student Government encourages students to work closely with their teachers, forming a strong partnership and developing decision-making skills. Through their growth as leaders, Middle School students understand the powerful and positive impact that they can have on the world. Furthermore, the Executive Council will have the opportunity to lead Morning Meeting for the entire school community where they are encouraged to share stories about topics that resonate with them.

## PUBLIC SPEAKING

Middle School students develop the rudiments of oral presentation: eye contact, expression, volume, posture, and poise. Students regularly serve as readers for chapel services and present reflections in Middle School assemblies. Because public speaking is integrated into academic curricula, projects range from dramatic reading to informative address. Students learn how to effectively organize their ideas and write with expression for public address, and grow in confidence through oral assessments and presentations at each grade level.

## WELLNESS PROGRAM

Wellness, broadly defined as being healthy in mind and body, is an essential component of the Sacred Heart curriculum. Goal Five states: "Schools of the Sacred Heart commit themselves to educate to a personal growth in an atmosphere of wise freedom" and Criterion 6 asserts: "All members of the school community take personal responsibility for balance in their lives and for their health and well-being." Sacred Heart seeks to educate the whole child; we are ever-mindful that students can benefit from a rigorous academic environment only when their physical and socialemotional needs have been met. Developing balance is a lifelong challenge. Our goal is to enable the students to develop personal wellness practices that will serve them as they enter adolescence and form the foundation of healthy adult habits.

Middle School is a time of rapid change in girls' physical, social, and cognitive development. As we work in tandem with parents to educate and support girls through these transitions, some programs have been put in place. The goals of these programs include:

- Providing students with pertinent information necessary for safe social decision making
- Empowering students to make choices that are good for them
- Teaching students communication skills so that they can let others know what they think, even when they disagree or feel upset or angry
- Encouraging students to take good care of their bodies

Wellness Days are an important component of our wellness initiative. On Wellness Days, classes are cancelled and students spend the day attending a series of workshops. Expert speakers present on nutrition, sexuality education and personal safety.

In addition to wellness days the 6th grade has a wellness course that meets once a week for the year. Topics include the relationship between behaviors and personal health, the role environmental influences (family, culture, peers, media) play in personal health, and tools for evaluating health information. Additionally, meta-cognitive strategies such as group learning techniques and conflict resolution skills are covered.

## MIDDLE SCHOOL

### CAMPUS MINISTRY and RETREAT PROGRAM

Campus Ministry, in conjunction with the student activities and community service programs at Sacred Heart, aims to enrich the Middle School academic program by providing students with a range of spiritual experiences to enhance their Middle School years. The campus ministry team, composed of students, religion faculty and the school priest, coordinate weekly liturgies, sacramental opportunities, retreats and celebrations of Sacred Heart traditions and feast days. Weekly prayer, meditation, and reflection time are provided to the entire school community during morning meetings. Students' personal faith reflections and/or prayers are showcased at the opening of each morning meeting. Additionally, every Middle School student, regardless of religious background, will be chosen at least once a year to participate in a liturgy as a reader, cantor or offertory gift bearer. Each month parents are invited to join the community for Mass and are active in the spiritual formation of their daughter. Special Family liturgies occur once a year for each grade and celebrate Mater and the gift of families.

The carefully planned retreat program in the Middle School complements the religion curriculum and offers one off-campus opportunity each year for students to explore their relationship with God, self and others. The grade 5 experiential retreat at Sprout Creek (a working farm) emphasizes God's gift of creation and instills in students a responsibility to care for it. The grade 6 retreat examines God's love and compassion for others. The morning activities focus on developing an appreciation for each other's gifts and embracing each other's differences. Students are then guided to develop a more global understanding of others as they explore issues of poverty and world hunger. Students participate in activities that raise awareness

while cultivating a sense of service and responsibility for people in their community, city, country and world. In grade 7 the retreat begins with an understanding of God's all-encompassing love and self-reflection exercises that have students identify their special place in the world and reaffirm the uniqueness of each human being. In grade 8 the retreat supports and prepares students for the sacrament of Confirmation. Students examine the gifts of the Holy Spirit and identify which of the holy spirit qualities most align with their strengths and how to incorporate their unique gifts in service work. Eighth graders have an active role in preparing and running the retreat. Students are the leaders of the retreat activities and give witness to their faith through the activities and discussion with classmates. In the Middle School, each student's spirituality continues to be nurtured in the vision of Saint Madeleine Sophie: "If we are faithful and generous, nothing can harm us; we shall be strong with the strength of Jesus Christ." Students leave Middle School empowered with an active faith in God and are prepared and open to further exploration of their faith in the Upper School.

### SERVICE PROGRAM

The Middle School's active service program is committed to increasing students' awareness of issues of justice that involve the larger community of our city and the world. The service team, which consists of a faculty advisor, an elected grade 8 service captain, and elected class service representatives, plan monthly activities for the Middle School community. Recent events have included Thanksgiving baskets for the poor, clothing, book and food drives, Cupid for the Elderly, knitting for peace, tutoring, and fundraising for our sister school in Uganda.

UPPER SCHOOL

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# UPPER SCHOOL

## REQUIREMENTS

The Upper School consists of grades 9 through 12. Upper School students through grade 11 take a minimum of six academic subjects. Students in grade 12 take five or six academic subjects, with a maximum of seven if one is an AP Visual or Performing Arts class. Additionally, a number of courses offered in the Upper School are done so at the honors or Advanced Placement levels. Entrance to these courses requires departmental approval and Upper School administrative approval. To graduate, students must take the following courses between grades 9 and 12:

<b>Religion</b>	required each year
<b>English</b>	required each year
<b>Science</b>	three years, including physics
<b>Social Studies</b>	three years, including American history
<b>Mathematics</b>	three years, including precalculus
<b>Languages</b>	completion of third level in one language
<b>Physical Education</b>	required each year
<b>Performing &amp; Visual Arts</b>	foundations courses required in grade 9; additional study in Performing Arts, Visual Arts, or Technology beyond grade 9 foundation courses.

### Advising in grades 11 and 12:

Students must obtain departmental approval and have taken the proper prerequisites for certain courses. The College Counselors, the Dean of Studies, and Division Head will review individual schedules for overall course load and appropriateness of choices. Major extracurricular commitments (tri-season athletes, Student Council President, yearbook and newspaper editors) are also considered when reviewing students' course loads.

### Department Approval:

Required for all AP courses, honors courses, and full credit courses in visual arts and performing arts.

### Course Prerequisites:

Prerequisites may be waived only with the permission of the Department Head and the Head of Upper School. Students should note that a certain level of performance in these courses is required to enter the Honors or AP level.

# UPPER SCHOOL

## HONORS and AP OPTIONS

### Honors Options

- French
- Mathematics
- Science
- Spanish

### AP Options

- Biology
- Calculus AB
- Calculus BC
- Chemistry
- Computer Science
- English Literature
- French Language
- Latin Literature
- Music Theory
- Physics C: Mechanics
- Spanish Language
- Spanish Literature
- Statistics
- Studio Art
- US History
- World History

## PREREQUISITES

<b>AP Science</b>	Appropriate foundation course and department approval
<b>AP Calculus</b>	Honors Precalculus in grade 11
<b>AP Statistics</b>	Precalculus grade 11
<b>AP French Language</b>	French III Honors/French IV
<b>French V Honors</b>	AP French Language
<b>AP Spanish Language</b>	Spanish III Honors/Spanish IV
<b>AP Spanish Literature</b>	AP Spanish Language/ Spanish III Honors/ Spanish IV
<b>AP Latin</b>	Latin IV
<b>AP Studio Art</b>	Appropriate portfolio course in grade 11
<b>AP Music Theory</b>	Music Theory or permission of instructor
<b>AP Computer Science</b>	Computer Science or permission of instructor

# UPPER SCHOOL

## GRADE 9

### Required:

- English 9 (Foundations of Western Literature)
- World History I
- Theology 9
- Biology

- Mathematics (Algebra I, Geometry, Geometry Honors, Algebra II/Trig Honors)
- Foreign Language (French, Spanish, Mandarin or Latin)
- Physical Education

- Foundations courses in Visual Arts and Performing Arts
  - Electives: second language; Performing Arts (chorus, bells, orchestral ensemble)
  - Life Skills
- 

## GRADE 10

### Required:

- English 10 (World Literature)
- AP World History
- Theology 10
- Chemistry

- Mathematics (Algebra II and Trigonometry Honors, Algebra II and Trigonometry, Geometry, or Honors Precalculus)
- Foreign Language (French, Spanish, Mandarin or Latin)
- Physical Education

- Electives: second language; Performing Arts (bells, chorus, drama, orchestral ensemble, solfège); Visual Arts (ceramics, film/video, painting and drawing, photography); Introduction to Computer Science; Engineering
  - Life Skills
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## GRADE 11

### Required:

- AP English Literature and Composition
- AP US History
- Theology 11
- Physics, Conceptual Physics, AP Biology, or AP Chemistry

- Mathematics (Honors Precalculus/ AB Calculus, Precalculus, or Algebra II and Trigonometry)
- Foreign Language (Level III, IV or AP)
- Physical Education
- College Counseling

- Electives: Engineering I or II; Foreign Language beyond level III or a second language; Art History; Performing Arts (bells, chorus, drama, orchestral ensemble, music theory), Visual Arts (portfolio in photography, ceramics, painting and drawing), Film/Video II; Intermediate Computer Science
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## GRADE 12

