



2026-2027

UPPER SCHOOL

**COURSE
CATALOG**

STUART

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GUIDELINES FOR COURSE SELECTION

1. Class scheduling is based on student course selections, and only courses with sufficient enrollment will be offered. By registering, you are committing to take each selected course. Because planning and staffing depend on registration, changes are permitted only in cases of scheduling conflicts or course cancellations.
2. Students should review this course guide carefully and note the graduation requirements outlined on the following page. Plan a balanced and varied course load, which typically includes five full-year academic classes, required trimester classes, trimester electives, and physical education credits, totaling seven or eight courses per trimester. Consider extracurricular, athletic, and other time commitments when planning your schedule.
3. If you plan to participate in Tartantones, Instrumental Ensemble, or fall or winter dramatic productions, register for them as you would any course; however, they do not count toward arts credits. Participation in jazz dance for the musical earns a physical education credit.
4. Any exceptions to graduation or course requirements must be approved by Upper School administration.
5. Before submitting your registration, confirm that all required signatures are included, your course selections are accurate, your schedule is balanced by trimester, and alternatives are listed for all elective courses.

ADVANCED PLACEMENT (AP) POLICIES

Stuart offers honors and Advanced Placement (AP) courses to qualified students. See individual course descriptions for specific eligibility and expectations. Honors courses provide greater depth and rigor for students who wish to explore subjects more fully. AP courses follow the College Board's college-level curriculum and require a significantly accelerated pace and workload.

AP exam scores do not affect a student's course grade and are typically released in July. Colleges may award credit for AP exam results, but policies vary by institution. Students may enroll in no more than three AP courses per year. Appeals to this limit require approval from Upper School administration.

At Stuart, we offer AP testing in May to the following students:

- Those who are taking a traditional AP class here at Stuart.
- Those who are taking an advanced course at Stuart that offers the option to prepare for the AP exam.
- Those who are taking an online AP course due to scheduling conflicts with prior written approval from Upper School administration.

Please note: we do NOT offer AP testing to students who are self-studying for one or more AP exams.

REQUIREMENTS FOR GRADUATION

REQUIRED COURSEWORK

- 4 years of English
- 3 years of History
- 3 years of the same World Language taken in Stuart's Upper School
- 4 years of Mathematics
- 3 years of Laboratory Science (including Biology, Chemistry, and a level of Physics)
- 1 year or the equivalent of Visual or Performing Arts (Visual Art, Music, Theater)
- 8 trimesters of Theology
- 9 trimesters of Physical Education, including 2 trimesters of Health
- 1 trimester of Computer Science

A trimester course in any department counts as one credit; a full-year course counts for three credits.

GRADING

Letter grades are given on report cards, which are available electronically at the end of each trimester. Numerical equivalents of grades are as follows:

A+	97-100	C+	77-79
A	93-96	C	73-76
A-	90-92	C-	70-72*
B+	87-89	D	60-69
B	83-86	F	59 or below
B-	80-82		

D is considered a passing grade, but it is not a college-recommendation grade.

*Remedial work is required before the student may progress to the next level of a subject.

PROTOCOL FOR COURSE LEVEL ACCELERATION

Occasionally, students who demonstrate exceptional performance may request placement in an honors course or, in some cases, acceleration to the next level in a course sequence. The student and her parents should first discuss the request with Upper School administration. The academic department will then make a placement recommendation based on its guidelines, in consultation with school administration.

Course credit is not awarded for skipped courses or summer school, except when a student is repeating a failed course. In that case, the summer grade is recorded as Pass, credit is awarded, and the GPA remains unchanged.

To skip a level, a student must complete additional work to cover the Stuart curriculum and earn at least a B+ on a comprehensive exam covering the missed course. The exam must be taken before Labor Day. A timeline will be provided to support this process. Students who do not earn a B+ are expected to follow the standard course sequence.

If a student and her parents choose to pursue honors or AP placement against the department's recommendation, they assume responsibility for any knowledge or skill gaps, and the school is not obligated to provide remediation.

ENGLISH

Four years of English are required for graduation.

The mission of the English Department at Stuart Country Day School of the Sacred Heart is to empower students to read, write, and think critically. As teachers at Stuart, we are committed to educating the whole child, to being mindful of all that we ask our students to do, and to upholding the Goals and Criteria of the Sacred Heart to the best of our ability. We encourage the creative use of the imagination and look to instill a lifelong love of learning in each student. We strive to educate students to grow as eloquent speakers and respectful listeners, to be experiential learners, and to come to a deeper understanding of themselves as readers and writers.

REQUIRED ENGLISH COURSES

ENGLISH 9: JOURNEYS AND TRANSFORMATIONS

Full-year course | Required for students in grade 9 (Class of 2030 onward)

Prerequisite: None

How do journeys shape who we are? Is the journey or the destination more important? When is it time to leave home, and when is it time to stay rooted in our home, family, and community? Ninth graders will explore these essential questions through a study of literature that traces stories of journey, growth, and change, complemented by their studies of the ancient and medieval past in History 9. Through foundational texts and contemporary echoes, students will examine the archetypal hero and the ways journeys lead to transformation, both individually and collectively. Students in ninth-grade English will develop the skills needed to read closely, think critically, discuss articulately, and write analytically. A primary aim of this course is to teach students how to write the academic essays that will be expected of them as Upper School students. To that end, the course offers an intentional writing program with frequent opportunities for in-class writing, essay workshops, peer review, and revision. To further bolster students' writing skills, ninth-grade English provides a solid foundation in grammar and vocabulary. Finally, students will have the opportunity to nurture their creative talents through projects. The syllabus may include works such as *The Epic of Gilgamesh*, *The Odyssey*, *The Canterbury Tales*, and *The Taming of the Shrew*, among others.

ENGLISH 10: JOURNEYS AND TRANSFORMATIONS

Full-year course | Required for students in grade 10 (Class of 2029 only)

Prerequisite: English 9

How do journeys shape who we are? Is the journey or the destination more important? When is it time to leave home, and when is it time to stay rooted in our home, family, and community? Tenth graders will explore these essential questions through a study of literature that traces stories of journey, growth, and change, complemented by their studies of the ancient and medieval past in History 10. Through foundational texts and contemporary echoes, students will examine the archetypal hero and the ways journeys lead to transformation, both individually and collectively. Writing is a major component of the course, with emphasis placed on close reading and critical analysis. Revision and editing skills are also practiced and developed. Grammar and usage issues will be explored in daily classes and in the context of each student's writing. Additionally, vocabulary drawn from the readings will help students prepare for the PSAT, SAT, and ACT. Finally, students will have the opportunity to nurture their creative talents

through projects. The syllabus may include works such as *The Epic of Gilgamesh*, *The Odyssey*, *The Canterbury Tales*, *The Taming of the Shrew*, among others.

ENGLISH 11: AMERICAN LITERATURE: THE PURSUIT OF HAPPINESS

Full-year course | Required for students in grade 11 (unless student enrolls in English 11: Honors) and open to Grade 12 (Class of 2027)

Prerequisite: English 10

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness." In this course, we will study various genres of American literature, including novels, drama, essays, and poetry, in order to more deeply understand the threads that exist between past, present, and future American identity and culture. In doing so, we'll consider how writers and characters define "happiness," what they're willing to do or sacrifice in order to pursue this "happiness," and how these experiences shape their identities as Americans. The syllabus will include works by Emerson, Fitzgerald, Hurston, Wasserstein, and Lahiri, among others. Throughout the year, the American History and American Literature classes are designed to guide and encourage students in making meaningful connections across disciplines. Throughout the course, students will focus on building a strong foundation in literary analysis and written expression. Emphasis is placed on developing essential skills through structured instruction and consistent practice. Students will receive step-by-step guidance as they move through the reading, analysis, and writing processes. The course allows time for modeling, feedback, and revision. Writing assignments will help students strengthen paragraph development, thesis formation, and integration of textual evidence while sharpening editing skills and expanding their working knowledge of literary terms, grammar, and vocabulary. Through hands-on instruction and supportive scaffolding, students will build confidence as readers, writers, and critical thinkers in preparation for future English coursework.

ENGLISH 11: HONORS AMERICAN LITERATURE: DREAMS AND NIGHTMARES

Full-year Course | Open to Grade 11

Prerequisites: Grades of A- or higher in prior English classes, A- average in all major writing assignments, and the permission of their English teacher. This course is designed as a precursor to AP Literature.

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness." In this course, we will study various genres of American literature, including novels, drama, essays, and poetry, in order to more deeply understand the threads that exist between past, present, and future American identity and culture. In doing so, we'll consider how writers and characters define "happiness," what they're willing to do or sacrifice in order to pursue this "happiness," and how these experiences shape their identities as Americans. The syllabus will include works by Emerson, Fitzgerald, Hurston, Wasserstein, and Lahiri, among others. Throughout the year, the American History and American Literature classes are designed to guide and encourage students in making meaningful connections across disciplines. As an advanced course, Honors/Pre-AP American Literature emphasizes sophisticated literary analysis and independent critical thinking. Students will engage in more rigorous analysis of passages, grapple with complex, open-ended prompts, and apply multiple literary theories to deepen their interpretations. Writing instruction moves beyond formulaic structures as students learn to plan and compose nuanced analytical essays, experiment with advanced sentence structures and stylistic choices, and produce critical response papers. Students will also continue integrating research into their arguments to support original, text-driven claims. Through sustained analytical and creative writing, students will refine their command of literary terminology, grammar, and vocabulary while developing the skills necessary for advanced high school and college-level literary study.

ENGLISH 12: SENIOR SEMINAR

Full-year course | Required for Grade 12, unless student enrolls in AP Literature and Composition

Prerequisite: English 11

How does the literature of the present both borrow and break from the conventions of the past? In this class, students will explore classic and contemporary literary genres, including novels, drama, poetry, and essays. As they consider the intersection of the past and the present, students will explore how literature can break with convention, view old ideas with a fresh perspective, and consider how the past might influence and shape their own modern writing. This class provides a challenging and rigorous curriculum for students to continue honing the strong critical thinking, reading, and writing skills developed in their previous English classes. Through analytical and creative writing assignments, students will be asked to evaluate how an author uses literary and narrative techniques to construct meaning, as well as to recognize and analyze the complexity and nuances within the text. They will also construct original arguments in response to literary criticism and write papers that go beyond the five-paragraph essay structure. This class is meant to prepare all Stuart graduates with a thorough foundation for college writing.

AP ENGLISH LITERATURE AND COMPOSITION “Never Shake Thy Gory Locks at Me: Ghost Tours Through Literature”

Full-year course | Open to grade 12

Prerequisites: Grades of A- or higher in prior English classes, A- average in all major writing assignments, and the permission of their English teacher.

“What haunts us as individuals?” “How does our past shape our present and future?” “Why does a writer create a ghost?” In AP English Literature and Composition, students will hunt for ghosts, both literally and figuratively, and decide why their presence plays such an essential role in some of our most beloved classic and contemporary texts. This course will follow the curricular requirements outlined by the College Board in the AP English Literature and Composition course description, which focuses on building skills necessary for college-level reading and writing. Students will engage with texts from a variety of time periods and genres and explore strategies to help them navigate through and closely read them. We will build a vocabulary of rhetorical techniques and introduce terms of literary analysis for poetry and fiction. In response to these texts, students will write a variety of critical essays, both in class and over an extended period. Because this is considered a college-level course, students will be asked to read and analyze challenging, provocative, dense, and sometimes controversial material. The syllabus will include works by Morrison, James, Shakespeare, Hawthorne, Atwood, and Williams, among others. This class is for students who have excelled in their writing assignments during their previous year of English, demonstrating an ability to closely read passages and poems, construct cogent, well-written arguments, effectively integrate evidence, and recognize complexity and nuances within a text.

