

# Lauralton Hall

Connecticut's First Catholic College-Prep School for Girls

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2018 – 2019

Course Offerings

**ART DEPARTMENT**  
**Course Descriptions 2018-2019**

After a student completes her first required nonacademic credit in Fine Arts (Visual Arts or Music), she may elect to take future Fine Arts courses for either academic or nonacademic credit. If a student selects academic credit for the course, that course will be included in her weighted GPA as a College Prep course. A student may take this course to complete her required 6 academic courses per semester or she may include it as a 7<sup>th</sup> academic course since there will be minimal outside preparation (homework, projects, studying for tests) needed for the Fine Arts course.

**(39112 – na ) Studio Art 1** **Semester** **.5 Credit**  
This course is an introduction to art concepts through a variety of media and projects offered to those students who have an interest in pursuing the Visual Arts.

**(39122 – na / 3122 - a) Studio Art 2** **Semester** **.5 Credit**  
*(Prerequisite: Studio Art 1 or Fundamentals of Art 1 and 2)*  
Studio Art 2 is a complete exploration of drawing. Students use pencil and pen in creating projects with a focus on realism, such as still life, portraiture, figure drawing and landscape.

**(3100 – na / 310 - a) Graphic Design** **Semester** **.5 Credit**  
*(Prerequisite: Studio Art 1 or Fundamentals of Art 1 and 2)* *Open to sophomores, juniors and seniors.*  
Adobe Photoshop is used in creating original and innovative artwork while challenging the student in visual problem solving with a focus on creating strong design.

**(3902 – na / 302 – a ) Ceramics** **Semester** **.5 Credit**  
*(Prerequisite: Studio Art 1 or Fundamentals of Art 1 and 2)* *Open to juniors and seniors.*  
This course necessitates a grasp of form in the third dimension. Students learn specific methods and processes of sculpture as the work with clay.

**(3942 – na / 342 – a ) Illustration** **Semester** **.5 Credit**  
*(Prerequisite: Studio Art 1 or Fundamentals of Art 1 and 2)* *Open to juniors and seniors.*  
Examining the process of general illustration, students learn about character design, story development and imagery rendering. Concepts explored include manga and cartooning in a variety of media.

**(39132 – na / 3132 - a) Studio Art 3** **Semester** **.5 Credit**  
*(Prerequisite: Studio Art 1 and 2 or Fundamentals of Art 1 and 2 and Drawing)*  
This course is an introduction to painting. Projects will include realistic work as well as illustrative styles using materials such as watercolor, gouache and acrylic.

**(39142 – na / 3142 – a ) Studio Art 4** **Semester** **.5 Credit**  
*(Prerequisite: Studio Art 1, 2 and 3 or Fundamentals of Art, Drawing and Painting)*  
Students have the opportunity to use developed drawing and painting skills to create expressive mixed media pieces focusing on creativity.

**(3972 – na / 372 - a) Portfolio Prep**

**Semester**

**.5 Credit**

*(Prerequisite: Studio Art 1, 2 and one art course or Fundamentals of Art and one art course)*

*Open to juniors and seniors.*

Intended for students making a portfolio for college submission and/or students who have a strong interest in art. Projects focus on realistic renderings while considering individual needs of the student. Photographing work, art careers and applying to art school will be discussed.

**(3908 – na /308 – a Senior Art Workshop**

**Semester**

**.5 Credit**

*(Prerequisite: Studio Art 1, 2 plus two art courses or Fundamentals of Art plus two art courses)*

*Open to seniors.*

The concentrated instruction in this course is designed to assist the art student intending to pursue further art studies. Students learn to resolve advanced art problems in all related art divisions of study and to create varied, individualized, sophisticated works.

***BUSINESS DEPARTMENT***  
***Course Descriptions 2018-2019***

**(638) Introduction to Business (CP1)**

**Year**

**1 Credit**

*Open to juniors and seniors.*

In this course students survey the operation of business in our free enterprise system. Topics covered include the economy, owning and operating a business, marketing, human resource management, financial and technological management, consumerism and business ethics.

**ENGLISH DEPARTMENT**  
**Course Descriptions 2018-2019**

The English Department requires that all students take four credits of English. The normal sequence includes English 1, English 2, English 3, and English 4. Advanced Placement options may replace English 3 and English 4 for qualified students.

**Students must have a minimum final average of A (93) to move from CP1 to Honors. To remain in an Honors level course, students must maintain at least a C+ (77) average.**

**(111) English 1 Honors - Language and Literary Genres**

**Year 1 Credit**

Freshman Honors students examine a variety of literature including the Victorian novels *Great Expectations*, which is the summer reading, and *Jane Eyre*, which students read the first quarter. This tandem reading unit addresses the intertextuality of these two novels of orphans who must overcome great obstacles. After four tests that include five-paragraph essays, the *Jane Eyre* unit culminates in an analytical essay that explores the significance of the use of allusions in the novel and a student-generated game based partially on the novel and partially on one aspect of Victorian life. In addition, the Shakespearean drama *The Tragedy of Romeo and Juliet*, short stories which include Poe's "The Cask of Amontillado," and poetry all delve into the question of what it means to be human. At this level, students spend time relating literary themes and motifs to their own lives as well as to the contemporary world to better recognize that literature has varied "real world applications." They also learn literary techniques employed in each genre. Analysis through in-class discussion, writing, and technology helps hone critical thinking skills. Moreover, writing is emphasized throughout the year. Honor students generate thesis statements that they develop into full-length essays. In all writing assignments, students learn critical writing skills such as: how to extrapolate material to form original ideas from research, to use both direct and indirect quotes, to properly cite material, and to format a Works Cited page using MLA formatting style. Students review basic grammar to improve usage in speaking and writing, and consider vocabulary in context from works covered. Honors classes are student-centered in a variety of ways that evolve each year; debates, skits, dramatic readings, student-generated games and contests, Socratic seminars, and technology enhance content. Students develop leadership skills by directing the class through smaller assignments such as homework, worksheets, handouts, as well as larger ones such as in-depth discussions of literature.