### Required:

- English (Electives)
- Theology 12
- Physical Education
- College Counseling

- Environmental Science
- Environmental Science Honors
- Engineering I or II
- US Politics and the Media
- 20th Century World History
- Psychology
- Economics
- AP French Language
- French IV
- French V
- French V Honors
- AP Latin
- Latin V Honors: Lyric Poetry
- AP Spanish Language
- AP Spanish Literature and Culture
- Spanish IV

- Spanish V
- Mandarin IV
- Art History
- AP Computer Science

### Electives:

- AP Music Theory
- AP Art 2D Design (design, drawing or photography)
- AP Art 3D Design (ceramics)
- Performing Arts (chorus, bells, drama, orchestral ensemble)
- Visual Arts (photography, ceramics, painting and drawing or Film/Video III)
- Independent Study

*4 other full credit courses from among the following:*

- AP Calculus AB
- AP Calculus BC
- AP Statistics
- Calculus
- Calculus with Precalculus
- AP Biology
- AP Chemistry
- AP Physics C: Mechanics

# UPPER SCHOOL

## ENGLISH

The guiding beliefs of the English Department rest upon the expectation that each student learns to function effectively with balanced concentration on all areas of language: reading, writing, speaking, and listening. A strong focus on writing and analytical skills facilitates a student's emerging self-awareness and her ability to think critically and to articulate her thoughts. The English program seeks to balance respect for a student's ideas with the development of structures and skills that will help her to express herself with precision. Reading selected works from varied genres and geographies connects the student's own concerns with the larger world, especially through the lens of Goal III: "educating to a social awareness which impels to action." The four-year writing program provides intensive instruction in narrative, descriptive, persuasive, and expository writing. In the process, students are well prepared for college writing and the verbal portions of standardized tests such as the ACT and SAT.

### English 9: Foundations of Western Literature

Foundational texts in Western literature serve as the core of the study of literature in English 9. As students read and discuss increasingly challenging texts, studied in conjunction with the grade 9 World History curriculum, they work to sharpen their analytical skills as well as the expression of those skills in speaking and in writing. Formal grammar and usage study complement the emphasis on clear, organized writing. Writing assignments include expository, analytical, personal and more creative models, and throughout the year the stages of the writing process are practiced and reinforced. Regular vocabulary study helps to enrich students' diction and the varied expression of their ideas. Texts include: *The Catcher in the Rye*, *The Odyssey*, *Antigone*, *Things Fall Apart*, *Julius Caesar* and *The Canterbury Tales*, as well as selected myths, essays, and poetry.

### English 10: World Literature

The writing program in grade 10 emphasizes the process of drafting in the instruction of expository writing. Students write a range of expository essays to understand the different purposes (persuasive, informative, comparative, analytic) a writer must identify when trying to reach an audience. The ability to read texts closely and in context is developed through the course focus on social problems in British culture, but the curriculum will also explore the colonization and conquest of non-European cultures. Grammar lessons address writing problems as they emerge

in the process of revision. Texts include: *Pride and Prejudice*, *Macbeth*, *Merchant of Venice*, *Heart of Darkness*, *Hadjji Murat*, *Hard Times*, *Pygmalion* and *Boynton and Mack's Introduction to the Poem*.

### English 11: AP English Literature and Composition

This course stresses a student's ability to write cogent, extemporaneous arguments about literature, culture, and her own life. Students continue to practice expository writing, with an emphasis on literary analysis and, later in the year, the personal essay. Representative selections from the multicultural texts of America, from the 1800s to the present day, serve as the core of the study in literature. Additionally, this course hones critical reading, grammar, and vocabulary skills in preparation for the SAT/ACT and the AP Exam in Literature and Composition. Successful completion of this course allows students to opt for the SAT Literature Subject Test. Texts include: Hawthorne's *The Scarlet Letter*, Twain's *The Adventures of Huckleberry Finn*, Morrison's *Beloved*, Fitzgerald's *The Great Gatsby*, Hemingway's *The Sun Also Rises*, and Faulkner's *As I Lay Dying*, as well as selected poetry and essays.

### English 12: Imagining New York: The City in Literature, History, Art and Culture

While New York City does not even have the distinction of being an official state capital, it is unquestionably the unofficial capital of the entire world. While other cities may lay claim to periods of historical importance, industrial prominence, or leading certain fashions, New York City—its masses of people, its promise, its peril—towers as tall as its skyscrapers in the imagination. This course will survey a wide variety of texts—literary works such as novels, plays, short stories, and poems; visual art; music; film; and historical documents—in order to examine how the city captures and captivates all who encounter it. Beginning with tales from its earliest settlers (and the residents displaced), we will trace the city's growth as a center of commerce, political power, intrigue, greed, and dreams. We will hear singular New York stories from a multiplicity of viewpoints through its history, and even begin to narrate our own. Texts include McCann's *Let the Great World Spin*, Wharton's *The Age of Innocence*, Larsen's *Passing*, Salinger's *The Catcher in the Rye*, Kushner's *Angels in America*, as well as selected poetry, short stories, and essays.

### English 12: Shakespeare and His Influence

It is an old saying (at least among old teachers) that all of English literature can be divided into two categories: 1) Shakespeare; and 2) everybody else. This is not to say

# UPPER SCHOOL

that Shakespeare is the only great writer in English—there are others in his league. But Shakespeare is unquestionably the most influential writer in the history of the language. Almost 400 years after his death, his plays are performed continually all over the world, and filmed versions of his work appear with regularity. Moreover, Shakespeare's works have been copied, adapted and transformed countless times—into operas, samurai movies, teen comedies, ballets, tone poems, and cartoons. This course will examine a representative sampling of Shakespeare's plays: three comedies (*A Midsummer's Night's Dream*, *All's Well That Ends Well*, *Twelfth Night*); three tragedies (*Hamlet*, *Macbeth*, *King Lear*); two histories (*Henry IV*, Part I and *Richard II*); and his final romance (*The Tempest*). Particular attention will be paid to the staging of the plays, with class sessions devoted to preparing and acting out scenes. Attention will also be devoted to modern adaptations of these plays as well as works inspired by Shakespeare.

## **English 12: Women in Literature**

This course will examine recurring images of women in literature and the ways in which some women have used language to deconstruct these images and define their experiences. Looking at the social contexts and constructions of identity, the course will explore how identity is gendered in relation to a range of contexts and will pay particular attention to the marginal, in-between places that women often inhabit in literature. We will examine stereotypes of “the madwoman in the attic” and the derivation of hysteria as an exclusively female phenomenon. We will also discuss stereotypes of feminine sexuality and how deviance from accepted norms of what it means to be a good wife, mother and friend influences conceptualizations of identity. Texts include Bronte's *Jane Eyre*, Rhys' *The Wide Sargasso Sea*, Naylor's *Mama Day*, Williams' *A Streetcar Named Desire*, O'Neill's *A Long Day's Journey Into Night*, Gilman's *The Yellow Wallpaper* and Chopin's *The Awakening*.

## **FOREIGN and CLASSICAL LANGUAGES**

*The Upper School program offers French, Latin, Mandarin and Spanish. The curriculum is planned to help students acquire an ease of expression both in writing and in speaking, a knowledge of the respective countries and cultures and an understanding of literature.*

## **French I-9**

This course is designed to accommodate students who have had little or no previous training in French. The work is necessarily intensive, and equal emphasis is placed on aural and oral skills, reading and writing. The study of French culture and geography is introduced. At the successful completion of this course students are eligible for French II or French II Honors.

## **French II**

This course continues the development of aural and oral skills, reading and writing. Vocabulary and grammar are important elements of the curriculum, which is designed to ensure the development of aural comprehension and culturally authentic speech. The program also encourages cultural awareness. At the completion of this course, students are eligible for French III or French III Honors.

## **French II Honors**

This is an advanced and enriched course. Equal emphasis is placed on high achievement in oral/aural competency and reading and writing skills. Mastery of grammar and verb forms is a focus of this level. The cultural element of the program focuses on understanding social life in France. At the completion of this course, students are eligible for French III or French III Honors.

## **French III**

This course stresses aural and oral competency as well as reading and writing. A review of grammar and vocabulary is conducted in order to increase students' proficiency. Emphasis is placed on developing the ability to communicate ideas through oral and written expression. Aspects of French and francophone cultures are studied. Successful completion of this course allows students to opt for the SAT Subject Test.

## **French III Honors**

This is an accelerated course that prepares students for the AP French language class the following year. A comprehensive and meticulous review of grammar is integrated with the examination of various themes of French environment. Equal emphasis is placed on high oral and aural competence and advanced aptitude in reading and writing. Intensive vocabulary acquisition is also part of the course.

## **French IV**

French IV is a program designed for those students who would like to continue the study of French. This course emphasizes oral and written communication. Hands-on

# UPPER SCHOOL

language learning and authentic, activity-based situations will not only enhance language skills but also encourage cultural exploration.

## French V

French V is a continuation of French IV. French V is a program designed for those students who would like to continue the study of French. This course emphasizes oral and written communication. Hands-on language learning and authentic, activity-based situations will not only enhance language skills but also encourage cultural exploration. This course emphasizes active usage and interaction, using art, music, literature, film and other cultural references to translate theoretical foundation into communicative output.

## AP French Language and Culture

This is a college-level course in preparation for the Advanced Placement examination in French Language. This course emphasizes the use of language for active communication in writing and in speaking. A systematic study of vocabulary and cultural content will be conducted in order to speak and write accurately and logically. Little attention is given to literature but emphasis is placed on customs, current events, sociology and politics. This is an intensive curriculum and includes much reading, essay writing, research and oral presentations. The course concludes with the AP French Language and Culture examination.