UPCOMING ENGLISH COURSE

ENGLISH 10: WORLD LITERATURE

BECOMING: IDENTITY, STORYTELLING, AND THE MODERN WORLD

Full-year course (will be offered starting in 2027-2028) | Required for Grade 10

Prerequisite: English 9

*“How do stories help us to survive?” “How do stories trap us?” English 10 explores how individuals shape, and are shaped by, the stories they tell about themselves and the worlds they inhabit. Through drama, novels, poetry, and personal narrative—complemented by their modern history studies in History 10—students examine how to define identity in a modern, fragmented world: how it can be made and unmade, how acts of becoming may sometimes require destruction, and what we owe to those we create or love. Writing is a major component of the course, with emphasis placed on close reading and critical analysis. Revision and editing skills are also practiced and developed. Grammar and usage issues will be explored in daily classes and in the context of each student’s writing. Additionally, vocabulary drawn from the readings will help students prepare for the PSAT, SAT, and ACT. The syllabus may include works such as *A Doll’s House*, *Frankenstein*, *The Round House*, and *Romeo and Juliet*.*

ENGLISH ELECTIVES

CREATIVE WRITING

Full-year or trimester course | Open to grades 11-12

Prerequisites: None

What defines a compelling story? How do writers effectively structure their narratives and find their unique voice and style? In this class, students will explore the intricacies of storytelling through careful reading and critical analysis of literature from various genres and periods, concentrating on works of recognized literary merit. After reviewing the basic storytelling elements, students will craft their own meaningful narratives, including, but not limited to, short stories/fiction, creative nonfiction, drama, and poetry. Class is structured as a workshop, with time for students to write, revise, and workshop their pieces. In addition to receiving frequent written and verbal feedback from the instructor, students will participate in peer workshops to review and comment on their classmates' work.

The course is structured so that students can take it as a single, standalone trimester course or over multiple trimesters for up to a full year.

JOURNALISM AND MEDIA STUDIES

Full-year or trimester course | Open to grades 10-12

Prerequisites: None

The Journalism and Media Studies course provides students with the tools to navigate an ever-evolving journalistic landscape where the media plays a tremendous role. They will learn the craft of reporting the news and engage in the production of a variety of media, including practical skills in print and digital media production. Students will also come away with a foundation in the history, ethics, and values of journalism, necessary for success as media producers. The course will focus on the fundamentals of gathering information and journalistic writing, gradually moving to advanced writing techniques, and, in particular, how to successfully craft both short and in-depth feature stories. Class time will be spent reading and critiquing industry work, discussing such elements of writing as voice, style, use of language, and refining stories through writer's workshop-styled class time. The classroom functions like a working newsroom, with students managing all media associated with The Tartan—a news website, podcast series, and social media accounts—as well as the Stuart yearbook.

The course is structured so that students can take it as a single, standalone trimester course or over multiple trimesters for up to a full year.

HISTORY

Three years of history are required for graduation.

The goal of the History Department is to help students gain the perspective through which to view their own experience and the experiences of people of other times and cultures. A broadened perspective enables students to become knowledgeable, responsible citizens of their own communities and of the world. In their freshman year, students take a Global and Ethnic Studies course. Returning and new sophomores take World Cultures. In their junior year, students can take either Modern United States History or Advanced Placement United States History. In junior and senior years, students have a variety of electives to choose from.

REQUIRED HISTORY COURSES

HISTORY 9: CROSSROADS OF CIVILIZATIONS

Full-year course | Open to grade 9 (Class of 2030 onward)

Prerequisites: None

In their ninth-grade history course, students examine the human journey, an exploration that spans continents and millennia! As we study human culture from prehistoric cave paintings to the poetry of our first civilizations, students will gain insight into our earliest ancestors. As we move through the ancient and medieval Mediterranean, students will discuss myriad ways that humans have expressed themselves through cultural production, social systems, and political institutions. Reaching the early modern period, students will see change and continuity in how humans interact with their environments, forge or break connections with neighbors, and build systems of power, belief, and identity. This course will emphasize the role of women in particular, both as subjects and as producers of cultural meaning. Complemented by their studies of journey stories in English 9, students will encounter a variety of sources within their historical contexts to come to view history both as meaningful in itself and important for what it teaches us about ourselves. Throughout the course, students will continue to hone a number of skills, especially critical reading, research, writing, primary source analysis, and presentation skills.

HISTORY 10: CROSSROADS OF CIVILIZATIONS

Full-year course | Open to grade 10 (Class of 2029 only)

Prerequisites: None

At the Crossroads of Civilizations, students examine the human journey, an exploration that spans continents and millennia! As we study human culture from prehistoric cave paintings to the poetry of our first civilizations, students will gain insight into our earliest ancestors. As we move through the ancient and medieval Mediterranean, we will discuss myriad ways that humans have expressed themselves through cultural production, social systems, and political institutions. Reaching the early modern period, students will see change and continuity in how humans interact with their environments, forge or break connections with neighbors, and build systems of power, belief, and identity. This course will emphasize the role of women in particular, both as subjects and as producers of cultural meaning. Complemented by their studies of journey stories in English 10, students will encounter a variety of sources within their historical contexts to come to view history both as meaningful in itself and important for what it teaches us about ourselves. Throughout the course, students will continue to hone a number of skills, especially critical reading, research, writing, primary source analysis, and presentation skills.

MODERN UNITED STATES HISTORY

Full-year course | Open to grade 11

Prerequisites: None

Beginning with the aftermath of the Civil War, this course inspires students to explore America's transformation since the Reconstruction era. Students critically examine topics such as immigration; modernization; struggles for race, class, gender, and sexual equality; the United States in the world; and social, economic, and cultural change. The basic tenets of historical thinking (change, causality, context, complexity, and contingency), along with crucial skills of the discipline (sourcing inference, argumentation, and quotation), are emphasized in class discussions, informal writing, and frequent in-class writing exercises. Students learn to devise a thesis, support arguments with appropriate evidence, and interpret historical sources. The goal is to develop historically and culturally literate students with a sophisticated sense of American social and political history.

AP UNITED STATES HISTORY

Full-year course | Open to grades 11 and 12

Prerequisites: An A- average in World Cultures and Civilizations or the permission of their teacher.

This course examines the history of the United States from the Colonial era through the Reagan Presidency, with a particular focus on the expansion and contraction of liberty throughout American history. The AP curriculum relies heavily on primary source materials, encouraging students to explore the nation's history through the voices of its diverse people – the leaders and the ordinary men and women who shaped the past. The course emphasizes critical analysis, interpretative thinking, and inclusive class discussion. History is a writing-intensive course in which students strengthen their skills through a variety of assignments, including quizzes, tests, in-class essays, document-based analyses, and research projects. Students participate in oral presentations and group projects. Juniors and seniors enrolled in this course are required to take the AP US History exam offered in the spring.

UPCOMING HISTORY COURSE

HISTORY 10: MODERN GLOBAL STUDIES: FORCES THAT SHAPE THE MODERN WORLD

Full-year course (Course will be offered starting in 2027-2028) | Required for Grade 10

Prerequisite: History 9

This course examines the modern world through the lens of how ideas and identities have been created, challenged, and transformed as societies became increasingly interconnected from around 1500 to the present. Students will explore how power, belief systems, and social identities—such as race, class, gender, religion, and nationalism—have influenced global interactions and historical change. Major developments such as revolutions, imperialism, world wars, decolonization, the Cold War, and globalization are studied not just as events, but as moments when new ways of thinking about authority, citizenship, and belonging emerged. Alongside the selections of world literature of English 10, and through discussion, primary source analysis, simulations (including a capstone Model UN-style activity), and analytical writing, students will develop critical thinking and argumentation skills.

HISTORY ELECTIVES

AP ART HISTORY

Full-year course | Open to grades 11 and 12

Prerequisites: At least a B+ average in World Cultures or MUSH. Students currently enrolled in an AP history course must maintain at least a B average in that course to qualify for a subsequent AP history elective.

Among the most beautiful forms that humans have used to express their cultures and themselves is through the visual arts. AP Art History explores the aesthetic production of many cultures around the world and across millennia. From the cave paintings of 30,000 years ago to the graffiti of Banksy, art tells a story, reflects cultural values, and documents and responds to society and politics. Students will learn to interpret and analyze these stories and connect them to their historical contexts, while appreciating the great variety and beauty of humankind's art. Writing and analysis are heavily emphasized in this course. Students taking this course should take the AP Art History exam offered in the spring.

AP UNITED STATES GOVERNMENT AND POLITICS

Full-year course | Open to grades 11 and 12

Prerequisites: At least a B+ average in World Cultures or MUSH. Students currently enrolled in an AP history course must maintain at least a B average in that course to qualify for a subsequent AP history elective.

This course examines the design and practice of American government and politics. Students will cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. This is a college-level course that requires extensive reading, writing, quizzes, tests, and presentations. Students will also participate in a civic engagement project. Coursework will reinforce and strengthen skills such as independent research, critical thinking, analysis, and synthesis. Students taking this course are required to take the AP United States Government and Politics exam offered in the spring.

GLOBAL ISSUES AND SOCIAL JUSTICE

Full-year or trimester course | Open to grades 11-12

Prerequisite: Successful completion of World Cultures and Civilizations

T1: Human Rights & Environmental Justice

T2: Geopolitics & International Conflicts

T3: Demographics & Economic Justice

This course is designed to familiarize students with major issues in the twenty-first century so that they are better prepared to implement positive social change as global citizens. The course promotes understanding of an interconnected world by blending elements of world history, current geopolitical events, critical thinking, and media literacy. Each unit focuses on a modern global challenge in which students will study the key historical events associated with that problem, evaluate multiple perspectives on the issue, examine causation, and analyze change and continuity over time. Topics of study will include global issues such as climate change, environmental sustainability, war and conflict, immigration, poverty, and racial and gender inequality. Course materials will include primary and secondary sources, and major assessments will primarily consist of applied learning projects.

The course is structured so that students can take it as a single, standalone trimester course or over multiple trimesters for up to a full year

INTERDISCIPLINARY STUDIES

Each senior is encouraged to take one advanced Interdisciplinary Studies capstone course taught at the college level.

ADVANCED HUMANITIES SEMINAR: HEAVEN AND HELL

Full-year course | open to grade 12

Prerequisites: None

Depictions of heaven and hell abound in scripture and myth, poetry and prose, art and film. Humans are drawn to wonder and imagine what will happen to us after we die. In this course, students will engage with a diverse array of humans' conceptions of heaven and hell—and other possible afterlives. Inspired by their own interests in the material, students will investigate a question or tradition that captures their imagination and create a project that brings their discoveries to life. They will also have the opportunity to craft their own imagined afterlife. In this way, students will wrestle with the question of what happens after we die and what our predictions say about how we live.

Texts may include, among others, excerpts of *The Descent of Inanna*, *The Odyssey*, *The Aeneid*, *Dante's Divine Comedy*, *Paradise Lost* and *Paradise Regained*; assorted works by C.S. Lewis; artwork from a variety of artists and traditions; as well as some films, e.g., *What Dreams May Come*.

ADVANCED STEM SEMINAR: MARINE BIOLOGY IN PRACTICE

"FROM REEF TO RESEARCH"

Full-year course | Open to grade 12

Prerequisites: None

This immersive marine science course explores the biology, chemistry, and ecology of coral reef systems through hands-on investigation and design. Students study coral anatomy, symbiosis, reef ecosystems, and ocean chemistry while examining the major threats facing reefs today, including climate change, ocean acidification, and human impact. Learning is active and place-based, with opportunities for field sampling, data collection, and analysis that connect students directly to nearby marine environments and real-world marine science.

Throughout the year, students move from skill-building to application to independent research. Early in the course, students develop core scientific skills through labs, guided investigations, and data analysis. In the winter, the focus shifts to coral reef restoration, using a saltwater tank as a living laboratory. Students design and 3D-print custom coral structures in the Makerspace, test their designs in real aquatic conditions, and analyze how biological and environmental factors influence reef health and restoration success.

In the final term, students design and carry out an original marine science research project, often in collaboration with scientists working in the field. Students collect and analyze meaningful data, apply statistical and scientific reasoning, and communicate their findings through a formal research paper suitable for presentation or publication. By the end of the course, students leave with authentic research experience, tangible design work, and a deeper understanding of how science can be used to restore and protect vital marine ecosystems.

MATH AND COMPUTER SCIENCE

Four years of mathematics and one trimester of computer science are required for graduation.

The mission of the Mathematics and Computer Science Department at Stuart Country Day School of the Sacred Heart is to empower students to think quantitatively and analyze logically to solve real-world problems. Every student has the opportunity to do advanced work; every student has courses available to meet their own learning objectives. Overall, the department strives to create mathematical citizens capable of thinking mathematically in non-mathematical areas.