**(112) English 1 (CP1) - Language and the Elements of Literature**

**Year**

**1 Credit**

Freshman college prep students explore a multitude of genres including the short story, the novel, the play, and poetry. Students work independently and collaboratively to recognize literary techniques utilized in each. Analysis through discussion, writing, and technology enhances critical thinking skills. Students study grammar including the parts of speech, sentences patterns, and usage to improve their oral and written skills. After examining different parts and qualities of an excellent paragraph, students craft full-length analysis essays. Students also learn how to research, how to use direct quotes, how to cite material, and how to format a Works Cited page. Students broaden their active vocabulary through selected exercises. Major works examined in this course are *The Tragedy of Romeo and Juliet*, "The Cask of Amontillado," and *The House on Mango Street*. The summer reading assignment is the contemporary novel, *Before We Were Free*.

**(121) English 2 Honors - Sophocles to Shakespeare**

**Year**

**1 Credit**

*(Prerequisite: English 111-English 1 Honors)*

Come journey through the world of myth as we embark on a study of the archetypal hero and examine the ever-evolving role a hero plays in society. Students begin coursework with an overview of Greek mythology and examine the various characteristics of the heroic pattern. Students at this level read Homer's *Odyssey*—in its entirety—and write a comprehensive literary analysis paper examining various

critical aspects of the heroic quest. Additionally, students will study ancient Greek drama and the emergence of the tragic hero in Sophocles' *Oedipus*. In the spring, students will closely study the Shakespearean comedy, *A Midsummer Night's Dream*, and end the year with a look at a contemporary tragic hero in a critical analysis of F. Scott Fitzgerald's *The Great Gatsby*. Overall, this coursework is designed to create a student appreciation for literature and language, while instilling the foundation for future writing, research, and critical thinking endeavors. Through student-initiated projects and technology, students will become more proficient with grammar, elevated syntax, interpretive and analytical writing, vocabulary, and independent discovery. Summer reading assignments include Doyle's classic *Hound of the Baskervilles*, and the modern novel, *The Guernsey Literary Potato Peel Society*.

**(122) English 2 (CP1) - The Hero's Journey**

**Year**

**1 Credit**

*(Prerequisite: English 112—English 2 CP1)*

This course takes students along on the hero's journey, as we read adventures from Shakespeare (*A Midsummer Night's Dream*), classical mythology (the *Odyssey*), Arthurian legend (*Idylls of the King*), and contemporary novels (*The Secret Life of Bees*) for their literary significance and cultural insight. Students review their knowledge and understanding of literary elements from the summer reading (*Dinner at the Homesick Restaurant*) and build and demonstrate their skills through discussion, quizzes and tests, presentations, and projects. Emphasis is on the craft of writing, including principles of grammar, usage, and mechanics, sentence structure, vocabulary, and application of skills to essays of literary analysis.

**(1501) English Language and Composition Advanced Placement**

**Year**

**1 Credit**

*(Prerequisite: English 121-English 2H with a minimum final average of a B+/87)*

This college-level course taught to juniors, focuses on the four modes of discourse—exposition, argument, narration, and description—and closely analyzes a wide variety of American authors within an historical framework, examining the reciprocal relationship between critical reading and fluent writing. Classwork is rigorous and demanding and students, on average, compose more than 30 individual written works, including arguments, rhetorical analyses, and timed synthesis essays. The course stresses inferential skills, careful analysis of literary techniques, and critical thinking and writing. Emphasis is placed on the writing process, with each student producing an average of 250 pages of written work, including outlines, original drafts, revised drafts, and final compositions. By exploring the structure and stylistic conventions of a range of nonfiction essays, students examine the nuances of diction, syntax, tone, imagery, and organizational patterns. In Socratic-styled seminars, faculty lectures, and group presentations, we focus on the genre of nonfiction from the American Puritan period through contemporary essayists like Annie Dillard, Chet Raymo, David Sedaris, Anna Quindlen, Bill Bryson, Judy Brady, Russell Baker, George Orwell, Virginia Woolf, and E.B. White, among others. Coursework begins with an extensive summer assignment. Introductory reads of Maxine Hong Kingston's *The Woman Warrior: A Girlhood among Ghosts* and Eudora Welty's "One Writer's Beginnings," allow for critical annotation and in-depth rhetorical analysis papers. Students also practice AP-style multiple choice and timed, free response essay questions in preparation for the national exam. Students are required to take the Advanced Placement examination in the spring.

**(131) English 3 Honors - The American Experience**

**Year**

**1 Credit**

*(Prerequisite: English 121—English 2 H)*

This course is a chronological survey of American literature that situates texts within major movements and time periods. The course pays particular attention to female authors and characters. After writing an essay on the summer reading, Edith Wharton's *Ethan Frome* and *Summer*, students will study the Puritans, the rationalists, the romantics, the realists and the modernists. Major texts include *The Scarlet Letter*, *The House of Mirth*, *The Sun Also Rises* and the poems of Emily Dickinson. Students will also read criticism and learn how to interpret literature through various critical lenses. The primary form of writing will be analytical essays, both long and short, that encourage close reading and occasionally the high-level skill of considering not only what a text means but also how it creates that meaning. Students should expect to write both an in-class and out-of-class essay each quarter, and during the third quarter, they will write a four-to-five page essay on *The House of Mirth*.



opportunities throughout the year to develop and synthesize their understanding of literature, its historical context, and its relevance in today's world. Students will continue to hone their writing skills as they write various pieces of literary analysis and develop and craft a literary analysis paper on Mary Shelley's *Frankenstein*.

**(1461) Bestsellers 1 Honors**

**Semester .5 Credit**

*(Prerequisite: English 121 or English 131)*

*Open to juniors and seniors.*

This elective is designed for young women who not only love to read but who wish to analyze both life and literature through novel study.