## French V Honors

This course is designed for students who have previously taken AP French Language and Culture. Divided in four parts, the course will explore modern literature, business, classic literature, and films. The reading of a novel and a play will be the center of the literary aspect of the course. Study of current events will lead to advanced conversation and a sophisticated understanding of the French economy and politics. This part of the course will allow students to further their knowledge of French trade and international markets. Lastly, students will explore the language through cinema.

## Latin I

The first-year course introduces students to the basics of Latin grammar and syntax, including all of the indicative verb tenses and nominal declensions. Considerable attention is paid to reading, both of seen and sight passages, and to Latin composition. Elements of Roman history and culture figure prominently in the readings and in class discussions.

## Latin II

This course completes the study of the basic forms of the Latin language and continues with advanced syntax. Readings include episodes from Roman history and mythology and selections from Caesar's *Gallic Wars*. Students also study the historical background of the military and political career of Julius Caesar.

## Latin III

This course will solidify and refine students' grasp of Latin grammar, reviewing topics of advanced syntax in conjunction with close readings of ancient prose and poetry. In the early fall, students will continue their study of Caesar with selections from both his *Gallic Wars*, particularly the ethnographic chapters. Afterward, the course will focus on the works of Ovid, reading selections from his *Metamorphoses*, *Ars Amatoria*, *Tristia* and *Epistulae Ex Ponto*, through which students will hone their literary critical skills and become familiar with a large vocabulary of rhetorical terms. At the conclusion of this course, students will be well prepared to take the SAT II Subject Test in Latin.

## Latin IV

This bridge to the AP will deepen students' literary critical skills and provide broader exposure to Roman literature. In the fall, the course will focus on Petronius' *Satyricon* and consider not only its grammatical and stylistic features but also its historical context. In the second half of the year, the course will turn to lyric poetry. The poems of Catullus and Horace will dominate but selections from Propertius and even medieval authors will also figure, often at sight. In addition to taking tests and writing papers, students will be asked to try their hand at composing metrical Latin poetry.

## AP Latin Literature

This course prepares students to take the Advanced Placement exam in Latin. The reading program for the current year, set by the College Board, includes selections from Caesar's *Gallic Wars* and Vergil's *Aeneid*.

## Latin V: Lyric Poetry

This course will concentrate on the works of Catullus and Horace, reading widely in their respective canons. Selected passages of Vergil and Ovid will also appear in a supplementary fashion, often at sight. In addition to translating Latin, students will be expected to read a significant amount of secondary literature and produce their own critical essays.

# UPPER SCHOOL

## **Mandarin I**

This introductory course focuses on the fundamentals of listening, speaking, reading, and writing; moreover, it is designed to develop students' confidence and interest in learning Chinese. Students will learn the Chinese phonetic system of Pinyin and the Chinese writing system through a systematic introduction. They will also be able to recognize and reproduce three hundred characters in simplified form by the end of the second semester.

## **Mandarin II**

This intermediate course is a natural continuation of what was introduced and mastered in Mandarin I. It aims not only to solidify but also to advance students' overall skills in listening, speaking, reading, and writing. The words and sentences are built on their previous knowledge and students will learn to combine different grammar structures into longer and more complex sentences. Students will be able to recognize and reproduce more characters in simplified form.

## **Mandarin III**

This course is designed for students who completed Mandarin II. It aims to further develop students' overall linguistic command of modern Chinese. The goals of this course include a beginning mastery of reading, writing, oral comprehension, oral communication and knowledge of Chinese culture. Students are assessed on these skills through written homework, classroom participation and regular quizzes and tests.

## **Mandarin IV**

This course is meant for students who have successfully completed Mandarin III. The main goal of this course is to assist students in developing more advanced Mandarin language skills. In addition to expanding upon their vocabulary, students will be expected to sustain increasingly complex conversation and write with greater coherence and accuracy. Students will also continue to develop a rich in-depth appreciation for Chinese literature. By the end of the course, students should be able to read and write approximately 1500 characters and demonstrate strong intermediate to advanced level conversational fluency.

## **Spanish I-9**

This course is designed to accommodate students who have little to no previous training in Spanish. The work is necessarily intensive, and equal emphasis is placed in aural and oral skills, reading and writing. At the completion of this course, students are eligible for Spanish II or Spanish II Honors.

## **Spanish II**

The study of grammar is continued and conversation is stressed. Simple texts, situational dialogues and listening and speaking exercises are used to improve skills in all areas of the language. The geography, history and culture of Latin America and Spain are studied.

## **Spanish II Honors**

The study of grammar is continued in this course, and oral expression and listening comprehension are stressed. Mastery of grammar and verb forms is a focus of this level. Students are introduced to Spanish and Hispanic prose and poetry. Students learn reading techniques and introductory analysis. Aspects of the geography, history and culture of Spain and Hispano-America are studied. At the completion of this course, students are eligible for Spanish III or Spanish III Honors.

## **Spanish III**

Grammar is reviewed and reinforced through oral and aural exercises as well as the reading of short cultural summaries. Emphasis is placed on developing students' ability to communicate ideas orally and in writing. Study of Spanish and Spanish-American cultures continues. Successful completion of this course allows students to opt for the SAT Subject Test.

## **Spanish III Honors**

This is an advanced course preparing students for the AP Spanish Language class the following year. Spanish grammar and significant reading and writing assignments are the focus of this course. Students are expected to use Spanish in class. Study of Spanish and Spanish-American art and cultures continues to be an important part of the curriculum. At the completion of this course, students are eligible for Spanish IV or AP Spanish Language.

## **Spanish IV**

Spanish IV is designed for those students who would like to continue the study of Spanish. This course emphasizes oral and written communication through literature. Hands-on language learning and authentic, activity-based situations will not only enhance language skills, but also encourage cultural exploration.

**Spanish V: Spanish Through Art, Literature and Film**

This course is designed to use the Spanish language in different contexts. The first semester encompasses reading and analyzing a selection of short stories including *El mundo en casa* by Soledad Puértolas, *El eclipse* by Augusto Monterroso, excerpts from *La casa en Mango Street* by Sandra Cisneros, and poems by Octavio Paz, Pablo Neruda, and Marjorie Agosin, among others. It will also study a selection of artworks of Spanish heritage including those by Joan Miró and muralists Orozco and Siqueiros. The second semester focuses on the study and use of the Spanish language and its many cultures through movies with the textbook *De Películas*, which includes films such as *De eso no se habla*, *Machuca*, *Guantanamo* and *Danzon*.

**AP Spanish Language**

This is an advanced course with emphasis on the reading and analysis of Spanish literature. Understanding of Spanish language and culture is achieved through studying the works of renowned literary figures and through reading and discussion of current affairs in the Spanish-speaking world. This is an intensive course that includes not only extensive reading and writing, but also a comprehensive review of all verb tenses, grammatical patterns and idioms. The course concludes with students taking the AP Spanish Language examination.

**AP Spanish Literature and Culture**

This course supports the formal study of a representative body of literature written in Spanish, from Peninsular Spain, Latin America, and the United States. Students have varied opportunities to develop proficiency in Spanish across a range of skills—with emphasis on critical reading and analytical writing—and to reflect on the many voices and cultures of the Spanish-speaking world.

**MATHEMATICS**

*The goals of the Mathematics Department are to develop the ability to reason mathematical concepts, to develop proficiency with skills and to provide students with a solid foundation for advanced mathematical studies and for the use of mathematics in their daily lives. Upper School students are required to take mathematics through grade 11 and to successfully complete precalculus. Students in grades 9 through 12 will use graphing calculators for class, homework and tests.*

**Algebra I (Grade 9)**

This course covers a full year of algebra in preparation for Geometry in grade 9 and Algebra II in grade 10. Topics

include the solution of linear equations and applications to problem solving, the graph and equation of a line, solution of systems of linear equations, operations with polynomials, factoring, solution of quadratic equations by factoring and formula, properties of the graph of a quadratic function, properties of exponents, operations with rational functions, solution of rational equations and properties of and operations with radicals. The course is taught using the iPad and the application HMH-FUSE Algebra I. The iPad will be used to deliver the content and will provide a more customized learning experience.

**Geometry (Grade 9)**

This is a full-year course in Euclidean geometry with an emphasis on the writing of proofs. Students learn to use TI-Nspire software to formulate conjectures. Topics include properties of segments and angles, perpendicular and parallel lines, triangle congruence, properties of quadrilaterals, triangle inequalities, similarity, right triangles, right triangle trigonometry, circles, metric geometry, coordinate geometry and transformation. This course is taught using the iPad and the application HMH-FUSE Geometry. The iPad will be used to deliver the content and will provide a more customized learning experience.

**Geometry Honors (Grade 9)**

This is a full-year course in Euclidean geometry that emphasizes the writing of proofs and is taught in a way that will offer a challenge for students who wish to pursue a more rigorous study of the material. Extra work will be required of all honors students. Students learn to use TI-Nspire software to formulate conjectures. Topics include properties of segments and angles, perpendicular and parallel lines, triangle congruence, properties of quadrilaterals, triangle inequalities, similarity, right triangles, right triangle trigonometry, circles, metric geometry coordinate geometry and transformations. This course is taught using the iPad and a geometry iBook. The iPad will be used to deliver the content and will provide a more customized learning experience.