Throughout the Integrated Math course sequence, students will develop problem-solving and critical thinking skills by working on real-world problems and projects. They will be expected to use mathematical modeling to solve problems across various contexts and to present their solutions in clear, concise terms. By the end of each course, students should have a strong foundation in Algebra, Geometry, Algebra 2, Precalculus, Statistics, and Probability that will prepare them for more advanced levels of math. Yearly advancement along the Integrated Math and accelerated pathways will be determined by a combined rubric that includes teacher recommendations, mastered skills, exam scores, and skill improvement levels throughout the year.

In computer science, all students should be competent in using a computer as an effective tool for supporting their academic work. Students should know how to create, store, and organize information; be knowledgeable about online use and the management of personal information; and be able to use a variety of core applications. Students can learn to design online environments, create animations for those environments, write and design computer programs, and create devices that use programming to function. The electives offered reflect these opportunities. In addition, students may choose the Advanced Placement programming challenge, which teaches Java.

REQUIRED MATHEMATICS COURSES

MATH 3

Full-year course | Open to grades 9-10

Prerequisite: Algebra 1

Math 3 is the third level of a comprehensive high school math curriculum that integrates Algebra, Geometry, Algebra 2, Precalculus, Statistics, and Probability into a single holistic course of study. The goal of this course is to provide students with an advanced understanding of mathematical concepts and problem-solving skills that will prepare them for more advanced levels of mathematics. The main topics covered in Math 3 include circles, conics, conditional probability, exponential and logarithmic functions, polynomial functions, and rational functions and expressions.

MATH 3&4

Full-year course | Open to grades 9-10

Prerequisites: Grade of A or higher in Honors Algebra 1 Part 2, A+ in Algebra 1 Part 2 or Algebra 1 (full-year course), and the recommendation of the STEM Curriculum Coordinator and current math teacher.

Math 3&4 is the third level in our accelerated pathway for our comprehensive high school math curriculum, integrating Algebra, Geometry, Algebra 2, Precalculus, Statistics, and Probability into a holistic course of study. The goal of this course is to build on the mathematical foundation students developed in Math 2&3 and deepen their understanding of mathematical concepts and problem-solving skills. The course covers all remaining topics taught in Math 3, beginning with function inverses, and includes additional Math 4 topics that involve mathematical modeling. The main topics covered in Math 3&4 include exponential and logarithmic functions, polynomial functions, rational functions and expressions, and statistics. The course then shifts to modeling with geometric concepts, functions, periodic behavior, and the investigation of trigonometric functions.

MATH 4

Full-year course | Open to grades 9-11

Prerequisite: Math 3

Math 4 is the fourth level of a comprehensive high school math curriculum that integrates Algebra, Geometry, Algebra 2, Precalculus, Statistics, and Probability into a single holistic course of study. The goal of this course is to provide students with a comprehensive modeling year in which they explore real-world applications of the concepts they have been learning in Math 1 through 3, while building on that knowledge. The main topics covered in Math 4 include modeling with data, working with areas and volumes, 3-D objects, periodic behavior, trigonometric functions and equations, trigonometric identities, and modeling with functions.

MATH 4&5

Full-year course | Open to grades 9-11

Prerequisites: Grade of A or higher in Math 3 (additional summer coursework will be required), or A- in Math 3&4, and the recommendation of the STEM Curriculum Coordinator and current math teacher.

Math 4&5 is the fourth level in our accelerated pathway of our comprehensive high school math curriculum, designed to integrate Algebra, Geometry, Algebra 2, Precalculus, Statistics, and Probability into a holistic course of study. The goal of this course is to build on the mathematical foundation students developed in Math 3&4 and deepen their understanding of mathematical concepts and problem-solving skills. The course covers all of the remaining topics taught in the Math 4 course, beginning with a review of trigonometric functions and identities, and includes additional topics from Math 5 that provide students with a year of connecting topics that align with traditional Precalculus concepts and learning how to apply them as they learn basic rules for Calculus. The main topics covered in Math 4&5 include graphing and analyzing polar coordinates, vectors, conic sections, trigonometric functions and identities, review of slope, and rate of change. The course then shifts in the third trimester to focus on the first three units taught in Calculus, preparing students to take our Calculus 1&2 course, which aligns with the AP Calculus BC curriculum.

MATH 5

Full-year course | Open to grades 9-11

Prerequisites: Math 4, Math 3&4

Math 5 is the fifth level of a comprehensive high school math curriculum that integrates Algebra, Geometry, Algebra 2, Precalculus, Statistics, and Probability into a single holistic course of study. The goal of this course is to provide students with a year of connecting topics that align with traditional Precalculus concepts and to help them learn to apply them as they learn basic rules of Calculus. The main topics covered in Math 5 include understanding normal distributions, graphing and analyzing polar coordinates, vectors, conic sections, trigonometric functions and identities, and a review of slope, rate of change, and derivatives.

CALCULUS

Full-year course | Open to grades 11-12

Prerequisite: Grade of C or higher in Precalculus

The course extends students' experience with functions as they study the fundamental concepts of calculus: limiting behaviors, difference quotients and derivatives, Riemann sums and the definite integral, antiderivatives and indefinite integrals, and the Fundamental Theorem of Calculus. Students review and extend their knowledge of elementary functions, trigonometry, and basic analytic geometry. Important objectives of the calculus sequence are to develop and strengthen the students' problem-solving skills and to teach them to read, write, speak, and think in the language of mathematics. In particular, students learn how to apply the tools of calculus to a variety of problem situations, including related rates, maximum and minimum problems, the area between curves, and volumes of solids of revolution.

AP CALCULUS AB (Class of 2027)/CALCULUS 1 (Class of 2028 onward)

Full-year course | Open to grades 11-12

Prerequisites: Grade of A- or higher in Precalculus, Math 4&5, Math 5

The Calculus 1 course follows the AP Calculus AB curriculum. Students taking this course will have the option to take the AP Calculus AB exam in May. This course extends students' experience with functions as they study the fundamental concepts of calculus: limiting behaviors, difference quotients and derivatives, Riemann sums and the definite integral, antiderivatives and indefinite integrals, and the Fundamental Theorem of Calculus. Students review and extend their knowledge of elementary functions, trigonometry, and basic analytic geometry. Important objectives of the calculus sequence are to develop and strengthen the students' problem-solving skills and to teach them to read, write, speak, and think in the language of mathematics. In particular, students learn how to apply the tools of calculus to a variety of problem situations, including related rates, maximum and minimum problems, the area between curves, and volumes of solids of revolution.

AP CALCULUS BC (Class of 2027)/CALCULUS 1&2 (Class of 2028 onward)

Full-year course | Open to grades 11-12

Prerequisites: Grade of B+ or higher in Math 4&5, Calculus 1

The Calculus 1&2 course follows the AP Calculus BC curriculum. Calculus 1&2 is an advanced placement course that covers topics in differential and integral calculus beyond what is typically covered in a standard high school calculus course. The course builds on the foundations of precalculus and calculus and is designed to prepare students for college-level mathematics courses. The course covers topics including limits and continuity, derivatives, applications of derivatives and integrals, and differential

equations. Throughout the course, students will be expected to develop their problem-solving skills, demonstrate their understanding of mathematical concepts, and apply their knowledge to real-world problems. The course also emphasizes the use of technology, such as graphing calculators, in solving problems and verifying results. Students who successfully complete the course may be eligible for college credit or advanced placement in college-level calculus courses.

CALCULUS 3

Full-year course | Open to grades 11-12

Prerequisite: Calculus 1&2

This course is the continuation of the traditional sequence in Calculus, often known as Multivariable Calculus or Calculus 3 in the college setting. It provides a thorough introduction to the calculus of several variables, a continuation of the techniques learned in single-variable calculus. Topics include vectors, surfaces in three-dimensional space, differentiation of multivariable functions, gradients, optimization, double and triple integrals, Green's Theorem, and so much more. Multivariable Calculus is treated as an honors-level course, but it typically does not qualify a student to bypass Calculus 3 in college. Multivariable Calculus applies to engineering, physics, business, and any field of study where problems involve more than one variable. This course dives deep into the concepts of Calculus, allowing students to see the beauty and methodology behind the mathematical processes they learn.

MATH ELECTIVES

AP STATISTICS (Class of 2027)

ADVANCED STATISTICAL ANALYSIS (Class of 2028 onward)

Full-year course | Open to grades 10-12

Prerequisites: Grade of A- or higher in Math 5, B+ or higher in Math 4&5, A or higher in Algebra 2, or an A- in Precalculus, and the recommendation of the STEM Curriculum Coordinator.

The Statistical Analysis course follows the AP Statistics curriculum. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- Exploring Data: Describing patterns and departures from patterns
- Sampling and Experimentation: Planning and conducting a study
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- Statistical Inference: Estimating population parameters and testing hypotheses

Statistics is arguably the most practical, useful, and applicable mathematics-related course. As we are bombarded by data and statistical arguments every day, what better way to really understand than to learn statistics? As Lady Gaga herself stated, "I'm doing everything that I can, working with experts, really studying the statistics to figure out a way we can make it cool or normal to be kind and loving." Students enrolled in this course are required to take the AP Statistics exam offered in the spring.

FINANCIAL DATA ANALYSIS

Full-year course | Open to grades 10-12

Prerequisites: Grade of A or higher in Math 3, an A- or higher in Math 3&4, and successful completion of Math 4 or higher

In this course, students explore business and personal finance through real-world scenarios, hands-on projects, and interactive simulations. Students dive into topics such as banking, credit, investing, taxes, insurance, entrepreneurship, and emerging financial trends they'll actually encounter as adults. Using spreadsheet tools and real data, students analyze choices, model outcomes, assess risk, and make informed financial and business decisions—no boring theory-only lessons here. The course emphasizes practical thinking, problem-solving, and financial confidence over advanced math, making it an engaging and relevant experience that prepares students for college, careers, and life beyond high school.

REQUIRED COMPUTER SCIENCE COURSES

One trimester of computer science is required for graduation.

INTRODUCTION TO PYTHON

Trimester course | Open to grades 9-12. Required for graduation unless taking Introduction to Artificial Intelligence

Prerequisites: None

This course is designed to teach the fundamentals of computer programming using Python 3. The course emphasizes the importance of thoroughly analyzing problem statements, carefully selecting an appropriate algorithm, and implementing the algorithm. Students will learn basic Python concepts, including string manipulation, math operations, and writing functions. By the end of the course, students will be able to program a console-based game. No previous programming experience is required. In class, students will also gain a better understanding of how computer science has shaped our world, while increasing their digital literacy.

INTRODUCTION TO ARTIFICIAL INTELLIGENCE

Trimester Course | Open to grades 9-12. Required for graduation unless taking Introduction to Python

Prerequisites: None

This is the era of Humans + Machines. The advances in Cognitive Computing over the last decade have opened the world to enormous possibilities. From self-driving cars to drone-based delivery, things that were once in the realm of magic are suddenly becoming very real. As we step into this stunning new era, it is imperative that we prepare for the new challenges that await us. If not, there is likely to be a big gap between what we learn with conventional curricula and what the world expects of us. Our future-ready AI curriculum will aim to bridge this gap as students engage with the AI cycle, neural networks, the metaverse, and climate change.

COMPUTER SCIENCE ELECTIVES

DESIGN LAB

Trimester course | Open to grades 9-12

Prerequisites: None

Design Lab is a hands-on course that integrates mathematical modeling with digital fabrication. Students learn to represent real-world problems using equations, data, and quantitative reasoning, then apply these models to design and produce physical prototypes in the Makerspace. Using tools such as laser cutters, vinyl cutters, sticker machines, and 3D printers, students create projects that translate abstract concepts into tangible solutions. The course emphasizes problem-solving, precision, iterative design, and technical skill development. Through collaborative projects and applied challenges, students gain experience in modeling, prototyping, and refining ideas, building confidence in both analytical thinking and creative production.

AP COMPUTER SCIENCE PRINCIPLES

Full-year course | Open to grades 10-12

Prerequisite: Successful completion of Introduction to Python or Introduction to Artificial Intelligence, and recommendation of the STEM Curriculum Coordinator

AP Computer Science Principles is designed to introduce students to the central ideas of computer science, instill computational thinking practices, and engage students in activities that demonstrate how computing changes the world. The course is rigorous and rich in computational content, includes computational and critical thinking skills, and engages students in the creative aspects of the field. Students will learn how computer technologies work and the ideas behind them. The course will cover topics such as connecting computing, communication, and abstraction, how data and information facilitate the creation of knowledge, how algorithms are used to express solutions to computational problems, how the internet pervades modern computing, and what technology's global impact is in today's world.