For this elective seminar, we have chosen two contemporary fictional novels from the NY Times Bestseller list and one classic "bestseller" that in its time, and extending to modern day, has proven an important exploration of human behavior, choices, and the promise and frustration of dreams. The "Bestsellers" seminar is a combination of project-based learning and a discussion-based book club, conducted in the Socratic Method. All students will read *Bel Canto* by Ann Patchett, *The Underground Railroad* by Colson Whitehead, and *A Room with a View* by E. M. Forster. Honors students will complete an additional read of Gustave Flaubert's *Madame Bovary* and prepare an analysis paper that explores the depth and conflicts of the female psyche as the title character struggles to rectify her dreams of romantic fulfillment with the reality of her provincial life.

Students electing this course must consider that there is a nightly reading assignment, and class discussion is a core component of the semester grade. Projects for each assignment explore real-world issues. Creativity, imagination, and an inherent love of reading are informal prerequisites!

**(146)Bestsellers 1 (CP1)**

**Semester .5 Credit**

*(Prerequisite: English 122 or English 132)*

*Open to juniors and seniors.*

This elective is designed for young women who not only love to read but who wish to analyze both life and literature through novel study.

For this elective seminar, we have chosen two contemporary fictional novels from the NY Times Bestseller list and one classic "bestseller" that in its time, and extending to modern day, has proven an important exploration of human behavior, choices, and the promise and frustration of dreams. The "Bestsellers" seminar is a combination of project-based learning and a discussion-based book club, conducted in the Socratic Method. All students will read *Bel Canto* by Ann Patchett, *The Underground Railroad* by Colson Whitehead, and *A Room with a View* by E. M. Forster. Students electing this course must consider that there is a nightly reading assignment, and class discussion is a core component of the semester grade. Projects for each assignment explore real-world issues. Creativity, imagination, and an inherent love of reading are informal prerequisites!

**(1471) Bestsellers 2 Honors**

**Semester .5 Credit**

*(Prerequisite: English 121 or English 131)*

*Open to juniors and seniors.*

This elective is designed for young women who not only love to read but who wish to analyze both life and literature through novel study.

For this elective seminar, we have chosen two contemporary fictional novels from the NY Times Bestseller list and one classic "bestseller" that in its time, and extending to modern day, has proven an important exploration of human behavior, choices, and the promise and frustration of dreams. The "Bestsellers" seminar is a combination of project-based learning and a discussion-based book club, conducted in the Socratic Method. All students will read *A Thousand Splendid Suns* by Khaled Hosseini, *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie, and Thomas Hardy's *Far From the Madding Crowd*. Honors students will complete an additional read of Zora Neale Hurston's *Their Eyes Were Watching God* and prepare an analysis paper that explores the conflicted journey of Janie Crawford as she navigates harsh judgements made on the front porches of a small Southern town.

Students electing this course need to consider that there is a nightly reading assignment, and class

discussion is a core component of the grade. Projects for each assignment explore real-world issues. Creativity, imagination, and an inherent love of reading are informal prerequisites!

**(147) Bestsellers 2 (CP1)**

**Semester .5 Credit**

*(Prerequisite: English 122 or English 132)*

*Open to juniors and seniors.*

This elective is designed for young women who not only love to read but who wish to analyze both life and literature through novel study.

For this elective seminar, we have chosen two contemporary fictional novels from the NY Times Bestseller list and one classic “bestseller” that in its time, and extending to modern day, has proven an important exploration of human behavior, choices, and the promise and frustration of dreams. The “Bestsellers” seminar is a combination of project-based learning and a discussion-based book club, conducted in the Socratic Method. All students will read *A Thousand Splendid Suns* by Khaled Hosseini, *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie, and Thomas Hardy’s *Far From the Madding Crowd*. Students electing this course need to consider that there is a nightly reading assignment, and class discussion is a core component of the grade. Projects for each assignment explore real-world issues. Creativity, imagination, and an inherent love of reading are informal prerequisites!

**HISTORY DEPARTMENT**  
**Course Descriptions 2018-2019**

The History Department requires that each student take 3 credits on the high school level. Required courses include World History, Modern World History, U.S. Government and U.S. History.

**Students must have a minimum final average of A (93) to move from CP1 to Honors. To remain in an Honors level course, students must maintain at least a C+ (77) average.**

**(211) World History Honors**

**Year**

**1 Credit**

This survey course traces civilization in traditional Western societies as well as the Middle East, China, Japan, and India, from the 15<sup>th</sup> to the mid-19<sup>th</sup> Century. Topics include feudalism, the Crusades, Muhammad and the Islamic Empire, Chinese Dynastic rule, Indus River Valley, Renaissance and Reformation, Age of Exploration, Absolutism in Europe, the Enlightenment, French Revolution, Napoleon and the Congress of Vienna, and the European Industrial Revolution. Particular attention is paid to the importance, development, and impact of religion in the various areas of study including Christianity, Judaism, Islam, Hinduism, and Buddhism. Skills in note-taking, outlining, essay writing, and primary source analysis will be developed and reinforced. Students will create an Annotated Bibliography during the third and fourth marking periods. Students will also learn to evaluate the reliability of internet resources during the research process. In addition to unit examinations, the course utilizes Infographics, student debate, oral and multi-media presentations, simulations, blogs, DBQ's, dramatic readings, creative writing assignments, and author visits.

**(212) World History (CP1)**

**Year**

**1 Credit**

This survey course traces civilization in western European societies as well as the Middle East and Asia, from the 15<sup>th</sup> through the mid-19<sup>th</sup> Century. Students explore the effects of political, social, economic and religious events from various historical periods, including the Middle Ages, Islamic Empire, Japanese feudalism, Chinese Dynasties, Mongol invasions and conquests that spanned the Asian continent, the influence of the Renaissance and Reformation, European Monarchies, the French Revolution, and the Industrial Revolution. Skill development in note-taking, outlining, test taking, and geography and mapping are emphasized and reinforced throughout each unit, with a strong emphasis on essay writing. Students also learn how to analyze primary and secondary source documents. Special attention is paid to the identification of credible internet sources and the development of computer research skills.