**Algebra II and Trigonometry (Grade 10)**

The material studied includes a review of linear equations and solution of systems of equations, rational functions and equations, exponential and logarithmic functions, quadratic functions, conic sections and complex numbers. The study of trigonometry includes the study of right-triangle trigonometry, solving triangles using the law of sines and the law of cosines and an introduction to the sine and cosine as circular functions. The course is taught

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using the iPad and the application HMH-FUSE Algebra II. The iPad will be used to deliver the content and will provide a more customized learning experience.

## **Algebra II and Trigonometry Honors (Grade 10)**

The material studied includes a review of linear equations and solution of systems of equations, solution of systems of linear equations using matrices and determinants, rational functions and equations, exponential and logarithmic functions, quadratic functions, conic sections and complex numbers. The study of trigonometry includes the study of right-triangle trigonometry, solving triangles using the law of sines and the law of cosines and an introduction to the sine and cosine as circular functions. This section is taught in a way that will offer a challenge for students who wish to pursue a more rigorous study of the material. Extra work will be required of all honors students. This course will be taught using the iPad and an e-text. The iPad will be used to deliver the content and provide a more customized learning experience.

## **Precalculus (Grade 11)**

This class is a grade 11 mathematics option that begins with the in-depth study of key precalculus concepts of function and trigonometry. Statistics and discrete mathematics topics are included to prepare students for grade 12 electives. The graphing calculator is used extensively throughout the course. Students develop mathematical models for real-world applications from a wide range of fields, including business and science. This course will be taught using the iPad and an e-text. The iPad will be used to deliver content and provide a more customized approach to learning.

## **Honors Precalculus/AB Calculus (Grade 11)**

This course begins with a half-year precalculus program focusing on the properties of trigonometric, logarithmic, exponential and polynomial functions; appropriate integration of graphing calculator technology and algebra is emphasized. The remainder of the year is devoted to the study of basic differential and integral calculus using the syllabus of the Advanced Placement AB level course. This course will be taught using the iPad and an e-text. The iPad will be used to deliver content and provide a more customized approach to learning.

## **Calculus with Precalculus (Grade 12)**

This class completes the formal study of the elementary functions begun in Algebra I and Algebra II and begins a function-driven approach to Calculus I. Students will focus on the use of technology, modeling and problem-solving

involving polynomial, rational, exponential, logarithmic and trigonometric functions. The topics of limits, differentiation and its applications, and integration will also be developed. The graphing calculator is used extensively throughout the year.

## **Calculus (Grade 12)**

Students will study limits and basic differential and integral calculus. Students will use the derivatives in applications that include optimization and related rates and integration to find area under curve and volume. A strong background in precalculus is a requirement.

## **AP Calculus AB (Grade 12)**

This course is a continuation of the Honors Precalculus class in grade 11 and continues the study of basic differential and integral calculus using the syllabus of the Advanced Placement AB level course.

## **AP Calculus BC (Grade 12)**

This course is a continuation of the Honors Precalculus class in grade 11 and continues the study of basic differential and integral calculus using the syllabus of the Advanced Placement BC level course.

## **AP Statistics (Grade 12)**

This course follows the syllabus set by the Advanced Placement program of the College Board, but is designed to be accessible to a wider range of students than calculus. Students are introduced to major concepts and tools for collecting, organizing, analyzing and drawing conclusions from data. Topics include univariate and bivariate data distributions, measures of center, measures of spread, developing models and correlation and residual plots, among others. Both graphing calculators and computers are used extensively, and students do substantial independent project work.

## **RELIGION**

*The academic study of religion is an expectation for all Sacred Heart students during each year of their Upper School education. The curriculum is rooted in the Hebrew and Christian scriptures and explores Catholic sacraments, ethics and philosophy, as well as the quest for life's meaning in other world religions. The church's teaching regarding social and moral issues is emphasized as a call to faith that expresses itself in charity and service. Students are encouraged to reflect on what they learn in light of their faith experience. In light of the framework of the Catholic Church, a Christo-centric approach is used in all courses.*

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## Theology 9

During the course of this year, students explore the Bible and the revelation of Jesus Christ in Scripture. They learn how to read the Bible and become familiar with the major sections of the Bible and the books included in each section. They learn about divine and natural revelation and how the Scriptures are authored by God through inspiration. Students become familiar with the role of tradition and the importance of interpretation. They pay particular attention to Jesus Christ Incarnate as the ultimate Revelation to us from God. In analyzing who Jesus is, the living Word of God, the Second Person of the Trinity, the students will also learn who he calls them to be.

## Theology 10

The course examines the nature of religious experience and expression in the symbols, rituals and stories of the world's religions. In addition to studying these traditions themselves, students will also spend time looking at religious autobiographies from each of these traditions. By reading and exploring the religious experiences of others, students will gain a better understanding of the world's diverse traditions and religions. The study of religious autobiography will also serve to develop in students an empathetic appreciation of diverse peoples and their religions. Ideally, this empathy and understanding will lead to a deepening of the students' own religious self-understanding and awareness. This course will also pay special attention to the Catholic Church's Vatican II emphasis on dialogue and cooperation with non-Christian traditions, and we will revisit aspects of Christian theology and Christology as the touchstone and axis point for the study of comparative religions.

## Theology 11

This course focuses on the person of Jesus Christ, reflecting on the place of Christ in the New Testament, in subsequent theological, ethical, and sacramental reflection and in the visual arts. Students learn to do exegetical work and to use the historical-critical method in their interpretation of biblical texts. Each student proposes a research project on a specific Christological theme and shares her research with the class in a 40-minute presentation at the end of the year. Additionally, a select group of students is encouraged to share their work with the Upper School student body at a spring chapel service.

## Theology 12

The course examines the western tradition of philosophical thought and its influence on the Church and Christianity. Students will be exposed to the great thinkers and debates of western culture and become familiar with philosophical methodology and terminology. In the second semester, the course will more narrowly focus on ethical schools of thought and applied ethics. Students will master different ethical systems and apply them to specific issues and case studies.

## SCIENCE

*The focus of the Upper School science program is the development of scientific literacy to enable the student to function in a technological society. Science courses provide students with experience in problem solving, competency in laboratory work and facility in critical thinking. Three years of science are required including physics. Electives are offered to juniors and seniors interested in taking more advanced science courses.*

### Biology (Grade 9)

Grade 9 Biology is designed to introduce students to ways of knowing and understanding the living world at various levels of complexity. The course includes consideration of the chemical nature of cells and an examination of the evolution of living things. Students learn to respect the primacy of evidence in the advancement of the biological sciences. Relevant laboratory experiences reinforce the key concepts of this life science course.

### Chemistry (Grade 10)

This course introduces students to fundamental chemical principles and concepts through inductive laboratory experiences and reasoning. Topics explored include atomic and molecular structure, periodicity, bonding, gases and thermodynamics. The course integrates laboratory activities, classroom demonstrations and problem-solving activities and fosters an understanding of chemical processes and phenomena. Throughout the course, mathematical relationships are utilized and explored when appropriate and meaningful in scientific investigations.

### Physics (Grades 11 and 12)

Physics introduces the quantitative study of the most fundamental behavior of natural systems through the topics of dynamical motion, electricity and magnetism, and waves. These topics are applied to understand everyday phenomena, the solar system and the universe, the structure of the atom, and technology. Physics is presented in

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two variations covering the same material. Conceptual Physics requires mathematical problem solving as a basis for understanding the concepts of physics while General Physics strongly emphasizes the quantitative reasoning skills necessary for AP Physics and other advanced science courses.

## **Engineering I (Grades 11 and 12)**

Students will focus on the design process and its application, and apply engineering principles and standards. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various design challenges. Working in cooperative groups and as individuals, students will use technology to help design and build solutions to solve proposed problems and create written documentation to communicate solutions to their peers and the school community. This course exposes students to important concepts and topics such as energy, mechanisms, materials, and kinematics and dynamics of machines.

## **Engineering II (Grade 12)**

Students will study the design concepts of form and function, as well as the application of the design process. Through project-based studies, students will develop their problem-solving skills and draw on fundamental engineering principles to formulate solutions to various challenges. Working in cooperative groups and individually, students will explore hydraulic, electrical, and communication systems. This course will expose students to the important concepts of mechanical, fluid, and pneumatic control systems, patent writing, circuitry, analog and digital fundamentals, and binary coding.

## **Environmental Science (Grade 12)**

The course explores the many factors involved in decision-making in the context of environmental studies. The specific topics will be student generated, but grounded in the “sciences” with connections to many other disciplines. An initial exploration of what science is, and is not, will form the foundation for the remainder of the course. The course is modeled as a “college-type” seminar format with debates, peer-reviewed presentations, independent study, readings from the course text, selected articles, scientific journals and the popular press. This course challenges students to understand all sides of controversial issues. Since the dynamics in the science lab can only model approximate conditions in real world, field work and experiential learning will be utilized as much as possible. There is an honors option in this course.

## **AP Biology (Grades 11 and 12)**

This course is a rigorous introduction to college-level biology and prepares students for the AP examination. The concepts focus on cellular and molecular biology, heredity and evolution and organisms and populations. This course is intended for highly motivated students who are willing to devote considerable time and focused attention to learning biology at the first-year college level. Laboratory experiments teach students to develop a sophisticated approach to data collection and analysis, reinforcing the concepts and mathematical relationships of biology.