AP COMPUTER SCIENCE A

Full-year course | Open to grades 10-12

Prerequisites: Successful completion of AP Computer Science Principles or Cybersecurity and Digital Defense, and recommendation of the STEM Curriculum Coordinator

AP Computer Science A is a college-level introduction to the Java programming language. Students will learn the intricacies of object-oriented programming specific to Java. The techniques include class declarations; emphasis is placed on encapsulation, inheritance, and polymorphism. Students will extend their knowledge of introductory topics, such as data types and iterative and conditional structures. In addition, students will learn to use basic data structures such as one and two-dimensional arrays. Students will learn multiple algorithms for searching and sorting data in these data structures (both recursive and iterative). In addition, the concept of the abstract data type is examined by studying different implementations of linked lists, stacks, queues, and trees.

SCIENCE

Three years of lab science are required for graduation, including Biology, Chemistry, and a level of Physics.

The Science Department seeks to challenge and inspire students to learn by doing through experiential activities and collaboration. Our focus is on developing inquiring, open-minded learners by providing opportunities to see, do, and experience - all infused with a healthy dose of innovation and creativity. Students are given opportunities to engage with the scientific process through real-world examples in a project-based format. It is recommended that any student who is considering a career in science take a course in each of the three major disciplines: biology, chemistry, and physics.

Students electing an AP science course should expect to spend a minimum of six hours each week outside of class on homework and study. An ability to work and learn independently is a valuable asset in these classes. All students are required to take the corresponding AP exam in May.

REQUIRED SCIENCE COURSES

BIOLOGY

Full-year course | Required for grade 9; open to new students in grades 10 and 11 who have not taken high school biology

Prerequisites: None

This full-year course in biological science covers such topics as molecular biology, genetics, physiology, evolution and the origins of life, and ecology. Students will learn how to apply the scientific method to laboratory analysis and data sets. Considerable laboratory work is required.

CHEMISTRY

Full-year course | Open to grades 10-12

Prerequisite: Successful completion of Biology

Chemistry is the study of matter and the changes it undergoes. Students will learn about the history of the atom, stoichiometry, gas laws, periodic law and trends, and chemical bonding. This course also includes current topics in chemistry and their application to our lives. Considerable laboratory work is required.

HONORS CHEMISTRY

Full-year course | Open to grades 10-12

Prerequisites: Biology grade of A- or higher, Algebra I with a grade of A or higher, currently enrolled in either Algebra 2, Honors Algebra 2, or any level of Precalculus, and the recommendation of the STEM Curriculum Coordinator

This course is geared toward students with superior achievement in math and science. It includes such topics as chemical reactions, stoichiometry, atomic theory, electron configuration, chemical bonding, and reaction equilibrium. Considerable problem-solving and laboratory work are required.

PHYSICS

Full-year course | Open to grades 11-12

Prerequisite: Chemistry with a grade of C+ or higher, Algebra 2 with a grade of C+ or higher, and the recommendation of the STEM Curriculum Coordinator

Students investigate explanations about the physical world around them as they study the interactions between matter and energy. The course includes topics such as motion, forces, energy, light, sound, and electricity. Students learn physics actively through projects, labs, and real-world challenges as they collect, analyze, and interpret data. Students have opportunities to develop their scientific literacy and apply their new physics knowledge across disciplines. The course is geared toward conceptual understanding, with an emphasis on laboratory exploration and less on mathematical applications. Students should have a comfortable working knowledge of algebra.

HONORS PHYSICS

Full-year course | Open to grades 11 and 12

Prerequisites: One of the following: Grade of A or higher in Chemistry; A- or higher in Honors Chemistry and A- higher in Honors Algebra II; A or higher in Algebra II; B+ or higher in Precalculus. Additionally, the recommendation of the STEM Curriculum Coordinator

In this class, students investigate explanations about the physical world around them as they study the interactions between matter and energy. The course includes topics such as motion, forces, energy, light, sound, and electricity. Students learn physics actively through projects, labs, and real-world challenges as they collect, analyze, and interpret data. Students have opportunities to develop their scientific literacy and apply their new physics knowledge across disciplines. The course includes substantial analysis and mathematical problem-solving, with an emphasis on laboratory exploration.

SCIENCE ELECTIVES

ADVANCED ENVIRONMENTAL SCIENCE

Full-year course | Open to grades 11-12

Prerequisites: successful completion of Biology and Chemistry, and the recommendation of the STEM Curriculum Coordinator

This Environmental Science course focuses on the scientific principles behind environmental problems and issues. Laboratory and field investigations are an important component of the curriculum. Topics include matter and energy flow, population dynamics, renewable and nonrenewable resources, environmental quality and pollution, the relationship between the environment and society, decision-making, and choices for the future. Students have the option to take the Advanced Placement Environmental Science Exam in May.

AP BIOLOGY

Full-year course | Open to grades 11-12

Prerequisites: A- or higher in Biology and Chemistry, or A or higher in Environmental Science, and the recommendation of the STEM Curriculum Coordinator

This second-year biology course uses a college-level text and prepares students to take the Advanced Placement Exam in Biology. There is a strong emphasis on laboratory work, inquiry-based instruction, mathematical applications, and lab design.

AP CHEMISTRY

Full-year course | Open to grades 11-12

Prerequisites: a grade of B+ or higher in Honors Chemistry; enrollment in (or satisfactory completion of) Precalculus; A- or higher in Chemistry with additional summer work and completion of the Honors Chemistry final; and the recommendation of the STEM Curriculum Coordinator

This second-year course will prepare students to take the Advanced Placement Chemistry Exam. Material will be presented at the college level, and the Advanced Placement Chemistry Curriculum will be followed. Emphasis is placed on problem-solving and inquiry-based laboratory work and instruction.

AP PHYSICS 1

Full-year course | Open to grades 11-12

Prerequisites: One of the following: A- in Honors Physics; A in Physics; concurrently enrolled in Honors Precalculus or any AP Calculus course. Additionally, the recommendation of the STEM Curriculum Coordinator

In AP Physics I, students will uncover physical principles through active investigation of concepts and real-world challenges. During the course, students will use their observation and analysis skills to learn about topics such as optics, waves, and electricity. The AP Physics course contains considerable analysis and mathematical problem-solving. It is recommended for students with high ability in math and science. There is a strong emphasis on laboratory work, inquiry-based instruction, and lab design.

ANATOMY AND PHYSIOLOGY

Trimester course | Open to grades 10-12

Prerequisites: Biology, concurrently enrolled in Chemistry

This course offers an in-depth exploration of the human body, examining how organ systems interact to sustain life. Students study the structure and function of major systems and analyze how anatomical form supports physiological function through hands-on laboratories and guided dissections. Investigations include a detailed study of the heart, kidney, eye, and brain, as well as comparative dissections of cats and sharks to highlight similarities and differences across species. Emphasizing inquiry and experiential learning, the course is well-suited for students interested in medicine, health sciences, research, or the biological sciences.

ASTRONOMY

Trimester course | Open to grades 9-12

Prerequisites: None

This course explores the fundamental concepts of astronomy and the dynamic processes that shape the universe. Students examine the life cycles of stars, the formation and evolution of planets and moons, the structure of galaxies, and the properties of black holes. The course also addresses enduring scientific questions, including the possibility of extraterrestrial life and the ultimate fate of the universe. Through hands-on activities, data analysis, and visual exploration, students develop a deeper understanding of the cosmos and the scientific methods used to study it. Suitable for students at all levels of prior experience, the course fosters curiosity and critical thinking about our place in the universe.

CORAL REEF RESTORATION

Trimester course | Open to grades 10-12

Prerequisites: None

This course introduces students to coral reef ecology and the science of restoration. Through interactive lessons, students examine coral biology, reef ecosystems, and the environmental challenges threatening these habitats. Emphasizing innovation and applied learning, the course integrates design thinking in the Makerspace, where students develop and 3D-print custom coral structures. Using a saltwater aquarium, students observe marine life, test prototypes, and evaluate how engineered designs interact with aquatic environments. By combining marine science, engineering, and experimentation, students strengthen critical thinking and problem-solving skills while gaining practical insight into strategies for protecting and restoring vital ocean ecosystems.

ENGINEERING AND DESIGN PRINCIPLES

Trimester course | Open to grades 9-12

Prerequisites: None

This engineering elective engages students in hands-on, project-based learning focused on real-world problem-solving. Working collaboratively, students explore multiple engineering disciplines while applying the full engineering design process: defining problems, conducting research, developing and testing prototypes, and refining solutions through iteration. Projects may include investigations of materials, energy systems, and practical design challenges. The course emphasizes creativity, experimentation, and critical thinking rather than advanced calculations, enabling students to focus on how engineers translate ideas into effective solutions. Through sustained inquiry and collaborative

design, students gain practical experience and a deeper understanding of engineering's impact on everyday life.

MARINE BIOLOGY

Trimester course | Open to grades 9-12

Prerequisites: None

This course introduces students to the study of marine biology and ocean ecosystems. Students explore the structure and function of marine environments, from coral reefs to the deep sea, and examine the diverse adaptations that enable ocean organisms to survive in varied conditions. The course also addresses contemporary environmental challenges, including climate change, habitat loss, and marine conservation. Through hands-on investigations, interactive projects, and virtual exploration, students develop scientific inquiry skills and a deeper understanding of the ocean's ecological significance.

ORGANIC CHEMISTRY

Trimester course | Open to grades 10-12

Prerequisites: Successful completion of Biology, concurrently enrolled in Chemistry

This trimester course introduces students to the fundamentals of organic chemistry through laboratory-based learning and real-world applications. Students examine the structure, properties, nomenclature, and reactions of carbon-based compounds while developing skills in experimental design, data analysis, and problem solving. Emphasizing the relevance of organic chemistry to biological systems and modern industries, the course highlights connections to medicine, food science, materials, and consumer products. Laboratory investigations form the core of the course and may include soap synthesis, polymer studies, fragrance chemistry, and dye production. Designed for motivated students, the course provides a strong foundation for advanced study in chemistry and related sciences.

SOCIAL SCIENCE

ECONOMICS

Full-year course | Open to grades 11-12

Prerequisites: None

T1: Microeconomics

T2: Macroeconomics

T3: Business Finance

In this introductory economics course, students explore the science of decision making through classic microeconomic principles. The course begins with the fundamentals of analysis, supply and demand, competition, and market systems, with an emphasis on the practical application and examination of theory in the real world. Students design and execute behavioral economic studies to challenge the rigor of utility and incentives, create conceptual markets for abstract resources, and analyze a collection of infamous strategic puzzles through the principles of game theory.

The course is meant to run for a full year, but students may opt to take one or two trimesters in lieu of the full year.

ADVANCED PSYCHOLOGY

Full-year course | Open to grades 11-12

Prerequisites: A- in Biology and A- Chemistry or B+ in Honors Chemistry; and the recommendation of the STEM Curriculum Coordinator

Advanced Psychology examines a wide variety of topics in psychology, including: the history of and approaches to psychology; the biological bases of behavior; social, emotional, and cognitive development; motivation and emotion; social psychology; and abnormal psychology. This is a college-level course that requires extensive reading, research, writing, quizzes, tests, and presentations. Coursework will reinforce and strengthen skills such as critical thinking, analysis, and synthesis. Students taking this course may take the AP Psychology exam offered in the spring.

WORLD LANGUAGE

Three consecutive years of the same language taken in the Upper School at Stuart fulfills the World Language requirement for graduation.

The World Language Program's mission statement is, "Be curious and connect." Our ultimate goal is for each girl to connect intimately and passionately to the cultures and languages that she studies, both in and out of the classroom. In our multicultural world, Stuart's World Language program prepares and inspires young women to be active, informed, and responsible citizen leaders in the 21st-century global community.

Real-life experiences through travel and interaction with our sister schools around the world deepen cultural knowledge and language practice. Being part of an international network, we offer and encourage real-life experiences through multiple opportunities to travel to other Sacred Heart schools and to host students from all over the world in our classrooms.