**(241) Modern World History Honors**

**Semester**

**.5 Credit**

*(Prerequisite: History 211- World History H)*

This course is a survey of 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Century forces of globalization on traditional Western and non-Western societies. Students examine the international impact and influence that the Industrial Revolution, Western Imperialism, WWI, Communist Revolutions, Interwar Years, WWII, Decolonization, Cold War, and the European Union has on the continuous geopolitical and religious struggles among Europe, Asia, Africa, and the Middle East. In conjunction with the unit on WWI, students read *All Quiet on the Western Front*. Essay writing, collaborative note-taking, internet research gathering skills with a focus on credible sources, solution based projects, debating, geography skills and analysis of primary sources are emphasized.

**(242) Modern World History (CP1) Semester .5 Credit**

*(Prerequisite: History 211-World History H or History 212 – World History CP1)*

This course is a survey of 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Century forces of globalization on traditional Western and non-Western societies. Students examine the impact and influence of Western Imperialism on Africa and China. In conjunction with the unit on WWI, students read *All Quiet on the Western Front*. Students then study Karl Marx and the *Communist Manifesto*, and the Communist Revolutions. This is followed by the Interwar Years, the communist and fascist dictators and WWII. Essay writing, note-taking, research for solution based projects, geography skills and analysis of primary sources are emphasized. Special attention is paid to the development of Internet information gathering skills with a particular focus on the identification of credible sources.

**(2221) United States Government Honors Semester .5 Credit**

*(Prerequisite: History 211-World History H)*

This course provides students with an introduction to the development of the American government focusing on the executive, legislative, and judicial branches and examines the United States' legal system and constitutional history with special emphasis on the application of the Bill of Rights in recent years. Mock trials and historic Supreme Court decisions will be used to develop an in-depth understanding of the historical background and present-day constitutional controversy over such topics as free speech, censorship, affirmative action, and the rights of the accused. Students continue to refine essay writing skills, internet research gathering with a focus on credible primary sources, debating, and collaborative note-taking and project skills.

**(2222) United States Government (CP1) Semester .5 Credit**

*(Prerequisite: History 211-World History H or History 212- World History CP1)*

This course is a survey of the executive, legislative, and judicial branches of government and a study of democracy in action. Students learn about the roles, the people and the decision making process for each branch of government. The students then apply their foundation of knowledge as they study each of these departments in action as current events unfold. Students also examine the creation of the United States government with special emphasis on the Declaration of Independence, The Constitution, and the Bill of Rights including the application of knowledge of the Constitution and the Bill of Rights as applied to landmark Supreme Court Cases and important Supreme Court decisions that have been made in recent years. Students continue to refine essay writing, note-taking, research for solution based projects, U.S. political geography skills and analysis of primary sources. Special emphasis is placed on the development of Internet information gathering skills with a particular focus on the identification of credible sources.

**(2301) United States History Advanced Placement - UConn ECE Year 1 Credit**  
**UConn Course Number 1501 and 1502**

*(Prerequisite: minimum final average of B- (80) in History 2211-European History AP or minimum average of A- (90) when averaging final grades in History 2221-US Governments H and History 241-Modern World History H or Grade 12 – 90 in previous honors History elective excluding Introduction to Psychology)*

This course allows students the opportunity to learn to think like historians. Beginning in the colonial period and concluding with modern day America, students will develop the ability to think conceptually about United States History. Designed to challenge disciplined students who demonstrate talent and interest in history, this course provides students the opportunity to analyze historical evidence, identify patterns and connect them to larger historical themes, and synthesize evidence from primary sources and secondary works. Through the use of rigorous college-level readings, students will be challenged to develop and apply a deep knowledge base upon which to write expository essays analyzing historical contexts. An annotated bibliography, based on independent research, is required. AP U.S. History is designed to be a two-semester introductory college or university history course. Students should be aware of the heightened expectations, effort, and commitment required to achieve success in an Advanced Placement course. There are weekly homework assignments including reading, writing, researching and analyzing documents. The course also includes a summer assignment from the text

and a summer reading book with a test on the first day of class. Students may elect to take this course for UConn credit. Students are required to take the Advanced Placement examination in the spring.

**(231) United States History Honors**

**Year**

**1 Credit**

*(Prerequisite: History 2211-European History AP or a minimum average of C+(77) when averaging final grades in History 241-Modern World History H and 2221-United States Government H, or minimum average of A (93) and when averaging final grades in History 242 – Modern World History CP1 and History 2222- United States Government CP1)*

*Open to juniors and seniors.*

This survey course starts with the formation and challenges of the early republic and moves throughout the history of America into modern day. Emphasis will be placed on social, political, economic, and domestic and foreign policies, efforts and impacts. The course integrates analytical reading and writing skills while exploring and examining the major topics covered in U.S. History. Students are required to evaluate primary sources, and varying points of view offered in texts as well as in current events. Students must also analyze political cartoons, movies and literary works throughout the year to help them build a holistic understanding of history and the impact of these events. Multi-media projects, class discussions, debates and the use of iPads with varied applications will be utilized in this course. In addition, students complete a comprehensive research paper which they will chose a topic of choice on an area of American study. Emphasis will be placed throughout the year on conducting research, evaluating the authenticity of sources, integrating research into the students own commentary while practicing proper ethics for citations.

**(232) United States History (CP1)**

**Year**

**1 Credit**

*(Prerequisite: History 242-Modern World History CP1 and History 2222-United States Government CP1)*

*Open to juniors and seniors.*

This survey course integrates analytical reading and writing skills while exploring and examining the major topics covered in U.S. History. Students are required to evaluate primary sources, and varying points of view offered in texts as well as in current events. Multi-media projects, class discussions, debates and the use of iPads with varied applications will be utilized in this course. In addition, students complete a comprehensive research paper which they will chose a topic of choice on an area of American study. Emphasis will be placed throughout the year on conducting research, evaluating the authenticity of sources, integrating research into the students own commentary while practicing proper ethics for citations.