## **AP Chemistry (Grades 11 and 12)**

Mathematically and conceptually demanding, AP Chemistry is a fast-paced and rigorous course of study and prepares students for the AP examination. It is intended for highly motivated students who are willing to devote considerable time and focused attention to learning chemistry at the first-year college level. Laboratory experiments teach students to develop a sophisticated approach to data collection and analysis, reinforcing the concepts and mathematics of chemistry.

## **AP Physics C: Mechanics (Grade 12)**

AP Physics C: Mechanics is a calculus-based treatment of physics similar to the material encountered in a one-semester college-level physics course for physical scientists and engineers. It is intended for highly motivated and mathematically inclined students who are eager to devote significant time to the advanced study of forces, gravity, momentum, angular momentum, energy, and waves. While the course includes extensive laboratory experimentation and analysis, AP Physics C students will primarily learn to solve advanced mathematical physics problems, including those problems that rely on the use of calculus. The essential concepts of calculus will be taught in class and should help students develop not only a greater understanding of physics but also a fuller appreciation of the beauty and elegant sophistication of the mathematical underpinnings of the natural world.

## **HISTORY/SOCIAL SCIENCE**

*The Upper School History and Social Science curriculum aims to make students aware of the realities of the world in which they live and of its historical roots, and to help them acquire the mental and organizational skills they need to become and remain knowledgeable and thoughtful participants in that world. Three years of history are required, including one year of American history.*

## **World History I and AP World History**

This two-year course studies world history by applying the skills of historical analysis, including an inquiry-based approach and a critical evaluation of sources. The political, cultural, social, and economic characteristics of major civilizations are examined by evaluating a diverse set of points of view. World history demands a commitment to a global approach, which means a study of Western civilization is explored alongside East Asian, South Asian, Southeast Asian, Middle Eastern, Eastern European, African and Latin American civilizations. This course seeks to show how different civilizations have encountered the various forces of life and also highlights the broad patterns cutting across civilizations.

### **World History I:**

#### **Prehistory through 15th Century (Grade 9)**

The course begins with building the foundations for the study of history (historiography) with an analysis of the summer reading, *The Epic of Gilgamesh*. Using this epic poem, we not only practice how to evaluate sources, but also how to develop and organize the rich historical interpretations of the Neolithic Revolution. Then we dive into comparative study of other early civilizations in Africa, Asia and the Americas. Next, the development of Classical Civilizations is explored, along with an examination of their interactions with pastoralists. Finally, the year ends with the study of the Post-Classical Period and the acceleration of global contact that led to the Modern Era. Thematic connections between literature and its historical context are emphasized through the reading of *The Odyssey*, *Julius Caesar* and *The Canterbury Tales* in English 9. Library research is introduced through projects that focus on information evaluation skills and proper citation formatting.

### **AP World History:**

#### **Ancient History to Modern Era (Grade 10)**

AP World History covers a breadth of world history, ancient to the present. The sophomore course begins with a condensed review of World History I that is based on the summer reading assignment, *This Fleeting World: A Short History of Humanity*. The practice of historiography is emphasized with discussions that illuminate big picture history as well as case study examinations of primary sources. Then, the course moves into the modern period, taking a combined historical, geographic, political, eco-

nomics, and socio-cultural perspective on all regions of the world and their many interactions. Attention is paid to mastering the linear as well as the thematic development of world history. Lastly, specific preparation for the May AP World History examination occurs throughout the year via multiple text sources, rigorous multiple-choice assessments, document analyses, and essay writing.

## **AP United States History (Grade 11)**

This course is designed to provide students with an in-depth knowledge and understanding of the history of the United States from pre-colonial days to the present. Students will examine the experiences of the different social classes and minority groups, the rise of industrialization and big business and the shaping of American foreign policy. Special emphasis will be placed on important themes in United States history such as American diversity, the development of a unique American identity, the evolution of American culture, demographic changes over the course of America's history, economic trends and transformations, environmental issues, the development of political institutions and the components of citizenship, social reform movements, the role of religion in the making of the United States and its impact in a multicultural society, the history of slavery and its legacies in this hemisphere, war and diplomacy, and the place of the United States in an increasingly global arena. Throughout the year, students will engage in essay writing that requires conceptual analysis, close reading, outlining, and they will be required to have a knowledge of current events. This course prepares students for both the SAT Subject Test and the Advanced Placement examination.

## **Economics (Grade 12)**

In keeping with the Sacred Heart goal of preparing students "to be active, informed, and responsible citizens locally, nationally, and globally," this course invites students to embrace the individual and communal responsibility of informed economic decision- and policy-making. Combining microeconomic and macroeconomic approaches, the course will explore topics including business behavior and incentives; the causes of booms, recessions, and crises; the effects of fiscal and monetary policies; the state's role in managing and regulating markets; and the challenges of globalization, inequality, and international development. Students will approach these problems from a theoretical and practical perspective, be-

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coming proficient in a wide range of economic concepts while also applying them to understand historical and contemporary issues. The course will make frequent use of reporting on current events, including articles and analysis from *The New York Times*, *The Wall Street Journal*, *The Economist*, and *The Financial Times*. Students will also have the opportunity to pursue independent research interests individually and in small groups, culminating in the presentation and debate of detailed economic policy recommendations after the spring break.

## **US Politics and the Media (Grade 12)**

The chronological framework for this course is from 1960 to the present. The course's major focus is on the interaction that exists between the United States government and the national media. Students examine the principal processes and institutions through which the United States democracy functions, including: Federalism, the Constitution, political labeling, political parties, interest groups, Congress, the Presidency, the Supreme Court and other federal courts, civil liberties, and civil rights. A special emphasis is placed on the vocabulary of political science, on critical reading, data analysis, and learning the political spectrum of ideas in order to understand how important political issues covered by the media are viewed by different sectors of the population. There are seminar style discussions and lively debate on current issues. Essay work includes researching and referencing articles from *The New York Times*, *The Wall Street Journal*, and other publications. A required culminating project is a research paper analyzing the role of the media in a democratic society.

## **20th Century World History (Grade 12)**

Goal Three of the Sacred Heart Network is a commitment to educate to a social awareness, which impels to action. With this goal as our guiding principle, this course examines a selection of global problems from the 20th century, relying on seminar-style discussions to examine and evaluate eyewitness accounts as well as later interpretations of key events and movements of the century. Using comparison case studies from around the world, the students consider the following questions: To what extent were scientific advancements beneficial? How effective were efforts to protect human rights? How should we evaluate movements for social and political equality? Was the rise of superpowers necessary? How dangerous were nationalism and globalization? This is a full-year course that will culminate in a capstone extended essay. This final project gives each student the opportunity to formulate an appropriate research question; engage in personal explo-

ration of the topic using original documents and various interpretations; and develop an argument that analyzes an event that transpired in the decade the student was born at the end of the 20th century.

## **Psychology (Grade 12)**

This course serves as an introduction to the study of Psychology as a science. It covers major topic areas such as the structure/function of the nervous system, biological basis for behavior, Personality Theory, Sensation/Perception, Learning Theory and so on. Year-long themes include: the nature of scientific theory, the necessary and sufficient aspects of a "theoretical explanation" of behavior and the ethical implications of the diagnosis and treatment of behavior.

## **HISTORY/SOCIAL SCIENCE Extra-Curricular Activities Mock Trial**

The mock trial program is a competition that has two purposes. The first is to teach high school students basic trial practice skills. Students learn the dynamics of a courtroom, how to conduct direct and cross-examinations, how to present opening and closing statements and how to think on their feet. Students will also learn to analyze legal issues and apply the law to the facts of the case. The second, and most important, purpose of the competition is to teach professionalism. Students learn ethics, civility and how to be zealous but courteous advocates for their clients. Good sportsmanship and respect for all participants are central to this competition. The program is open to students in grades 9 through 12.

## **Model United Nations**

The goal of the Model UN is to simulate real United Nations and international bodies. Each participant will represent a country, a person or organization and advocate their policy and interests on a committee. Model UN hopes to facilitate greater understanding of international issues and promote a sense of international responsibility between participants. Ultimately, delegates should come away with a better understanding of the processes of international politics and negotiation and recognize the importance of multilateral cooperation. Model UN helps students better understand the international system, along with the numerous problems it faces. The program is open to students in grades 10 through 12.

## **TECHNOLOGY**

*Sacred Heart recognizes the impact of technology on society today and the far-reaching effects it will continue to have on our future. Interested students are encouraged to take*

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*additional elective technology courses in grades 10 through 12. Elective courses are “hands-on” experiences in which students use their creativity, imagination and understanding of the software to produce personal projects that fully utilize the capabilities of the software they are using. As they work, students learn technical aspects of computers, peripherals, programs, operating system software, networks and the Internet.*

*The Technology Department works closely with all Upper School academic departments, supporting them in integrating technology into their curricula. Students work with a range of applications to write, collect, analyze and synthesize information and data in all media forms, to create with and express themselves, to communicate and to present. They have access to a variety of computer peripherals, scanners, digital cameras, flip cams, iPads, Chromebooks, MacBook Pro and MacBook Air laptops, SMART boards, Apple TV and printers for their projects, and learn how to effectively use and care for them.*

*Upper School students have a range of technical resources to support their coursework. Each US student and faculty member has an iPad for use throughout the year. Students use Google Drive to store and back up their work, an e-mail account for academic purposes and communication between home and school, and have access to the Internet through a high-speed T-1 connection. The computer lab is open daily for student and faculty use from 7:30 a.m. to 5:00 p.m., Monday through Thursday, and until 4:30 p.m. on Friday.*

## **Introduction to Computer Science (Grade 10)**

This introductory class in computer programming is designed as a foundation for continued study in computer science. Students will learn the basics of Java as a programming language and will begin writing their own programs. This elective is a pre-requisite for the AP Computer Science course.