Our program follows the ACTFL standards, preparing students for the 21st century. Students may choose to take an additional language if they wish; we encourage students to take at least two (2) years of the new language to master basic language skills. Students new to Stuart must take a placement evaluation. Middle School teachers recommend the language level for students transitioning to the Upper School. Students who have previously received language waivers but are interested in studying a world language may take a Level 1 language course. If they have been tutored or studied independently outside Stuart, they may take a placement test to determine the appropriate level.

FRENCH

FRENCH 1

Full-year course

Prerequisites: None

Level 1 is the first of two foundation-building levels. This course aims to develop proficiency in speaking, listening, writing, and reading. The main objective is for the students to communicate entirely in French by the end of the year. Students discover the French language and culture in an interactive environment using authentic sources. Girls learn to introduce themselves, ask and answer questions, get involved in conversations about everyday activities, and connect and compare different cultures both in speaking and writing. Language structures and vocabulary are presented in context and modeled by teachers, peers, native speakers, and multimedia resources.

FRENCH 2

Full-year course

Prerequisite: Successful completion of French 1; students new to Stuart will be assessed for entrance into this level.

Instruction is in French. Students are required to speak French at all times in a supportive and comfortable environment where language skills are expected to grow. There is frequent, almost daily, collaboration where the students work together to strengthen both their oral and written skills. They write, memorize, and perform frequent dialogues about the themes they are studying. Written tasks include: reflections, letters, short stories, and compositions. In cultural discussions, new vocabulary and

grammar topics are introduced. All activities are created keeping in mind the use of French in an authentic environment.

FRENCH 3

Full-year course

Prerequisite: Successful completion of French 2; students new to Stuart will be assessed for entrance into this level.

Over the next two years, we celebrate the richness and global nature of the French language and its diverse cultures. Both in and out of the classroom, the French language is fully utilized. The principal goal of level 3 continues to be oral proficiency, with a heavy emphasis on vocabulary development and grammar to enhance and refine oral and written communication. More complex language structures, vocabulary enrichment, and listening and reading comprehension are developed at this level through selections from French literature, dialogues, periodicals, and appropriate Internet sites. Through collaborative and interactive projects and tasks, students take control of their learning as the teacher becomes a guide and students practice finding appropriate resources for learning. The use of technology is central to this process. Guiding critical questions, provided by the teacher, lead students to reach their goals for this course.

FRENCH 4

Full-year course

Prerequisite: Successful completion of French 3

Students' use of the target language is expected at this level, and the emphasis is on fully solidifying the foundation of basic grammar patterns. Students confidently discuss topics such as environmental issues, politics, economics, sustainable living, and world current affairs. Through critical thinking, conversation, and student-generated presentations, students are inspired to compare their realities to those around the francophone world. They are introduced to the literary genres of francophone works through excerpts from novels, short stories, poetry, newspapers, magazine articles, websites, and films. The rigors of listening are increased at this level through authentic podcasts and other audio files. At the conclusion of the year, based on teacher recommendation, the student will continue in French 5 or advance with additional preparation for the Advanced Placement course.

FRENCH 5

Full-year course

Prerequisite: Successful completion of French 4

Students will apply the grammar that they have learned to communicate effectively in both oral and written forms. Students will study French culture in depth through readings, short films, and videos. Additionally, students will apply their cultural knowledge in presentations and short paragraphs. Some new grammar will be introduced, along with a wide range of vocabulary. This course is designed to build on students' foundation while focusing on nuanced grammar and relevant cultural topics in French-speaking countries. To enhance oral development, students will contribute to discussions, participate in simulated conversations, and present a variety of cultural topics. This course is intended to prepare students for the AP French Language and Culture exam.

AP FRENCH LANGUAGE and CULTURE

Full-year course

Prerequisites: Grade of A- or higher in French 5, or at the discretion of the teacher, and recommendation of the teacher.

In this course, emphasis is on the use of French for active communication. Students work towards proficiency through activities designed to improve their aural/oral skills, reading comprehension, grammar, critical thinking, and informal and formal writing. Students are required to take the AP exam. Class is conducted entirely in French to prepare students to communicate with proficiency in the three modes of communication: interpersonal, interpretive, and presentational, as defined by the ACTFL “Standards for Foreign Language Learning in the 21st Century.” Students will communicate exclusively in French during class. Students will gain knowledge and understanding of Francophone cultures, make connections with other disciplines, compare their own language and culture with the French language and Francophone culture, and participate in their French community at school and beyond the school setting.

Throughout the course, the following six themes will be studied: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Students will be encouraged and expected to express diverse views on real-world issues related to the six themes. Students will be exposed to a wide range of authentic documents designed for native French speakers. They will read texts from magazines and newspapers, as well as literary works by Francophone writers, either on paper or online. Students will have essay assignments and other writing activities to enhance their writing skills, and will participate in diverse oral activities to refine their speaking skills in all communication modes. Students will have weekly grammar assignments completed at home, and they are responsible for correcting them prior to the weekly grammar quiz, using a different color pen and the answer key provided after completion of each grammar chapter.

SENIOR SEMINAR

Full-year course | Open to grade 12 only

Senior Seminar is a film-based course that will help build on students’ French speaking and writing skills while actively engaging in analyses of French culture. This course will focus on developing students’ oral expression by building on and perfecting the grammar structures they already know in sophisticated contexts. The main topics of discussion will be derived from several French movies watched throughout the year, accompanied by current readings, podcasts, news articles, and broadcasts, to place each film within its contemporary cultural context and expand understanding of the topics from a global perspective. Readings and discussions will ultimately introduce students to how cultural perspectives can influence people’s behaviors, practices, and beliefs, and help them understand their own culture in a new light.

SPANISH

SPANISH 1

Full-year course

Prerequisites: None

Students are introduced to the Spanish language and Spanish-speaking cultures in an interactive and collaborative environment. Students in Spanish 1 will learn how to introduce themselves, talk about their likes and dislikes, discuss their families, and share their lives at school. They will be able to ask questions, involve one another in conversations, and connect with the culture of Hispanic Communities. Students use authentic materials as resources. Language patterns and vocabulary are presented in context and modeled by teachers, peers, native speakers, and multimedia resources. Technology is incorporated into the program to support learning and practicing all skills.

SPANISH 2

Full-year course

Prerequisite: Spanish 1; students new to Stuart will be assessed for entrance into this level.

Students will be immersed in Spanish. The expectation is that each student's proficiency will improve by the end of the year. There is frequent collaboration among students, with students working together to strengthen their skills and share ideas. Students write, memorize, and complete tasks that center around specific themes, language patterns, and vocabulary featured in the lesson. Written tasks include: reflections, correspondence, short stories, and compositions. In cultural discussions, new vocabulary and important historical events of the country we are discussing are noted. Exposure to individual Spanish-speaking cultures is done via authentic readings, newspapers, dialogues, and Internet multimedia resources.

SPANISH 3

Full-year course

Prerequisite: Successful completion of Spanish 2; students new to Stuart will be assessed for entrance into this level.

Spanish is used to communicate, formally and informally, at this level. Complex language structures and vocabulary are introduced through literature, news media, periodicals, and appropriate internet sites. Short stories are read with the goal of learning vocabulary, experiencing language patterns, and studying the realities of the cultures. Films serve as a visual introduction to current and relevant themes of the countries we study. Through collaborative interactive projects and tasks, students take control of their learning. The teacher becomes a guide as students learn to take greater responsibility for their learning. The use of technology is central to this process. Guiding critical questions, provided by the teacher, lead students to reach their goals as they become proficient in all skills.

SPANISH 4

Full-year course

Prerequisite: Successful completion of Spanish 3

Spanish is used almost exclusively at this level. The emphasis in this course is on strengthening and completing the foundation of basic grammar and language patterns. Students have opportunities for creative discussions centered around: the environment, politics, films, social issues, education, family,

and women. The exploration of all Hispanic cultures inspires students to compare them with their own realities. Students use oral and critical thinking skills to discuss cultures. Analysis of authentic literature is further developed at this level and is an integral part of this course. Students are introduced to the literary genres of Hispanic works through short stories, poetry, newspapers, magazine articles, the internet, and films. Creative and collaborative projects are encouraged and often designed by students with the teacher's guidance. At the end of the year, the teacher decides, with the student, whether AP or Spanish 5 is the most appropriate level for her.

SPANISH 5

Full-year course

Prerequisite: Open to students who have successfully completed Spanish 4 and who wish to enroll in an additional year of language. It is also a stepping-stone to AP if the student is on that track.

All skills are further developed and refined as students progress towards proficiency and mastery. The curriculum for this course is developed and implemented around the following themes: global challenges, beauty and aesthetics, identity, science and technology, and family and community. Collaborative, interactive, and critical thinking tasks support the development of all skills. Authentic Peninsular and Latin American literature is introduced. The teacher provides students with guiding questions to guide their tasks.

AP SPANISH LANGUAGE AND CULTURE

Full-year course

Prerequisites: Successful completion of either Spanish 4 or Spanish 5, or at the recommendation of the teacher.

Spanish is used for all written and oral communication. Students will work towards proficiency through activities designed to improve their aural/oral skills and reading comprehension, concentrating on the five central items of the AP Spanish Language and Culture exam. World issues and challenges, technology, contemporary life, individual identities, aesthetics, and beauty are among the themes students will explore through literature and the media. Authentic literature and other documents related to our themes are presented in their entirety. Students are required to take the AP exam.

THEOLOGY

Eight trimesters of Theology are required for graduation. The Theology Department seeks to prepare young women to be 21st-century leaders by providing a curriculum that is academically rigorous and fosters an appreciation of and respect for the diverse religious traditions of the world. Religious traditions impact not only individuals' personal and private beliefs but also inform contemporary social, political, cultural, and economic issues in substantial ways. The Theology Department is committed to educating the whole person with an expansive global perspective and an understanding of the personal and communal implications of faith, as well as the beliefs and practices of religious communities. We provide an intellectually rigorous and integrated approach to the study of religious faith and traditions, grounded in the Goals and Criteria of Sacred Heart Education. With this approach, students can explore all aspects of religion through critical theological analysis. Through this analysis, students can learn how faith can be integrated into daily life and how various religious questions and answers impact our contemporary situation. Students are required to take *Morality in the Sacred Heart Tradition*, *Characters and Themes of the Bible*, and *Jesus: Life and Mission*, as well as five other courses from the remaining options listed below.

MORALITY IN THE SACRED HEART TRADITION

Trimester course / Recommended for students in grade 9

Adolescence is a time of questioning, searching, and testing boundaries. Morality class offers students a safe environment in which to explore fundamental questions of right and wrong. Through case studies and group discussion, students use elements of Catholic teaching to evaluate real issues facing teenagers today. Through the question "What kind of person do I want to be?" students work to determine their own autonomous stance toward the world as women of faith.

CHARACTERS AND THEMES OF THE BIBLE

Trimester course / Recommended for students in grade 9

This course will provide students with a basic knowledge and appreciation of the Bible through the exploration of a select group of major characters and specific themes. Students learn the skills and techniques that are necessary for contemporary biblical interpretation and understanding. They will discover the Bible as a place of encounter with God and the source of values and actions in contemporary society. Particular attention will be given to the connection between the witness of the prophets and contemporary social justice issues. A key component of this course will be exploring the voice and concerns of women of the Bible and in contemporary scholarship.

JESUS: LIFE AND MISSION

Trimester course / Recommended for students in grade 10

This course will focus on the mystery of God's love as it is made visible and accessible in Jesus Christ. Students will study the person of Jesus of Nazareth as he is introduced in the Scriptures and understood in the unfolding tradition of the Church. Students will explore concepts such as Incarnation, Salvation, Paschal Mystery, and what it means that Jesus is the ultimate Revelation to us of God's love and God's plan. Special emphasis will be given to contemporary understandings of Jesus, especially as they connect to the concerns and insights of women. Additionally, the course will explore Jesus's connections to other religious figures and how God's love is manifest in other religions.

INTRODUCTION TO WORLD RELIGIONS

Trimester course | Recommended for students in grade 10

Look at the front pages of newspapers and magazines on the newsstand, and it is clear that our world is shaped and influenced by the various religions practiced around the world. As responsible members of the global community, we must inform ourselves about major religious traditions in a meaningful way. This course uses a seminar format to foster thoughtful, respectful learning about the major living religions of the world. Particular attention will be paid to the role and concerns of women in the leadership of contemporary religious communities and thought.