**(2211) European History Advanced Placement**

**Year**

**1 Credit**

*(Prerequisite: minimum final average of B- (80) in History 2301-United States History AP or minimum average of A- (90) when averaging final grades in History 2221- United States Government H and History 241- United States Government H or minimum of B (83) in History 231-United States History H or Grade 12 -90 in previous honors History elective excluding Introduction to Psychology.)*

*Open to juniors and seniors.*

Students take on the role of historians as they investigate cultural, economic, political, and social developments from the High Renaissance through the examination of Europe's current position in the world. These focus areas provide context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. Analysis of primary and secondary sources is emphasized. The course includes a summer assignment due on the first day of class. Students may elect to take this course for UConn credit. Students are required to take the Advanced Placement examination in the spring.

**(251) Economics Honors – UConn ECE** Semester .5 Credit  
**UConn Course Number ECONN 1000**

*Open to juniors and seniors.*

This is an elective designed to approximate a college level course in microeconomic, macroeconomic, and Global economic theory and issues. Students are introduced to the economic way of thinking. The course explores the ideas and concepts of opportunity cost, supply and demand, how markets work (or fail to work), how people and firms make economic decisions (thinking at the margin), government intervention and its effects, market structures (monopoly, perfect competition, monopolistic competition, oligopoly), monetary and fiscal policy, unemployment, the business cycle, GDP and its components, the US banking system, absolute advantage vs. comparative advantage, international trade, protectionism, and globalization. Students participate in a stock market simulation during the entire semester. Research, debate, presentation and writing skills in economics are emphasized. Students may elect to take this course for UConn credit.

**(271) Current Issues Honors – A Global Perspective** Semester .5 Credit

*Open to seniors.*

The goal of this seminar is to have open discussions of political and social issues to raise awareness of current world events. Students will explore not only the events of the day but also their relationship to their government, their rights, and the world in which they live. Several global themes are prevalent throughout the course including pollution, human trafficking, children at risk, AIDS, terrorism, water, and political, economic and religious instabilities. Students will explore these relationships in a skill based environment, where they will develop mastery of the following skills to assist their exploration: reading comprehension, written communication, oral communication, critical analysis, research, and understanding viewpoints of others. As a skills based class student assessment will be on the development of these skills as applied to the content of the course. Classroom discussion, presentation skills and critical thinking skills are stressed.

**(272) Current Issues (CP1) – A Global Perspective** Semester .5 Credit

*Open to seniors.*

This course follows the curriculum of the Current Issues honors course. Assessments are modified.

**(261) Women's Studies Honors** Semester .5 Credit  
**Current Global Empowerment and Awareness**

*Open to juniors and seniors.*

This is an elective course whereupon students take on the role of investigators to examine whether women's issues are improving in Europe, the Pan Americas, Asia, Middle East and Africa. Because this is a student centered research-based course, the content and topics covered are subject to change based on student interests and current global events. Several global themes for women are prevalent throughout this course including the impact different government, religious and cultural institutions have on economic opportunities, enforcement of laws to empower and protect women, paid maternity/paternity leave, pay equity, under representation of women in science, math, executive and government professions, literacy and basic education availability for girls, higher education availability for women, basic health care and so much more. This is a project-based course with a comprehensive semester portfolio and film project in which the students choose a global women's issue and develop solutions. Students further develop their skills in researching and evaluating internet sources, attribution to authors and writing, recognizing point of view, as well as strategizing to make a difference.

**(262) Women's Studies (CP1)** Semester .5 Credit  
**Current Global Empowerment and Awareness**

*Open to juniors and seniors.*

This course follows the curriculum of the Women's Studies honors course. Assessments are modified.

**( 2411) Introduction to Psychology Honors**

**Semester .5 Credit**

*Open to juniors and seniors.*

This semester long course offers students the opportunity to explore the field of Psychology by looking at the history of the field of study as well as current theories and models. The course will focus on human development, tracing the development of psychology as a discipline, and its origins to current theories of application. Students will evaluate the brain and the nervous system, and explore how humans perceive their world. Once the foundation is set, students will explore intelligence, cognition, consciousness and emotional development as well as disorders and mental illness, the myths, truths and current therapies available. Emphasis will be placed on statistics and case studies to gain a greater understanding.

**(2412) Introduction to Psychology (CP1)**

**Semester .5 Credit**

*Open to juniors and seniors.*

This course follows the curriculum of the Introduction to Psychology honors course. Assessments are modified.

## MATHEMATICS DEPARTMENT Course Descriptions 2018-2019

The Mathematics Department requires that all students take three credits of high school math; most students take four credits and some take five credits..

**Students must have a minimum final average of A (93) to move from CP1 to Honors. To remain in an Honors level course, students must maintain at least a C+ (77) average.**

### **(411) Algebra 1 Honors**

**Year**

**1 Credit**

*(Prerequisite: Administration determines placement)*

This course stresses the structure of Algebra and the development of computational and problem solving skills. Topics include properties of real numbers, simplifying expressions, solving equations and inequalities, factoring, fractions, polynomials, and graphing. A graphing calculator is required for this course.

### **(412) Algebra 1 (CP1)**

**Year**

**1 Credit**

*(Prerequisite: Administration determines placement)*

This course stresses the use of linear equations and inequalities to represent real-world data. The student's knowledge is further enhanced through an introduction to quadratic, polynomial, exponential, and rational functions. A graphing calculator is required for this course.

### **(413) Algebra 1 (CP2)**

**Year**

**1 Credit**

*(Prerequisite: Administration determines placement)*

This course is similar to Mathematics 412; it is differentiated by presentation, book and difficulty.