## **Intermediate Computer Science (Grade 11)**

This mid-level programming course builds upon basic Java skills and vocabulary learned in the Introductory level course. Students will continue to write their own programs, as well as begin to solve algorithms and problems, using the Java language and standard computer science skills. This course will serve as further preparation for advanced placement study in the Java language and computer science. This elective is a prerequisite for the AP Computer Science course.

## **AP Computer Science (Grade 12)**

This is an advanced study of the fundamental concepts of computer science and the methods and techniques of computer programming using the Java language. The course begins with writing simple programs using the basic data types and control statements of Java. The concepts of modern, object-oriented programming are then introduced using simple classes, objects and methods. More complex programs are developed, emphasizing problem solving, built on the study of data abstraction, fundamental algorithms and more advanced data structures. This course provides preparation for the AP Computer Science Exam. In order to take AP Computer Science, students must have met the requirements in both Math and Computer Science classes.

## **VISUAL ARTS**

*The Visual Arts program is designed to meet the needs of Upper School students for creative visual expression and literacy through disciplined work to develop individual gifts. Effective and affective learning that incorporates historical perspective and theory in addition to studio practice offers students opportunities for growth in imaginative, intellectual, emotional and sensory abilities through guided experiences in each art medium. All students take Visual Foundations in grade 9. Older students may elect courses in photography, ceramics, painting/drawing and film/video. Advanced Placement courses are offered in all media, including AP Studio Art Portfolios in 2-Dimensional Design (including photography), 3-Dimensional Design (ceramics) and Painting, Drawing, PrintMaking and Mixed-Media.*

## **Visual Foundations 9**

This course is the gateway and prerequisite for all 10th-12th visual art classes. It introduces students to visual issues including line, color, texture, value, perspective and composition. Through problem solving assignments and critiques, students acquire a wide range of perceptual, technical and critical skills with 2D (painting, drawing and photography, both digital and darkroom) and 3D art forms (ceramics and textiles). Film History is explored with class lecture and the viewing of film clips supplemented with the text *Understanding Movies* by Louis Ginannetti. Students keep a sketchbook and receive weekly homework. Their work is exhibited throughout the school year. Assignments build sequentially from skill building exercises to projects that place greater emphasis on individual expression supported with sound craftsmanship. Visual concepts and correct use of visual vocabulary are emphasized through critiques that provide the opportunity for

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students to practice analytical skills in an atmosphere that is both intellectually critical and emotionally supportive. Exposure to historical and contemporary works of art through various media such as an art history textbook and field trips contextualize each assignment.

### **Painting and Drawing (Grades 10 through 12)**

Students explore contemporary and historic styles, techniques and approaches to image-making, combining new and traditional media in painting, drawing and printmaking. With emphasis on a personal relationship to materials and subject matter, students are challenged to transform ideas from imagination and observation into meaningful, complex visual statements. Trips to museums and galleries, research and class critiques build skills of visual analysis enabling students to interpret, understand and utilize what they see. This course can be repeated in Grades 10 through 12 with students working at individual skill levels.

### **Art Portfolio Drawing**

In Art Portfolio Drawing, grade 11 students have an opportunity to work with a broad range of media and conceptual approaches. This course is the first half of a two-year sequence that culminates in senior year with the submission of an Advanced Placement Studio Art Portfolio in either 2D Design (emphasis on experiments with design elements and principles) or Drawing (including painting, printmaking and mixed media). Students learn critical skills in visual analysis, developing an awareness of art history and critical theory through critiques, readings and trips to museums and galleries in addition to studio experience. One Visual Arts course beyond grade 9, or permission of the instructor, is a prerequisite for this course.

### **AP Art 2D Design or Drawing Portfolio**

The Advanced Placement Art Portfolio course in grade 12 emphasizes painting, drawing or printmaking and culminates with the submission to the College Board in May of an AP portfolio in either Drawing or 2D Design. This year is devoted to completion of the Breadth section and to the development of the Concentration section. In addition, five pieces are selected from those two sections to be submitted as the Quality section. For students who have invested time and effort in visual expression throughout Upper School, this course offers a challenging and rigorous environment for both structured and independent work. Studio Art Portfolio or permission of the department through a portfolio review is a prerequisite.

### **Ceramics (Grades 10 through 12)**

Emphasis is placed on the development of skills with wheel, hand building (slab, molds and extruder) and glazing techniques. Projects are assigned to challenge students to explore creative possibilities with construction of form keeping in mind function, sculptural concepts, color, and texture that convey the theme. Students are exposed to a variety of clays and glazes, both low fire and high fire. Raku and saggar firing field trips are scheduled during the year. Glaze science is explored as students learn about the fundamentals of raw materials culminating in the creation of unique clays and glazes that are tested and shared with colleagues. Field trips to galleries and museums, visiting artists and exposure to other forms of historical media support the development of expression in this medium. Student work is exhibited throughout the school year and entered in Scholastic Art competition and included in the school art publication, *IRIS*.

### **Art Portfolio Ceramics**

Students develop skill with the wheel and hand building techniques. They create clays and glazes with raw materials that explore creative possibilities as they express various themes in their work that fulfill the requirements of assigned projects. Field trips to galleries and museums supplement critique and class lectures of domestic and international, historical and current ceramic art. Students learn about slip casting, use of porcelain clay, raku and saggar field trips provide other firing experiences beyond the school oxidation kilns. Open studio time is provided to support the creation of the Breadth Section for the AP Portfolio senior year. Projects are designed to expose a variety of techniques to guide students in their individual expression in this medium. This class meets three times a week.

### **AP Art 3D Design Portfolio—Ceramics**

The Advanced Placement Art 3D Design Portfolio in grade 12 culminates with the submission of twenty ceramic works of art to the College Board in May. Senior year is devoted to the creation and completion of the Concentration Section of the AP Exam. This offers a challenging and rigorous exploration of individualistic expression in clay and glaze supported with advanced skill of acquired technique. Students explore a theme grounded in research of either classical or current ceramic art supporting their thesis. Field trips, outside firing opportunities and visiting artists are provided to support this in-depth creation of personal work. This class meets four times a week along with open studio time allowing students to work independently supplemented with individual instruction

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## PHOTOGRAPHY and FILM/VIDEO

*In the courses that make up the Photography and Film/Video curricula, students are introduced to the history of both media with library and internet materials, periodicals, DVDs, guest speakers and field trips. Students experience the creative process in the photo/art medium and are encouraged in their engagement with personal creative expression through class discussion, group critiques and research utilizing the photo/film library materials. Learning to use both traditional darkroom methods and digital applications, students have access to school equipment for shooting and editing. Student work is displayed throughout the year and during the school's film festival and is entered in the New York State Scholastic Art Awards competition.*

### **Photography (Grades 10 through 12)**

Students are introduced to the fundamentals of darkroom developing, camera function and digital applications through a series of assigned projects with historical references to past and current photo art. Basic principles of design are explored along with the introduction of mixed media materials, which present opportunities to explore creative expression. An extensive library of periodicals and other materials encourages students to develop skills of visual analysis, critical thinking and visual interpretation of content. Students have access to 35mm, medium format, 4 x 5 and 8 x 10 view cameras and open darkroom studio time for developing black and white prints. Color imagery is produced by scanning color negatives, importing digital work and then printed on Epson 3880 printers. Field trips to galleries and museums are scheduled along with visiting artists who share and discuss work. Photo art is submitted to the Scholastic Art Competition and exhibited in school throughout the year.

### **Art Portfolio Photography**

Students become more independent and self-directed at this stage of learning. Having developed skills in earlier prerequisite photography courses, they are capable of a higher level of accomplishment and exploration, utilizing more creative techniques and procedures with digital applications and 2D and 3D materials. Each student presents a statement of interest, a photographer whose work inspires her, and a statement of the equipment and material needed to explore her objective. Visits from artists and trips to galleries and museums with subsequent written critiques are assigned to all students. A portfolio for finished work is provided for each student

to assemble past and present work that can be submitted to the AP application in grade 12. Work is exhibited throughout the year and submitted to the Scholastic Art Competition. Prerequisite: one year of photography or permission of the instructor.

### **AP Art 2D Design Portfolio (Photography)**

The AP 2D course of Breadth and Concentration Portfolios culminates with the submission of twenty-four original photo art works. These compositions convey skill with photography supported by advanced technique and the ability to communicate content through visual imagery. The Concentration Portfolio presents twelve images that illustrate the development of a singular theme conceived and actualized throughout senior year. Five Quality Works will be selected from both sections to be sent for evaluation by the AP College Board. The entire collection will be viewed and judged digitally by three separate judges. All AP Studio art students will share their Concentration work with the school community on the AP Exam day in May. Students work both independently and on assignments that present new techniques and procedures to support the development of the arc of creativity of the thesis. Class critiques, entry to Scholastic Art Competition and exhibition throughout the year bring objective and constructive evaluation of this body of work. This class meets four times a week with additional studio time with the darkroom and digital facilities. Students are able to borrow equipment for outside use.