FAITH COMMUNITIES AND LEADERSHIP

Trimester course | Open to students in grades 9-12

This course will explore the origins, missions, and leadership models of different faiths around the world, with special emphasis on the Catholic tradition. Students will explore the theological and foundational dimensions of the Church with a specific focus on the role and concerns of women in the contemporary Church. Additionally, we will explore how other religious communities continue their mission today.

ENCOUNTERING THE SACRED THROUGH SYMBOL AND RITUAL

Trimester course | Open to students in grades 9-12

In this course, students will discover how the sacred is encountered in ritual actions and sacred symbols. Using a seminar format, students will explore sacramental theology and closely examine ritual to reflect on the efficacy and transformative power of sacrament as well as the place of ritual and symbol in human life. Special emphasis will be placed on the concerns and insights of contemporary women scholars into the structure, practice, power, and promise of ritual and sacraments. Additionally, students will explore the rituals of other religious traditions. This course includes discussion of the meaning and relevance of rites of passage in both secular and religious contexts. Special emphasis will be given to Catholic sacramental life.

DISCOVERING WOMEN OF FAITH

Trimester course | Open to students in grades 9-12

This trimester-long course explores the virtue of faith and the leadership qualities of various women, particularly in the Christian tradition. We study how these women embraced and lived out their faith throughout history. Students will discuss the vital question: "What does it mean to be a woman of faith in our modern world?" by exploring the writings, mystical experiences, theological developments, and witnesses of women including but not limited to: Hildegard of Bingen, Julian of Norwich, Harriet Tubman, Madeleine Sophie Barat, Edith Stein, Dorothy Day, Simone Weil, Mahalia Jackson, Fannie Lou Hamer and Flannery O'Connor.

CONTEMPORARY ETHICAL ISSUES

Trimester course | Open to students in grades 9-12

This course addresses selected ethical theories and issues in the areas of law, government, and business, and the moral implications for individuals and society. Contemporary topics will be explored to help students examine the moral dimensions of various issues. Throughout the course, the major ethical philosophies will be studied with a particular emphasis on the leadership and insights of women scholars in addressing contemporary ethical issues.

FAITH AND JUSTICE

Trimester 3 course | Required for students in grade 12

This course studies national and global justice issues, focusing on the causes and consequences of many societal problems such as poverty, hunger, homelessness, and discrimination. The emphasis will be on in-depth exploration of these issues through research, reflection, and discussion. To implement the Sacred Heart goal of “educating to a social awareness which impels to action,” each senior will participate in a week-long community service internship with a non-profit agency at the end of the trimester.

VISUAL AND PERFORMING ARTS

A full year (three trimesters) of visual and/or performing arts is required for graduation.

The Fine Arts Department offers a wide range of trimester courses across visual, media, performing, and musical arts. Students may elect courses at any time during their four years. All students are expected to complete at least one trimester of Visual/Media Arts and one trimester of Performing Arts; however, the department encourages enrollment beyond the three-trimester requirement. Students should review course offerings and prerequisites each trimester.

Courses are discipline-based and design-oriented, emphasizing skill development, creative problem-solving, cultural awareness, aesthetic understanding, and critique. Visual Arts courses explore a variety of media, while Media Arts integrates technology in Photography, Film, and Architecture. Theater courses include Acting, Directing and Design, and Technical Stage Design. The Music program offers instruction in theory, history, performance, composition, and instrumental study. Additional extracurricular arts opportunities are also available.

VISUAL ART

INTRODUCTION TO VISUAL ART: STUDIO ART AND DESIGN

Trimester course | Open to grades 9-12

Prerequisites: None

Students experiment with materials through drawing, painting, and printmaking. This is a skill-building class while encouraging individual expression. The impact of color in works of art will be discussed, as well as the myriad ways artists, artisans, and designers use color in various cultures. Students will also explore sculpture, mixed media, and installation art.

INTRODUCTION TO CERAMICS

Trimester course | Open to grades 9-12

Prerequisite: Introduction to Visual Art

Students will explore world cultures through the creation of artifacts. Each student will present a museum and research paper at the culmination of the trimester. This class may be taken only once.

ADVANCED STUDIO

Full-year course | Open to grades 10-12; may be taken multiple times

Prerequisite: Successful completion of Introduction to Visual Art

Students utilize the mastery gained in previous classes to build a body of work reflective of their interests with the guidance of the instructor. Further explorations will be done in drawing, painting, color, and design.

AP DRAWING

Full-year course | open to grades 11-12

Prerequisites: Successful completion of Advanced Studio and recommendation of the visual arts teacher

In AP Drawing, you'll use the skills you learn in the course and your own ideas to create unique works of art. Throughout the course, you'll develop an inquiry that guides artmaking through practice, experimentation, and the revision of materials, processes, and ideas, while demonstrating drawing skills through painting, drawing, sequential art, printmaking, illustration, animation, fibers, and other media. Students create a portfolio of 15 works of art throughout the year. This is a rigorous course that requires students to put in significant work outside of class and document their research, process, and ideas.

MEDIA ART AND DESIGN

INTRODUCTION TO ARCHITECTURE

Trimester course | Open to grades 9-12

Prerequisites: None

This course explores space, aesthetic understanding, and the relationship between form and function. Students examine the styles and design philosophies of influential architects and tour the Princeton University campus to study buildings by I.M. Pei, Frank Gehry, and Robert Venturi. Students also visit a local architecture studio to observe professional practice firsthand. Guest architects provide critiques of student work developed in Google SketchUp CAD software, which incorporates emerging AI tools for design exploration. The course culminates in the creation of a physical model of a "Dream Home" as a major design project.

ADVANCED ARCHITECTURE

Trimester course | Open to grades 9-12; may be taken multiple times

Prerequisite: Introduction to Architecture

Students continue developing their individual design voice through in-depth exploration of personal style. The course focuses on designing both personal and professional spaces using current design technologies and iterative critique. Emphasis is placed on refining concepts, strengthening technical skills, and articulating a clear design vision.

INTRODUCTION TO CINEMA

Trimester course | Open to grades 9-12

Prerequisites: None

This course explores the fundamentals of filmmaking through the critique of current films, short-form media, and streaming content. Students learn essential film vocabulary, storyboarding, and cinematography principles while examining a range of genres. Emphasis is placed on critical analysis, visual storytelling, and understanding how editing shapes narrative. Students produce a final short film using CapCut or Adobe Premiere Pro as the culminating project. The course also includes discussion of the growing influence of AI in film production and media.

ADVANCED CINEMA

Trimester course | Open to grades 9-12; may be taken multiple times

Prerequisite: Successful completion of Introduction to Cinematography

Students continue critical analysis of current films, short-form media, and streaming content while advancing their skills in cinematography and film direction. The course explores genre studies—including Film Noir, thrillers, and other stylistic traditions—through both discussion and production. Designed for students seeking deeper engagement with filmmaking, this advanced course builds on foundational concepts and emphasizes stronger visual storytelling and directorial voice.

INTRODUCTION TO PHOTOGRAPHY

Trimester course | Open to grades 10-12

Prerequisites: None

This course introduces the fundamentals of digital photography, including camera functions, shooting modes, and manual controls. Through hands-on assignments, students gain technical confidence as they explore the history, theory, and practice of photography. Projects include studies in framing and perspective (long shot, medium shot, close-up, and extreme close-up), “one-spot” compositions, the ten rules of composition, a 10-day image challenge, and an “Inspired by an Artist” assignment. Students also learn basic editing techniques in Adobe Lightroom and Photoshop. Emphasis is placed on understanding light as a creative subject, not just illumination. The course also includes discussion of the growing influence of AI in photography and image-making.

ADVANCED PHOTOGRAPHY

Trimester course | Open to grades 10-12; may be taken multiple times

Prerequisite: Successful completion of Introduction to Photography

Building on foundational skills, students create and analyze images in both black and white and color. The course emphasizes portraiture, lighting, and studio practice, while encouraging students to pursue self-directed projects that reflect their individual vision. Proficiency in Adobe Photoshop is expected as students explore advanced image editing and manipulation techniques, along with continued development in Adobe Lightroom. Major projects include a Photo Essay, *The News* (research and presentation-based work), and Photo Illustrations in Psychology—visual storytelling projects that explore and interpret the human condition.

THEATER

INTRODUCTION TO STAGECRAFT

Trimester course | *Open to grades 9-12*

Prerequisites: None

This course explores the history of American musical theatre while giving students hands-on experience in production design. Students create an original musical based on a book, developing costumes, sets, lighting, sound, and overall directorial vision. Designs are produced as 3D digital models and ground plan sketches using Google CAD tools, alongside an introduction to budgeting and production costs. Students present their projects in a “Shark Tank”-style critique to local professional producers and directors. The class also supports the 8th Grade Fall Play or musical as stage crew, marketing, publicity, and design contributors. A field trip to a live theatre performance rounds out the experience.

ADVANCED STAGECRAFT

Trimester course | *Open to grades 9-12; may be taken multiple times*

Prerequisite: Successful completion of Introduction to Stagecraft

This course deepens students’ understanding of stage design, with a focus on lighting, sound, and set construction. Hands-on projects and practical exercises provide insight into backstage operations and the technical elements that support live performance.

INTRODUCTION TO THEATER: ACTING AND DIRECTING

Trimester course | *Open to grades 9-12*

Prerequisites: None

This course examines the interplay between stage and film, including current Broadway productions such as *Wicked* and *Hamilton*. Students explore theatre across three pivotal eras, with an emphasis on film acting, comedic theatre, and directing. Through scene critiques and comparative analysis, students learn the distinctions between stage and screen storytelling. Each student gains hands-on experience directing a short play, while professional actors, designers, and directors provide insights on both classical and contemporary works. The course also addresses evolving technologies and AI in design and includes a field trip to a live production.

ADVANCED THEATER

Trimester course | *Open to grades 9-12; may be taken multiple times*

Prerequisite: Successful completion of Introduction to Theater

This course examines the interplay between stage and film, including current Broadway productions such as *Wicked* and *Hamilton*. Students explore theatre across three pivotal eras, with an emphasis on film acting, comedic theatre, and directing.

MUSIC

INTRODUCTION TO MUSIC THEORY

Trimester course | Open to grades 9-12

Prerequisites: None

Learn the fundamentals of reading and understanding music in this beginner-level course. Students explore rhythm, pitch, notation, expression markings, articulations, sight-singing, ear training, and basic keyboard skills. The course also includes the analysis and performance of music from the standard repertoire, as well as opportunities to compose original melodies, providing a hands-on introduction to musical literacy.

ADVANCED MUSIC THEORY

Trimester course | Open to grades 9-12

Prerequisite: Approval of the instructor and fluency on a musical instrument

This course is designed for students with prior music-reading experience who wish to deepen their understanding of music theory. Topics include major and minor scales, intervals, counterpoint, and traditional approaches to melody and harmony. Students analyze these concepts through historical music examples, exploring their role across the music history spectrum. Coursework includes composition, dictation, ear training, and sight-singing to develop both analytical and practical musicianship skills.

AP MUSIC THEORY

Full-year course | Open to grades 10-12.

Prerequisite: Demonstrated ability on an instrument and permission of the instructor

This college-level music theory course covers advanced concepts, including rhythm and meter, major and minor scales, modes, intervals, triads, counterpoint, four-part harmony, figured bass, modulations, cadences, and musical form. Students analyze major works, engage in composition and dictation, and develop skills in ear training and sight-singing. Enrollment assumes readiness to take the Advanced Placement Music Theory exam in May. Students are expected to dedicate significant time to study and assignments throughout the year, with particular focus in the spring to prepare for the AP exam.

INTRODUCTION TO MUSIC PRODUCTION

Trimester course | Open to grades 9-12

Prerequisites: None

This course introduces students to the fundamentals of digital music production through project-based learning. Using digital audio workstations, students explore songwriting, recording, and producing in an electronic medium. The course also examines the modern music industry from a business perspective, including publishing, marketing, distribution, and live performance. Students conclude the course with a field trip or a guest artist visit to gain real-world insights. No prior musical experience is required.

PERFORMING ARTS OPPORTUNITIES

Upper School students may earn a Performing Arts credit in one or more of the following co-curricular activities. These credits will be included in the overall graduation credits, but will not fulfill the mandatory Fine Arts academic credits required for graduation. These activities will be graded Pass/Fail based on specific criteria.