### **(421) Geometry Honors**

**Year**

**1 Credit**

*(Prerequisite for freshmen: Administration determines placement. Students should have successfully completed a full year of Algebra 1 at the honors level in Grade 8)*

*(Prerequisite for sophomores: Math 411—Algebra 1 H)*

This course introduces students to deductive reasoning and logical problem solving. Topics include angles, perpendicular and parallel lines, congruent and right triangles, similar polygons, area and volume of polygons and solids. Other topics include coordinate geometry and transformations.

### **(422) Geometry (CP1)**

**Year**

**1 Credit**

*(Prerequisite for freshmen: Administration determines placement. Students should have successfully completed a full year of Algebra 1 in Grade 8)*

*(Prerequisite for sophomores: Math 412—Algebra 1 CP1; or Math 413—Algebra 1 CP2 with a recommended minimum final average of 85)*

This course is similar to Math 421; it is differentiated by presentation, book and difficulty.

### **(423) Geometry (CP2)**

**Year**

**1 Credit**

*(Prerequisite: Math 413—Algebra 1 CP2; or Math 412—Algebra 1 CP1)*

This course is similar to Math 422—Geometry CP1; it is differentiated by presentation, book and difficulty.

**(431) Algebra 2 and Trigonometry Honors**

**Year**

**1 Credit**

*(Prerequisite: Math 421—Geometry H)*

This course focuses on the study of linear, quadratic, exponential, logarithmic, and trigonometric functions. Within this context, properties of polynomials, rational expressions, radicals and complex numbers are explored. Additional topics include matrices, conic sections, sequences, series and combinatorics. A graphing calculator is required for this course.

**(432) Algebra 2 (CP1)**

**Year**

**1 Credit**

*(Prerequisite: Math 422—Geometry CP1; or Math 423—Geometry CP2 with a recommended minimum final average of 85)*

This course is a study of functions - linear, quadratic, exponential and logarithmic functions with focus on graphing and applications. It also includes matrices, equations, systems of equations, the complex number system, and abstract exercises useful for SAT preparation. A graphing calculator is required for this course.

**(433) Algebra 2 (CP2)**

**Year**

**1 Credit**

*(Prerequisite: Math 423—Geometry CP2; or Math 422—Geometry CP1)*

This course is a review of Algebra I and introduces the student to quadratic equations, rational expressions, word problems, graphing, exponents and radicals. The student is also given assignments to specifically prepare for SAT test taking. A graphing calculator is required for this course.

**(441) Pre-Calculus Honors**

**Year**

**1 Credit**

*(Prerequisite: Math 431—Algebra 2 & Trigonometry H; or students with a minimum final average of A (93) in Alg 2 CP1 who elect 441 must complete significant independent work and pass a department exam with a minimum grade of 83)*

This course studies functions as models of change. It focuses on a thorough knowledge of functions – linear, exponential, logarithmic, trigonometric, polynomial, and rational – their graphs, and their uses as models for real world situations. It also includes additional pre-calculus topics, such as limits, as time permits. A graphing calculator is required for this course.

**(4042) Pre-Calculus (CP1)**

**Year**

**1 Credit**

*(Prerequisite: Math 432—Algebra 2 CP1 with a recommended final average of B (85) or a required final average of B- (80))*

This course is similar to Pre-Calculus Honors; it is differentiated by presentation and difficulty. A graphing calculator is required for this course.

**(4421) Elementary Discrete Mathematics Honors**

**Semester**

**.5 Credit**

*(Prerequisite: Math 432—Algebra 2 CP1 with a minimum final average of B- (80) or Math 431—Algebra 2 & Trigonometry H)*

Problem solving and reasoning skills are developed in an interactive setting while covering voting methods, apportionments, mathematics of finance, counting, probability, and graph theory. A graphing calculator is required for this course.

**(4422) Statistics (CP1)**

**Semester**

**.5 Credit**

*(Prerequisite: Math 432—Algebra 2 CP1 with a minimum final average of B- (80) or Math 431—Algebra 2 & Trigonometry H)*

This is an introductory course in statistics with an emphasis on statistical thinking that prepares a student for a college level statistics course. Applications to various fields are used to explore statistical ideas and reasoning. Students have opportunities to investigate, discuss and make use of statistical ideas and methods. A graphing calculator is required for this course.

**(4403) Applications of Mathematics (CP1) Semester .5 Credit**

*(Prerequisite: Math 432—Algebra 2 CP1 or 433—Algebra 2 CP2)*

*Open to seniors.*

Students use the technology of graphing calculators, computer application programs, the internet, and spreadsheets to investigate real life applications of mathematics. Students model applications using linear and exponential functions in Excel and present their findings in portfolios requiring Word and Excel documents. Probability and statistics are used to explore and analyze data. A unit on practical financial knowledge is also included. Portfolios are used in addition to traditional methods of assessment.

**(442) Personal Financial Literacy (CP1) Semester .5 Credit**

*(Prerequisite: Math 432—Algebra 2 CP1 or Math 433—Algebra 2)*

This course introduces students to the study of personal finance. Topics include income, money management, spending and credit, and saving and investing. Students must be able to access the Internet outside of class to complete assignments and research topics.

**(4551) Calculus Advanced Placement AB Year 1 Credit**

*(Prerequisite: Math 441—Pre-Calculus H with a minimum final average of B (85))*

This course covers all topics outlined for Calculus AB in the AP College Board course description. Topics include concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections between them. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. Students are required to take the Advanced Placement examination in the spring.

**(4561) Calculus Advanced Placement BC Year 1 Credit**

*(Prerequisite: Math 4551 AP Calculus AB or Department Approval)*

This course covers all topics outlined for Calculus BC in the AP College Board course description. The material covered is similar to two semesters of college-level calculus, and includes differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, plus polar equations, differential equations, and infinite series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. Students are required to take the Advanced Placement examination in the spring.