### **Film/Video I, II and III**

Students are challenged to create a broad range of films ranging from documentary, realistic, and classic, to formalist /avant-garde visual narratives. Short films and animations are designed to initiate students into the technical and creative aspects of this medium, using a range of recording equipment and professional editing software. Film history and theory are introduced throughout the year to provide a contextual background for course projects in the form of screening, discussion, and readings. AV equipment is available for student use, along with access to an extensive library of films and film literature. Student work will be shown to the greater community at our Winter and Spring Film Festivals.

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## **Art History (Grades 11 and 12)**

Art History is an introductory survey to the visual arts of different societies, from the beginnings of art making. Students are introduced to key concepts and vocabulary for the historical study of art through lectures, museum and gallery trips, and general discussions. This course seeks to acquaint students with the historical settings within which works have been produced and to develop looking, thinking, and writing skills necessary for recognizing and analyzing major works.

## **PERFORMING ARTS**

### **Upper School Chorus**

This ensemble, open to students in grades 9 through 12, meets twice a week. Vocal development is emphasized through ensemble singing, technical study and sight singing. Choral works from the standard classical choral repertoire as well as from jazz, contemporary music and musical theater are studied and performed. Students have the opportunity to perform solos and to work in small ensembles. The Chorus performs throughout the year at various events and presents major performances at Christmas and in the spring. The chorus also presents a student-directed Broadway review and collaborates on major oratorio works with other independent schools.

### **Upper School Orchestral Ensemble**

The Orchestral Ensemble is open to students in grades 9 through 12 and meets once a week for an hour and a half. Students are eligible to elect this course if they have a minimum of two years of private study experience with their instrument of choice. The ensemble will explore orchestral music from the wide range of "classical" repertoire. Students will have the experience of playing in small chamber groups as well. Study will culminate in performances at Christmas and in the spring. There will also be opportunities throughout the school year for orchestral students to perform at various sacred and secular school functions.

### **Madrigals**

Madrigals is a select group of singers chosen from the ranks of the Upper School Chorus. This is a small ensemble that meets for one hour a week and performs in a variety of styles. Students are selected for their vocal excellence as well as their musicianship skills. The Madrigals perform along with the Chorus at the Christmas and spring concerts. In addition, the Madrigals are invited to perform at various other functions both at school and in the greater metropolitan area.

### **Handbell Choir**

Students in grades 9 through 12 have the opportunity to ring in an English handbell choir. Note reading, musical sensitivity and group participation are the fundamentals for members of the choir. All members of the choir are taught to ring all octaves of the bells. Rehearsals are twice weekly. The choir performs throughout the year.

### **Performing Arts Foundations (Grade 9)**

With a focus on style and genre this course gives an overview of the history of the performing arts. Exploring performance practice styles from the medieval era to contemporary 21st century art music, students are exposed to a wide range of genres and learn to make connections between music, dance, drama and events in history. Discrete units in vocal music, drama, and a library research/speech project provide hands-on approaches to the performing arts. The juxtaposition of sacred vs. secular, art vs. popular and traditional vs. avant-garde in particular in the world of music is used to help students gain a perspective on how the arts evolve and change as civilizations proceed in time.

### **Solfège (Grade 10)**

Solfège or sight-reading is a comprehensive course designed to acquaint the music student with the fundamentals of matching pitch to notation. Students are tutored in note-reading and gain sight-singing skills that enable them to become effective and literate musicians. Basic

## **EXCHANGE PROGRAM**

Students have the exciting opportunity during grade 10 to participate in an exchange program with other Sacred Heart schools, either nationally or internationally. The exchange program offers a unique opportunity for students to broaden their horizons socially, academically and culturally by experiencing the life of Sacred Heart students in different parts of the world and the country. In the past several years, students have studied in Australia, France, Canada, Italy, Spain, Taiwan, Austria, California, Florida, Louisiana, Washington and Nebraska.

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theory concepts and traditional solfège exercises are emphasized so that all-around musicianship is developed. This is the introductory course in a three-year sequence leading to the AP Music Theory course in grade 12.

## **Music Theory I (Grade 11)**

This course explores the rudiments of music theory, sight singing and ear training. Students gain a firm foundation in note-reading in various clefs, intervals, major and minor scales, chord identification, metric organization and rhythmic patterns. Through listening examples, composition and score analysis, students gain the necessary skills for advanced music theory and harmony in anticipation of the AP Music Theory course. Admission by permission of the instructor is required.

## **AP Music Theory (Grade 12)**

This is an advanced theory and tonal harmony course designed to equip music students with the necessary skills to recognize, understand and describe the basic materials and processes of music that are heard or presented in a score. The course proceeds with integrated approaches to the student's further development of sight-singing, dictation, analysis, and composition. More sophisticated and creative tasks are included: composition of a bass line, realization of a figured bass, realization of Roman numeral progressions and analysis of repertoire including study of motive treatment, examination of rhythmic and melodic interaction of individual voices of a composition and harmonic analysis of functional tonal passages. Music Theory I is a prerequisite.

## **Drama**

Upper School drama classes meet two periods per week. Students explore theater in depth, learning new theatrical styles and acting methods and using them to workshop and perform scenes from various genres. Students are taught directing skills and have the opportunity to direct themselves and each other. Ultimately they take full responsibility for scenes performed at the end of the year. Improvisational skills are also developed through games and warm-up exercises.

## **Performing Arts: Extra-Curricular Activities**

The Performing Arts Department sponsors two major productions a year: a fall drama production and a winter musical. Being collaborative in nature, these programs encourage teamwork and personal growth and help to develop a sense of community. While they are a major time commitment, many of the most successful students and school leaders are involved in these programs.

## **The Musical**

The cast of the musical is chosen by audition open to all Upper School students. Rehearsals take place three afternoons a week after school. They culminate in a matinee and two evening performances during the winter. The choice of musical is taken from the wide range of American musical theater repertoire.

## **Drama Production**

The cast of the drama production is chosen by audition and is open to all students in the Upper School. Rehearsals take place on Mondays and Wednesdays after school and result in two evening performances during the fall term. Plays are chosen to introduce students to the major works of playwrights that encompass a variety of theater styles.

## **Forensics Team**

The forensics team competes annually in local, regional and national speech and debate tournaments. Upper School students in grades 9 through 12 are eligible and there are no prerequisites. Students must be available one free period per week and must compete in a minimum of five tournaments annually. The local competition season is October through March. Opportunities abound to improve stage presence, self-confidence, expression and public speaking skills, as well as to compete and socialize with students from other schools and regions.

## **WELLNESS**

In keeping with the Sacred Heart's mission to educate the whole child and to encourage students to take responsibility for their health and well-being, the Upper School has developed a comprehensive wellness program. Multifaceted, the program seeks to cultivate in students the understanding that their overall sense of well-being is informed by several factors—physical, psychological, social, and emotional—and the choices that they make in their lives. The wellness program encourages students to take a stake in their personal growth by helping them identify and choose options that promote their overall integrity and well-being.

Several departments collaborate to deliver the wellness program which continually builds on the foundation established in the earlier high school grades. In 9th and 10th grades, the program seeks to promote the understanding of the range of factors encompassed by wellness, to help students identify personal strengths and vulnerabilities in their own sense of wellness, and to provide mentors and models in helping students cultivate resilience and healthy decision-

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making in their lives in and outside of school. In 11th and 12th grades, the program seeks to strengthen the student's sense of using "wise freedom" in taking responsibility for her own well-being. In encouraging students to use their self-knowledge to make choices that promote health and wellness, the program seeks to cement the foundation for healthy decision-making that the students can continually turn to as young adults when they leave Sacred Heart.

Components of the Upper School Wellness Program include but are not limited to Life Skills classes (grades 9 & 10), Physical Education (grades 9-12), Advisory Program (grades 9-12), College Counseling program (grades 9-12), Peer Support (grade 9), Campus Ministry and Retreat Program (grades 9-12).

Biological, socio-cultural, psychological and spiritual dimensions of human development are explored in life skills classes in grades 9 and 10 and through lectures and workshops led by leading clinicians in various fields. Students discuss decision-making, peer pressure, sexuality, individuality, families, friendships, community, nutrition, online media, depression and anxiety, drug/alcohol education and other aspects of students' health. Units are led by the Upper School Social Worker as well as guest lecturers, all experts in their fields.

Although students in grades 11 and 12 do not have Life Skills classes, they continue to discuss topics related to their physical, psychological, social and emotional health through lectures, workshops, retreats designed in collaboration by the support team and other departments.

## PHYSICAL EDUCATION

### Grades 9 through 12

The physical education program for grades 9-12 offers students a series of physical activities which complement the extensive interscholastic athletic teams and introduce wellness programs that foster student interest in lifelong activities. All students will experience core-curricular courses in self-defense, swimming, CPR/AED certification, fitness concepts and yoga technique along with other elective options.

### Interscholastic Sports

As a member of the Athletic Association of Independent Schools of New York City, Sacred Heart competes on a varsity and junior varsity level with ten neighboring schools each season. In addition, games are scheduled with a number of other private schools. Varsity and junior varsity

teams include basketball, cross-country, badminton, lacrosse, soccer, softball, swimming, tennis, track and field and volleyball. Grade 8 teams include basketball, soccer, softball, swimming, track and field and volleyball.

## ACADEMIC SUPPORT PROGRAM

This program is designed to support the academic program at Sacred Heart and offers assistance to students who are having difficulty with writing, reading comprehension, organization and/or study skills. The particular needs of individual students are addressed through one-on-one or small group instruction. The purpose of the program is to provide students with the support they need to meet the requirements of their various academic courses as they improve their skills and grow toward greater independence in their educational endeavors.