FALL PLAY

Trimester 1 | Open to grades 9-12

Prerequisites: None. Rehearsals are after school and on some weekends.

This production is a fully staged play or an evening of One Act. It may be a comedy or a drama, tailored to the interests of the cast. Students actively participate in the creation of the production from costumes, stage design, acting, and publicity. All students who participate receive a role in the production, either in the cast or on the crew, based on their preferences. Students actively learn collaboration, communication, and creative problem-solving while increasing their dramatic skills.

JAZZ ROCK BAND

Full year | Open to grades 9-12

Prerequisites: None

Jazz Rock Band features instrumentalists beyond the traditional orchestra, including guitar, bass, drum kit, keyboard, and percussion. The repertoire spans pop, rock, and jazz genres. The ensemble performs in Winter and Spring concerts and participates in additional performance opportunities throughout the year, giving students experience in collaborative, contemporary music-making.

ORCHESTRA

Full-year course | Open to grades 9-12

Prerequisites: Private lessons and/or experience on an orchestra or band instrument. Meets during Office Hours 3 times per cycle.

This ensemble focuses on the rehearsal and performance of classical and contemporary music suited to the group's size and ability. Students develop individual musicianship while learning to collaborate effectively as an ensemble. As a small, independent group, members contribute to selecting repertoire and participate in both Winter and Spring concerts. Each student is responsible for providing their own instrument.

TARTANTONES

Full-year course | Open to grades 9-12; meets three times per cycle

Prerequisites: None

The emphasis of this group is rehearsal and performance of high-quality choral music. Each student will develop personal musicianship, vocal skills, and a sense for working together as an ensemble. The director will choose classical and modern music for this group that is appropriate to its size and ability, while also taking repertoire suggestions from students. This choir provides opportunities to perform for peers, parents, faculty, and the general public. The Tartantones perform at Evensong, Spring Concert, Prize Day, Graduation, and other venues on and off campus. The culmination of the Tartantones' school year will be a trip to a choir competition or performance (location to be announced).

VOX UNUM

Full-year | Open to grades 9-12

Prerequisites: Successful audition, membership in Tartantones, and constant attendance at rehearsals.

Meets one evening per week from 5:30-6:15 pm and occasional lunches.

This group performs advanced choral selections for special occasions within Stuart and for the local community. Each student will develop advanced musicianship, vocal skills, and a sense for working together as an ensemble. The director will choose classical and modern music for this group that is appropriate to its size and ability, while also considering students' repertoire suggestions. This choir provides opportunities to perform for peers, parents, faculty, and the general public. Vox Unum performs at Evensong, Spring Concert, Prize Day, Graduation, and other venues on and off campus. The culmination of the Vox Unum school year will be a trip to a choir competition or performance (location to be announced).

WINTER MUSICAL

Trimester 2 | Open to grades 9-12

Prerequisites: None. Rehearsals are after school and on some weekends.

This production is a fully staged musical, complete with a Stage Director, Musical Director, Choreographer, Lighting and Sound Directors, and a professional pit band. Students may participate as cast or crew depending upon their preference. Students actively learn collaboration, communication, and creative problem-solving while increasing their musical theatre skills.

NATIONAL CENTER FOR GIRLS' LEADERSHIP AT STUART

Expansion of the leadership programs at Stuart has been made possible by the Harris B. Siegel Fund for Student Leadership, established by Patricia Costante and Stephanie Champi '12. Their generous gift was given to Stuart in gratitude for Mr. Siegel, a long-time Director of College Counseling.

LEADERSHIP ENDORSEMENT PROGRAM

WHAT IS THE LEADERSHIP ENDORSEMENT?

The National Center for Girls' Leadership within the Stuart Leadership Endorsement is a customized, personalized opportunity for each girl to leverage her unique passions and interests to develop authentic leadership skills. While each girl has the freedom to guide her own experiential learning program, she does so within a clear, organized set of experiences, scaffolded in a developmentally appropriate way. During her time as an upper school Leadership Endorsement candidate, she will not only practice leadership skills and learn more about a content area of her choosing, but she will also learn how to take a casual interest and develop it into an authentic, productive academic inquiry.

CONTENTRATION AREAS

- Arts & Humanities
- Business and Entrepreneurship
- Social Justice
- STEM

REQUIREMENTS

- 1) Two required leadership courses: Women in Leadership and Research Fundamentals
- 2) Junior Capstone Project: independent research (Portfolio Reflection)
- 3) Senior Mentorship: A connection with sophomore and junior Endorsement candidates
- 4) Service Requirement: An authentic connection and inclusion of service learning goals and the five Sacred Heart Goals and Criteria
- 5) Participation in a minimum of 3 NCGLS initiatives/events

NCGLS LEADERSHIP COURSES

WOMEN IN LEADERSHIP

Trimester course | Open to grades 9-12; required for all Leadership Endorsement candidates

Prerequisites: None

Women in Leadership is a hands-on course designed to stretch students beyond their comfort zones while exploring how their leadership styles impact others. Through activities, talks, research, projects, and reflection, students will hone the characteristics they have and develop new ones as they apply their ideas and thoughts about leadership to each lesson. Students will explore the foundation of individual social identity, the connection of the human spirit, and the collaboration needed to work for a greater purpose. Each student will ultimately better understand who she is in a broader context and learn the tangible and intangible skills necessary to lead her personal and professional life with passion, mindfulness, empathy, and courage.

RESEARCH FUNDAMENTALS

Trimester course | Required for all 10th-grade Leadership Endorsement candidates

The Research Fundamentals course prepares students for the challenges they will face during the design, data collection, and evaluation of their research project. Students will learn how to construct a hypothesis, collect valid data, handle data outliers, revise a design process, and analyze results. Laboratory work will be required in this course.

PEER LEADERSHIP

Full-year course | Open to grade 12

Prerequisites: application, interview, and selection.

This course emphasizes the development of leadership, problem-solving, and communication skills, as well as group dynamics and informed decision-making. Any student who wishes to apply to be a peer leader should sign up for the course on their course description sheet at course registration time. All students registering for this course must list an alternative. Students applying should be aware that, depending upon specific loads, taking Peer Leadership may cause scheduling difficulties. In the winter, juniors who wish to be considered will complete an interview process that includes an application form and a group problem-solving interview.

During class periods, students will receive training in leadership, problem-solving and communication skills, group dynamics, and informed decision-making. In addition to the class periods, senior peer leaders will work in pairs and co-lead discussions with small groups of freshmen once a cycle. During the second and third trimesters, time will be spent interviewing applicants, considering, and selecting the peer leaders for the following year.

COR CORDIS: HEALTH & PHYSICAL EDUCATION

Nine trimesters of Physical Education (including two trimesters of Health) are required for graduation.

COR CORDIS: HEALTH

HEALTH I

Trimester course | Required in grade 9

Prerequisites: None

This course promotes behaviors that contribute to a healthy lifestyle and improved quality of life for all students. Health I is a preparation course for the challenges and decisions students will face in high school. Health I includes several units: CPR, First Aid, Human Sexuality, and Mental and Emotional Health. Students will participate in two American Red Cross courses: Adult, Infant, and Child CPR; and Community First Aid and Safety. During these units, students will work towards earning their Red Cross certification. "Healthy relationships, human sexuality, and mental health are integrated, resulting in a unit that includes topics such as self-advocacy, communication skills, self-compassion, sexual assault, substance use and abuse, along with how and when to seek resources and assistance. The Sexuality unit also covers female and male reproductive systems, sexually transmitted infections, and an introduction to contraception with an emphasis on abstinence.

HEALTH II

Trimester course | Required in grade 11

This is a trimester course developed to promote behaviors that contribute to a healthy lifestyle and improved quality of life for all students. Health II is a preparation course for the challenges and decisions students will face throughout high school, college, and beyond. Health II focuses on life-long self-care and includes several mini-units: Personal Wellness (including Fitness, Nutrition, Personal Safety, and Stress Management), Substance Abuse, Mental and Emotional Health, and Human Sexuality. The course builds upon previously studied topics from Health I and also introduces the following topics: fetal development, healthy pregnancy, breast self-examination, skin cancer awareness, healthy relationships, dating violence, sexual assault, and sexual harassment. This course strives to be an agency for seeking and maintaining overall emotional, mental, and physical health and wellness. The concepts of self-advocacy and self-awareness are stressed, and students are asked to explore and clarify their own attitudes and values on health and wellness.

CPR/AED FOR PROFESSIONAL RESCUERS

Trimester course | Open to grades 9-12

Prerequisites: None

The CPR/AED for Professional Rescuers (CPRO) program trains professional-level rescuers to respond to breathing and cardiac emergencies in adults, children, and infants until more advanced medical personnel take over. This course has been recently updated to current International Liaison Committee on Resuscitation (ILCOR) guidelines, including the American Red Cross Aquatic Guidelines and Best Practices. The Aquatic Guidelines and Best Practices are based on scientific evidence evaluations and guideline reviews overseen by the American Red Cross Scientific Advisory Council.

The term professional rescuer refers to those with a duty to act. These professions include EMS professionals, nurses, physicians, CNAs, and other healthcare and public safety personnel, as well as those in the athletic training and recreation fields, including lifeguards. Through these courses, we keep you up to date on the latest techniques so you can maintain certifications and deliver the best possible care in an emergency. Course content includes knowledge and skills for providing emergency care for adults, children, and infants in:

- Rapid Assessment
- Giving Ventilations using a resuscitation mask
- Using a Bag-Valve-Mask Resuscitator (two rescuers)
- CPR and AED (single-rescuer, two-rescuer, and multiple-rescuer team response with 4 rescuers)
- Obstructed Airway Care (responsive and unresponsive)

COR CORDIS: PHYSICAL EDUCATION

PERSONAL FITNESS

Trimester course | Open to grades 9-12

Prerequisites: None

Each trimester-long workout course will help students maintain and/or improve the quality of their lives through fitness, encourage the instillation of lifelong fitness, and explore the overall mental, emotional, and physical benefits of exercise. Students will apply the knowledge they have learned to develop personal goals and fitness plans tailored to their lifestyles. Students will gain a general knowledge of human anatomy necessary for proper form in various exercise techniques and personal exercise styles. Students will work on the components of physical fitness: aerobic capacity (endurance), strength, and flexibility. To meet her personal goals, the student will work in the weight room, using weight-lifting and cardiovascular equipment. Students are also encouraged to use outside fitness resources, watch fitness videos, and engage in recreational activities. Required four times a cycle.

WINTER MUSICAL: JAZZ DANCE

Trimester 2 | Open to grades 9-12

Prerequisite: Must be concurrently a cast member of the Winter Musical

This PE credit is given to cast members in the Winter Musical. The cast will learn dances for a specific Musical. This may include jazz, tap, or musical theatre dance.

INDEPENDENT PHYSICAL EDUCATION

Trimester course | Open to grades 9-12

Prerequisites: review and acceptance of formal application

A student at an advanced or competitive level in an activity not offered at Stuart may pursue it independently. If the following conditions are met, the student may enter into a pass-fail contract for the activity and receive physical education credit. The conditions of this program must be met in full for a student to receive approval to participate and to receive credit:

1. Students must submit a written request to participate in independent physical education. This request should state the activity the student is interested in and why, as well as where and with whom she expects to participate. The forms for this request are available from the Physical Education Office.

2. The course must be a physical activity.
3. The course must be supervised by a coach/instructor at all times.
4. The course instructor must agree to the contract terms in writing.
5. The course must meet three or more times a week for a minimum of 460 minutes.
(8 hours per week)
6. The course must begin at the start of a trimester and conclude at the end of the trimester or continue through the second and even the third trimester.
7. Only one activity will be considered in a trimester – no combinations are permitted.
8. A student will enter into a contract for an independent physical education activity, and the contract will be signed by the outside coach, the chair of the Physical Education Department, and the parent.
9. The contract and a time sheet of hours are to be turned in weekly.
10. Participants must sign the athletic contract, and all rules apply.

STUART SPORTS POLICY

Participation in a sports team fulfills the physical education requirement for that trimester. Stuart's interscholastic athletic program develops strong women athletes who are physically, mentally, and emotionally prepared to contribute to their team and to society. Our athletic program provides girls with vital lessons in leadership, cooperation, teamwork, safety, and sportsmanship, enhancing the overall academic experience and teaching critical life skills.