**(4451) Advanced Placement Computer Science Principles Year 1 Credit**

*(Prerequisites: Math 431 – Alg2/Trig or minimum final average of B(83) Math 432 – Alg 2 CP1)*

This course introduces students to computer science and the art of programming. While exploring how computing and technology can impact the world, the students will learn how to think algorithmically and solve problems efficiently. Problem sets will be inspired from various fields and use different languages (including C). This is a rigorous course designed for students with or without prior programming experience. Students are required to take the Advanced Placement Computer Science Principles examination.

**MUSIC DEPARTMENT**  
**Course Descriptions 2018-2019**

After a student completes her first required nonacademic credit in Fine Arts (Visual Arts or Music), she may elect to take future Fine Arts courses for either academic or nonacademic credit. If a student selects academic credit for the course, that course will be included in her weighted GPA as a College Prep course. A student may take this course to complete her required 6 academic courses per semester or she may include it as a 7<sup>th</sup> academic course since there will be minimal outside preparation (homework, projects, studying for tests) needed for the Fine Arts course.

**(324 – na / 3242 – a) Freshman Choir** **Year** **1 Credit**  
*Open to freshmen.*

In this class students work toward team-building, sharing responsibility, and respecting others. They learn and improve proper vocal production, range, breath support, music reading skills, and listening skills. Appreciation for various styles of choral music is stressed. There are two major performances per year. The purchase of a choir dress is required.

**(325 – na / 3252 – a) Concert Choir** **Year** **1 Credit**  
*Open to sophomores, juniors and seniors.*

Students work toward team-building, sharing responsibility, and respect for others. They improve vocal production, range, breath support, music reading skills, and listening skills. Expanded appreciation for various styles of choral music is stressed. There are two major performances per year. The purchase of a choir dress is required for those who were not members of freshman choir.

**(329 – na / 3292 – a) Advanced Vocal Ensemble** **Year** **1 Credit**  
*Open to sophomores, juniors and seniors by audition.*

This is a chamber choir whose members serve as “musical ambassadors” to school and community. Emphasis is on proper vocal production, intonation, musicality, solo and choral repertoire, and music reading. Students work toward team-building, sharing responsibility, and respecting others, with many opportunities for performances throughout the year. Purchase of a choir dress is required.

**(3311) Fundamentals of Music Theory Honors –** **Year** **1 Credit**  
**UConn Course Number MUSI1011 Music Fundamentals and Ear Training 1**

*(Prerequisite: A grade of 75 or higher in all previous CP1 math classes or 85 or higher in CP2 Math classes.) Open to juniors and seniors.*

This class offers an introduction to the basic concepts of music theory. Scales, chords, intervals and meter are studied. Students work toward gaining a fuller understanding of the basic concepts of how music is written and put together. This class requires the same thought process as many math classes and does require memorization. Students may elect to take this course for UConn credit.

**(3532 – na / 35322) – a Symphonic Orchestra** **Year** **1Credit**  
*Open to freshmen, sophomores, juniors and seniors*

Symphonic Orchestra is a performance ensemble comprised of string instruments (Violin, Viola, Cello, and String Bass), Woodwind, Brass, and Percussion (including piano), guitar and electric bass. The group studies artistically, intellectually, and emotionally challenging band and orchestra literature ranging from traditional to contemporary styles. Improving individual musicianship and technique are emphasized as well as player collaboration to assure success as an ensemble. Symphonic Orchestra meets twice a cycle in sectionals (strings/woodwind, brass, and percussion), and twice a cycle as a

whole ensemble within the regular school day. Students are required to practice outside of school for at least 40 minutes a week. Symphonic Orchestra performs at two concerts (winter and spring), LH Open House in the fall and *Discover Lauralton* in the spring. Musicians are expected to have some prior experience on their instrument, but new students are encouraged to join! Opportunities also exist for students to learn additional instruments, and perform in smaller groups with teacher approval. Senior instrumentalists are featured in the spring concert. Attendance is mandatory at all scheduled performances, including the two formal rehearsals the day prior to each concert. Purchase of a concert outfit is required.

**PHYSICAL EDUCATION/HEALTH DEPARTMENT**  
**Course Descriptions 2018-2019**

**(001) Health & Wellness 1**  
*Required of freshmen.*

**Year**

**1 Credit**

There are two components to the Freshmen Program – Physical Education and Health and Wellness.

The PE activity programs are held during the first semester. These activities may include fitness testing, circuit training, badminton, floor hockey, ultimate Frisbee, yoga, pickle-ball, football, cricket. All Freshmen students are provided with appropriate and supervised training in the school's Fitness Room during Physical Education classes as part of the curriculum and all physical activities are designed to fit the students' different fitness needs, allowing for a more enjoyable and positive experience.

The Health and Wellness programs are held during the second semester and address issues which apply to today's adolescent girl, providing the students with accurate, updated information and tools necessary for them to make healthy, positive life choices. Health classes for Freshmen may consist of self-image, eating disorders, sleep and stress management, healthy relationships, sex education, nutrition, drug, tobacco and alcohol education, women's health issues (breast/reproductive health).

**(0091) Physical Education Leaders**

**Semester 1 .25 Credit**

*Open to juniors and seniors with departmental approval.*

Students with an interest in pursuing a Physical Education career and/or continuing with their Physical Education activities during high school assist the PE teacher as a PE Leader in Freshmen Health and Wellness classes. Responsibilities may include assistance with taking attendance, class preparation and class participation. Grading based on student's overall performance as a leader, mentor, participator and/or assistant.

**RELIGIOUS STUDIES DEPARTMENT**  
**Course Descriptions 2018-2019**

**Service Requirement**

*Religion credit is dependent upon satisfactory completion of service hours.*

**Freshmen:** Fifteen hours of community service.

**Sophomores:** Thirty hours of community service outside Lauralton Hall.

**Juniors/Seniors:** Fifteen hours of community service each year, of which at least ten hours must be outside Lauralton Hall. Five hours may be served within the Lauralton Hall community.