### College Counseling

Each student in grades 9 through 12 has a faculty advisor who helps her with course choice and schedule and monitors her progress throughout the year. Students will also be assigned a college counselor who will assist with course selection and academic advising. The college counseling program is a comprehensive four-year process that begins with informal counseling in grades 9 and 10 for students and their parents. In junior year, students are introduced to the college search process through weekly classes. The classes continue to meet weekly throughout the first semester of the senior year exposing students to topics relevant at that stage of the college application process.

## LIBRARY PROGRAM

The mission of the library program, guided by the Goals and Criteria of Sacred Heart Schools in the United States, is to support the curriculum needs of all students, to integrate the effective use of library and information resources in the curriculum, to provide an environment conducive to learning, study and research, to foster a lifelong appreciation of literature and reading for pleasure, to help students critically select and evaluate information in all formats and to support the faculty's development of curricula and teaching strategies.

Upper School library services are centered in two landmark rooms overlooking Central Park. Library staffing, hours, instruction and collections are designed to serve the needs of the whole Upper School community. Two librarians are available during and after school hours. Library research

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classes in grades 9, 10 and 11 are an integral part of the curriculum. Information literacy instruction, reader's advisory and research assistance are available for all students on request. Librarians also assist faculty with research and the use of online information resources. The Upper School library collections include more than 15,000 books and DVDs and more than 50 magazine and newspaper subscriptions. Hundreds of new library resources are added annually to enrich learning for both students and faculty.

The resources of a virtual library are available both in school and at home. The Library Online webpage provides access to the patron's catalog and to numerous specialized subscription databases and eBooks, which contain the full text of thousands of periodicals, including *The New York Times*, encyclopedias and dictionaries.

The library program is dedicated to maintaining the highest quality of instructional services, acquiring the best materials in all formats and keeping pace with the latest information technologies.

## STUDENT ACTIVITIES

The student activities program promotes activities and events that contribute to the overall improvement of student life in the Upper School and serves as a bridge to the curriculum and service program. Through clubs and organizations whose reach extends to the school, city, national and global communities and whose work ranges from spirit-building activities to activism for social justice issues, every member of the student body has the opportunity to explore her interests and apply her talents. Individual clubs collaborate with student government and faculty to plan weekly assemblies that creatively bring their work to the larger Upper School community and provide the opportunity for school-wide reflection.

The goal of the student activities program is to provide an opportunity for students to establish relationships with peers and faculty outside the classroom, to foster awareness of the connection between learning spaces in daily life and the classroom and to introduce students to the skills and challenges extracurricular activities have to offer.

## PUBLIC SPEAKING

Upper School students learn the rudiments of compelling oral presentation: concise organization of content, performance technique, and audience interaction. Because public speaking is integrated into curricula, oral assessments foster communication and technology skills, and

encourage students to demonstrate a nuanced and personal mastery of academic material. Oral presentations range in length from three to forty minutes, and range in style from persuasive orations to public address.

## SERVICE LEARNING

*"Genuine love always takes the form of service. In a world plagued by injustice, torn by violence and fear, you must stand by the most wounded and needy. At a school of the Sacred Heart, you will learn to take little steps and big steps to set God's Kingdom right."*

—Life at the Sacred Heart, 1982

Sacred Heart is committed to be agents of constructive change.

- We are dedicated to delving deeper to understand the underlying causes of injustices and move our faith towards action.
- We strive to act for justice in the areas of: Health, Hunger, Housing, Environment, and Education.
- We strive to develop ways to share our resources that are not readily available to many local and international organizations.
- We strive to collaborate with organizations that seek the same common purpose.

Our hearts are open to these challenges and we strive to live out the mission of our school through our 3 tier service-learning program.

In the 9th grade, students begin a unique two-year Social Justice sequence that prepares our students to look within by exploring their personal values and ways to become active citizens in our local community through YPI (Youth and Philanthropy Initiative). In addition to looking inward, they look outward by exploring social issues that impact NYC. The skills learned through the YPI curriculum prepare our students to move into Sacred Heart's 10th grade Social Action program, where they commit to volunteering at one agency through their sophomore year to address the needs of the most needy. Through personal and group reflection, students enter their final two years of high school with a firm foundation, which allows them to lead social action initiatives.

In grades 11 and 12, students participate in leading a myriad of service-oriented clubs and have the opportunity to participate in domestic and international service-learning immersions. We strive to build individual student character

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and foster interdependent student and adult relationships in and beyond the walls of our school. The service work completed by Sacred Heart students is explicitly beneficial to the participants through deep reflection on what is learned from each experience.

As students prepare to graduate from Sacred Heart they have the opportunity to intern in our school's H.E.A.R.T. program, which addresses the needs of families living in under-resourced communities in NYC. Health Education And Responsible Tools provides children and their families with the tools to develop lifelong habits and routines to foster wellness, health, self-esteem and academic achievement. By providing fitness opportunities, access to affordable & nutritious food, and techniques for healthy food preparation, the goals of H.E.A.R.T. will be to educate, support and empower the families to extend these outcomes into their daily lives. Many of our college alumnae will then return to teach classes at H.E.A.R.T., which includes participating in a teacher training institute run by our present and retired faculty.

The service-learning program in the upper school is organized through the office of the Director of Community Outreach in collaboration with faculty, staff, parents and administrative offices and often with other divisions.

## CAMPUS MINISTRY and RETREAT PROGRAM

Campus Ministry, in conjunction with the student activities and community service programs at Sacred Heart, aims to enrich the Upper School academic program by providing students with a range of spiritual functions and experiences to enhance their Upper School years. The campus ministry team, comprised of students, religion faculty and the school Priest, coordinates liturgies, sacramental opportunities, prayer services, retreats and celebrations of Sacred Heart traditions and feasts. All students and faculty, regardless of religious background, are encouraged to participate or to help with the planning of campus ministry events. They act as lectors, cantors and Eucharistic ministers and share their gifts of song and dance at Eucharistic celebrations.

The carefully planned retreat program in the Upper School complements the religion curriculum and offers one off campus opportunity each year for students to explore their relationship with God, self, and others. Students of each grade are chosen to be retreat leaders to give the retreats structure and content. They meet with the reli-

gion faculty a few times before any given retreat. Seniors meet weekly over the course of several months to prepare the Kairos retreat for the juniors. Faculty volunteers participate in the grade level retreats and actively engage in the discussions or give witness to their faith.

The Grade 9 retreat takes place in October and strives to strengthen the integration of new and old students. The retreat invites the students to meditate on the fact that they are growing from girls into young women. They reflect on the meaning of being a woman in this world. Students discuss stereotypes attached to the (female) gender and how peer pressure influences the interaction between girls. Wellness of the whole body and its sacredness are highlighted. The students are encouraged to use their creative imagination and the intellectual resources provided at 91st street to empower themselves for the future. The Grade 10 retreat takes place in the Fall. Special attention is given to team building and to recognize unity within plurality. Diversity issues are addressed and the students are challenged to overcome stereotypes. They ask themselves the following questions: Who am I? How do I feel? How do I fit in? Why am I in this school? How do I build community with others here at 91st street? Grade 11 goes on a Kairos retreat. This retreat has been designed and adapted for juniors. Students leave on a Wednesday after school and return by Friday afternoon, the week after Christmas vacation. It is an overnight retreat outside Manhattan. It builds from one day to the next. Six to eight student leaders (from the senior class) with two members of the religion department and different faculty who have been selected prepare this retreat over a period of several months. These leaders and six faculty members then share their stories and connect Jesus to their own story of growing in faith during the actual retreat. Besides faith sharing, there are a variety of activities included and occasions of prayer and reflection provided. A few of the themes addressed, are: Lifeline, Knowing Yourself, God's Friendship, Being Loving, Results and Obstacles to God's Friendship, Love in Action. Grade 12 is a time of transition. As a continuation of Kairos, the senior retreat's focus is on Life Directions. Students discuss values, options and ideals. What choices are life-giving? What is the right direction? How to leave high school? How to cope with the risks of leaving family and friends? What do they regret in their past but what can they learn from it to move on? Is this the end, the beginning, or the continuation of a spiritual life after CSH? What role does God play in their choices?

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# NOTES

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## EQUITY, JUSTICE and MULTICULTURAL EDUCATION VISION

It is the essence of a Sacred Heart education to cultivate the formation of the whole person to be an active, informed and responsible citizen locally, nationally and globally. Rooted in our faith, the school promotes a safe and welcoming environment in which each person is affirmed, respected and cared for both inside and outside of the classroom. We intend to empower all members of our community—students, parents, employees, trustees and alumnae—with the tools to recognize and value the distinctive perspectives, experiences and skills of others.

We seek to uphold the mission of our foundress, Saint Madeleine Sophie Barat, whose vision was to transform the world through the love of the Heart of Jesus, by calling our community to model inclusion, empathy and respect. We commit ourselves to fostering an awareness that impels us to act because of our belief in the dignity of each person.

We view pluralism as the woven fabric of our community, creating opportunity for dialogue, learning and activism. It is expected that all members of the Sacred Heart community value differences that include, but are not limited to, ability, age, beliefs, ethnicity, family structure, gender, learning style, race, religion, sexual orientation and socioeconomic status.

The Sacred Heart community at 91st Street is committed to maintaining an ongoing and respectful dialogue in all matters of equity, justice and multicultural education, and to providing a safe and constructive forum for reflection upon our actions.

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