Students must realize that when they participate in a team sport, they are representing their school. If a varsity or junior varsity player violates school rules in connection with her sport, whether at home or away, she will face action by either the Judiciary or the Disciplinary Committee. Possible penalties include forfeiting participation in a given number of games, suspension from the team, and loss of sports awards and recognition as a team member. Students may also be disqualified from fulfilling their physical education requirement in that trimester, as well as face other penalties that may be imposed through the school disciplinary process.

TRIMESTER 1

Cross Country
Field Hockey
Tennis
Volleyball

TRIMESTER 2

Basketball
Indoor Track

TRIMESTER 3

Golf
Lacrosse
Track and Field

TEAM SPORTS POLICY

All team sports require students to try out for a place on the team and to attend all practices, team sessions, and games during the season. Team participation will require about two hours each day. There will be Saturday games, practices, and weekend trips. Team members must plan to attend any practices held during Stuart vacations, such as fall sports preseason practices two weeks before the first day of school, basketball practices during the Thanksgiving and Christmas breaks, and lacrosse and track & field practices during spring break. If a student decides not to attend preseason, she will automatically be placed on the junior varsity team in her particular sport. Under extenuating circumstances, the Athletic Director and Head of Upper School would allow a student to fulfill her requirement on a JV level team in her senior year.

A student who is too ill to attend academic classes is assumed to be too ill to participate in team sports on the same day. A student who is in school must be at practice.

PROCEDURES FOR PARTICIPATION IN TEAM SPORTS

If Stuart Upper School students try out for and make an athletic team, they may use the team practices and games to fulfill the physical education requirement. Coaches will select team members based on their performance at practices from the beginning of the season. Individual coaches will make these judgments in accordance with their coaching methods and the team's needs. Coaches can make changes to teams throughout the season.

Team members are expected to know and uphold the requirements of the athletic program, as detailed in the Student and Parent Handbook and Athletic Contract, which are available on the Upper School Information Page. Failure to comply with the contract terms may result in a failing grade.

Stuart Country Day School of the Sacred Heart

A student who is cut, dismissed from, or voluntarily drops a team is ineligible to participate in any other sport during that season unless she is given prior approval by the Athletic Director and/or the Head of Upper School. A student must fill out an add/drop slip to make this change. Coaches will notify the Head of Upper School when this happens. Extraordinary circumstances will be judged on an individual basis. A student should note that the team is considered her class; all rules pertaining to class attendance and tardiness apply.

The New Jersey State Interscholastic Athletic Association requires that students attend a minimum of 6 practice days before participating in an official school game or scrimmage. Preseason (summer) for fall sports, and vacation (Thanksgiving and Christmas, or Spring Break) practices, are especially important in preparing a player physically and emotionally for competition as part of a team; these elements of the team experience are difficult to make up.

Any students trying out for a team sport must have a yearly physical examination, baseline concussion test, and an emergency medical release form. No student will be permitted to practice or play unless she has these forms prior to participation. Physical examination forms are available on the Stuart Athletics website.

SPECIAL PROGRAMS

9TH GRADE: FOUNDATION

PEER GROUP

Full-year course | Required for students in grade 9

Meets once per cycle, during office hours and lunch

Peer Group is designed to ease the transition from middle school to upper school. Through thought-provoking discussions and engaging activities facilitated by senior peer leaders, Peer Group offers a safe and welcoming space for students to learn more about themselves, each other, their communities, and society. This supportive, educational, and community-building program covers a range of topics, including goal-setting, health & wellness, academics, friendship, diversity, and current events. Parents and guardians can meet their child's peer leaders at Stuart's annual fall event, Peer Group Parent/Guardian Night.

COR CORDIS 9: AGENCY

Trimester course | Required for students in grade 9

Prerequisites: None

Agency will introduce skills needed for success in upper school and beyond. This course helps ninth graders build their spiritual core, strengthen their inner selves, achieve academic success, and develop their leadership skills—all to build agency. The greater a student's sense of agency, the more engaged she can be at Stuart. Research shows that engagement in school (academically, extracurricularly, and socially) is connected to well-being, and the more engaged a student is, the more fulfilled she will be. *Cor Cordis 9: Agency* will build self-efficacy, a sense of belonging at Stuart, and a deeper connection to our Sacred Heart community.

COR CORDIS 9: PURPOSE

Trimester course | Required for students in grade 9

Prerequisites: None

Purpose is designed to help students better understand themselves and chart a meaningful path through their upper school years. Using Gallup's CliftonStrengths assessment, students identify their unique talents and explore how these strengths connect to their values and decision-making. Through guided reflection and discussion, they develop a deeper sense of confidence and direction. Students then apply this insight to set a significant personal goal for the year, completing a Leap Kit to outline actionable steps. Drawing on principles from *The Four Agreements*, the course equips students with practical language and mindset tools for growth, resilience, and intentional living.

10TH & 11TH GRADE: SACRED HEART ACADEMIC EXCHANGE

SHAEP (SACRED HEART ACADEMIC EXCHANGE PROGRAM)

Open to students in grades 10-11

Sacred Heart Academic Exchange Program (SHAEP) is an important feature of the Upper School curriculum. Exchanges are opportunities for students to broaden their horizons academically, socially, and culturally by sharing the lives of other Sacred Heart students from around the world. To further our commitment to building personal growth in an atmosphere of wise freedom and to advance the global Sacred Heart mission, Stuart faculty have designed SHAEP as part of the grade 10 curriculum. SHAEP is a unique academic immersion program. Stuart sophomores will attend classes for two weeks at other schools in the Sacred Heart Network internationally. Students follow regular classes, as in their home school, and may be involved in special programs or activities. They will live with another Sacred Heart family or board at a Sacred Heart boarding school and have the opportunity to host a visiting Sacred Heart exchange student from the other school. Since it is a reciprocal exchange, costs are minimal. We hope that this program inspires students to become increasingly active, informed, and responsible members of our international community.

11TH & 12TH GRADE: COLLEGE COUNSELING

JUNIOR YEAR

During junior year, the focus of the College Counseling program is on exploring both colleges and the self. Students are encouraged to use their critical thinking, investigative, and research skills to look beyond the hype and marketing of the college process and identify the colleges and universities that are the right fit for their needs, ambitions, and future goals.

While Upper School students and families are welcome to meet with College Counseling at any point, the college process begins formally in November of junior year with a kickoff program for students and their parents/guardians. Students then schedule their first official meeting with College Counseling in January. This is followed by one-on-one conversations with students and parents as needed. From January through May, all juniors attend a once-per-cycle College Seminar during Flex, where purposeful lessons give them a solid understanding of the college search and application process, all while they discover their personal stories. Topics include:

- Beginning your college search and determine best fit
- Using skills and interests to explore potential majors and careers
- Building a balanced college list
- Understanding the components of college applications and how they are reviewed
- Completing activities lists and the Common Application
- Learning best practices for interviews and speaking with college admission representatives
- Deciding how you want to share your story with colleges through essays

SUMMER BEFORE SENIOR YEAR

An application boot camp is offered the week after Commencement, during which rising seniors will receive guidance from College Counseling and current college admissions officers on their applications and essays. Students will complete their Common Application, learn how to craft a meaningful college essay that best represents who they are, and cover topics such as interviews and supplemental essays to

best position them for success in the fall of senior year. Throughout the summer, College Counseling is available to help students with any college-related questions.

SENIOR YEAR

Senior year focuses on a calm, consistent approach to the application process, with small deadlines along the way. Throughout the fall, seniors take stock, review, and receive feedback on their application work and essays, and continue to develop their college lists. Seniors typically meet with College Counseling once per cycle to ensure they are comfortable and confident with their college applications, choices, and overall strategy. To encourage continued exploration, final college lists are not due until December of senior year. Support continues throughout senior year as students navigate scholarships, admissions offers, financial aid packages, and more.

ADDITIONAL OPPORTUNITIES

PRINCETON UNIVERSITY COURSES

Princeton University allows local high school juniors and seniors to apply to take classes in mathematics, biology, physics, chemistry, world languages, and music if they have exhausted all courses at Stuart in that subject, received no grade below an A- in those courses, and have an overall GPA above 3.5. Additionally, the student must take the AP exam and achieve a minimum score determined by the University. Students must be recommended by the subject teacher and consult the Director of College Counseling.

SERVICE LEARNING

Each Upper School student will participate in a minimum of 4 service learning experiences each grade year, for a total of 16 during her Upper School career. The Upper School Service Learning Requirement will emphasize Sacred Heart Goal 4, “the building of community as a Christian Value.” Stuart students are members of several communities. They are members of their Stuart Community, their local community, their national community, and the global community. As such, a Sacred Heart student must learn to build and serve each of her communities. This results in annual required experiences in each of the four categories:

- Service to her Stuart Community
- Service to her Local Community
- Service to her National Community
- Service to her Global Community

APPENDIX

CLASS OF 2030 9th Grade Course Registration Checklist

Required:

- English 9: Journeys and Transformations
- History 9: Crossroads of Civilizations
- World Language (by placement test and/or recommendation)
- Science (Biology)
- Math (by final exam performance and/or recommendation)
- Theology: Morality in the Sacred Heart Tradition
- Theology: Characters and Themes of the Bible
- Cor Cordis 9: Health I
- Cor Cordis 9: Agency
- Cor Cordis 9: Purpose
- Peer Group
- P.E./Sports (at least 2 credits per academic year)

Elective Options:

- Fine arts (2 credits recommended)
- Computer Science: Intro to Python or Intro to Artificial Intelligence)
- TartanTones
- Fall Play/Winter Musical
- Women in Leadership

Other:

- Student is on track with graduation requirements.
- Student has five full-year courses and no more than 8 courses in a given trimester.

CLASS OF 2029 10th Grade Course Registration Checklist

Required:

- English 10: Journeys and Transformations
- History 10: Crossroads of Civilizations
- Science (Chemistry or Honors Chemistry)
- Math (prerequisites met and/or teacher recommendation)
- World Language (prerequisites met and/or teacher recommendation)
- Jesus: Life and Mission
- Intro. to World Religions
- P.E./Sports (at least 2 credits recommended)

Additional Courses/Elective Options:

- Arts
- Computer Science
- Research Fundamentals (for Leadership Endorsement candidates)
- TartanTones
- Fall Play/Winter Musical

Other:

- Student is on track with graduation requirements. (Check Arts, Computer Science, and Health/PE requirements. Make sure the student has taken Health 1)
- Student has five full-year courses, two required Theology courses, and other electives, carrying a course load of 7-8 classes per trimester.
- If applicable, the student is on track with Leadership Endorsement requirements.

CLASS OF 2028 11th Grade Course Registration Checklist

Required:

- American Literature, Honors American Literature, or Honors English Seminar
- Modern US History or AP US History
- Science (by placement test and/or recommendation) (note that Physics is required for graduation)
- Math (by placement test and/or recommendation)
- World Language (by placement test and/or recommendation)
- Encountering the Sacred Through Symbol and Ritual (recommended)
- Faith Communities and Leadership (recommended)
- Health 2
- P.E./Sports (at least 2 credits recommended)

Additional Courses/Elective Options:

- Arts
- Computer Science
- TartanTones
- Fall Play/Winter Musical

Other:

- Student is on track with graduation requirements. (Check Arts, Computer Science, and Health/PE requirements)
- Student is requesting at least five full-year courses, two required Theology courses, and electives.
- Student is taking no more than 3 AP courses
- If applicable, the student is on track with Leadership Endorsement Requirements.

CLASS OF 2027 12th Grade Course Registration Checklist

Required Courses:

- American Literature, Honors English Seminar, or AP Literature
- Math (by placement test and/or recommendation)
- Contemporary Ethical Issues (recommended)
- Faith and Justice

Additional Courses/Elective Options:

- Science (by placement test and/or recommendation)
- World Language (by placement test and/or recommendation)
- History
- English
- Arts
- P.E./Sports
- Computer Science
- Peer Leadership
- TartanTones
- Fall Play/Winter Musical
- Leadership Endorsement (if applicable)

Other:

- Student is on track with graduation requirements. (Make sure student has taken Health 2 and is on track with PE, Arts, and Computer Science requirements.)
- Student has five full-year courses, two required Theology courses, and electives.
- Student has no more than 3 AP courses (4 is permissible if unavoidable)
- If applicable, the student is on track with Leadership Endorsement requirements.