**(0102) Freshman Religion – The Bible & Jesus Christ**

**Year**

**1 Credit**

*Required of freshmen*

Recognizing that incoming freshmen have varying degrees of familiarity with Catholicism, the year begins by orienting students to the basic beliefs and practices of Catholicism as they pertain to the Sacred Scriptures. It does not assume any previous knowledge of the subject. Students are provided with an introduction to the Sacred Scriptures and to the unfolding of salvation history, with a particular focus on Jesus Christ as the fulfillment of salvation history. It explores Divine and natural Revelation, inspiration, and Biblical interpretation. Students will come to know the people of salvation history and the role of the Scriptures in the life of faith for the individual and for the entire Church. The second half of the year provides an in-depth study of Jesus Christ, the Second Person of the Trinity. Students will work toward a deeper understanding of Divine Revelation, the Trinity, and salvation through the life and teachings of Jesus.

**(0202) Sophomore Religion – The Paschal Mystery & The Church**

**Year**

**1 Credit**

*Required of sophomores*

The goodness of creation, original sin, and the promise of a Messiah are the starting points for this year, which explores our salvation through the life, suffering, death, Resurrection, and Ascension of Jesus Christ. The course also explores how the Paschal Mystery impacts our daily lives, our prayer, and our participation in the life of the Church. After an in-depth look at the Paschal Mystery, the second half of the year will provide students with an overview of the Catholic faith in an effort to deepen our awareness of what it means to be a people of God. The mission, identity, structure, and origin of the Church are explored. Special emphasis is placed on the different responses required of all members of the church, including the laity, the clergy, the hierarchy, and those in religious life. They will also engage in a discussion of the seven sacraments and the global presence of the Church as a light to all people.

**(0362) Junior Religion 1 – Morality**

**Semester 1**

**.5 Credit**

*Required of juniors*

This course addresses how a relationship with Christ and the Church can lead to choices that are in accord with God's plan. It emphasizes the way that choices (both large and small), habits, and patterns of behavior affect the student's relationships with God and others. Course topics include happiness, virtues, vices, love, sin, honesty, alcohol and drug abuse, sexuality, and more. Activities in class help students come to a better understanding of how attentiveness to these areas of human development serves as a basis for sound moral decision making.

**(0372) Junior Religion 2 – Peace and Justice**

**Semester 2 .5 Credit**

*Required of juniors*

This course explores the Christian call to peace and justice that stems from the life and teachings of Jesus and the principles of Catholic Social Teaching. The goal of the course is to empower students to promote the Reign of God in the world today as compassionate disciples and thoughtful citizens capable of eliminating injustice. After a brief overview of the history of Catholic Social Teaching, the class explores local and global issues, including discrimination, poverty, and a consistent ethic of life, in relation to the principle of the life and dignity of the human person. Special attention is paid to the way that the individual's choices impact the common good.

**(0472) Senior Religion 1 – Women Responding to the Call of Jesus Semester 1 .5 Credit**

*Required of seniors*

One of the core values of a Mercy education is concern for women and women's issues. The purpose of this course is to help students understand the vocations of life: how Christ calls us to live. Christian women throughout history are studied as exemplars of how diverse gifts can be used in the service of God and others. The course begins with women of the Bible, then considers women's roles in the early Church. It continues with an exploration of medieval mystics and the history of active religious sisters. It also examines the task of theology, the roles of Eve and Mary in the Bible and the Christian imagination, and the situation of women in the US and around the world in conjunction with the Christian call to justice.

**(0482) Senior Religion 2 – Comparative Religions**

**Semester 2 .5 Credit**

*Required of seniors*

As the culminating course in the Religion curriculum, Comparative Religions examines the universal questions that underlie the world's major religious traditions. The core of the course is dedicated to the study of Judaism, Islam, Hinduism, Buddhism, and Chinese religious traditions (including Confucianism and Taoism). Comparisons to Christianity are made throughout the course. After looking at the historical and philosophical foundations of these traditions, students then examine current practices and events. This course teaches an appreciation of diversity and respect for the values of these religious traditions while modeling constructive interreligious dialogue.

**SCIENCE DEPARTMENT**  
**Course Descriptions 2018-2019**

*The Science Department requires that all students take a minimum of three credits of high school science; most students take four credits and some students take five credits.*

**Students must have a minimum final average of A (93) to move from CP1 to Honors. To remain in an Honors level course, students must maintain at least a C+ (77) average.**

**(5111) Newtonian Physics Honors** **Year** **1 Credit**

*(Prerequisite: Math 411—Algebra H or Math 421—Geometry H taken concurrently)*

This course is an algebra-based introduction to the foundations of physics. Areas of study include classical physics: kinematics, dynamics, gravitational attraction, energy, momentum, collisions, rotational motion, static equilibrium and harmonics. The laboratory requirement emphasizes real-life applications of these physics concepts through hands-on activities, virtual and actual demonstrations.

**(5122) Newtonian Physics (CP1)** **Year** **1 Credit**

*(Prerequisite: Math 412—Algebra 1 CP1 or Math 422—Geometry CP1 taken concurrently)*

This course is an algebra-based introduction to the foundations of physics. Areas of study include classical physics: kinematics, dynamics, gravitational attraction, energy, momentum, collisions, and static equilibrium. The laboratory requirement emphasizes real-life applications of these physics concepts through hands-on activities, virtual and actual demonstrations.

**(5123) Newtonian Physics (CP2)** **Year** **1 Credit**

*(Prerequisite: Math 413—Algebra 1 CP2 taken concurrently)*

This course is identical in content to the Newtonian Physics CP1 course (5122) with a greater emphasis on vocabulary and individualized instruction. Inquiry and experimental activities reinforce key concepts and skills.

**(5231) Chemistry Honors** **Year** **1 Credit**

*(Prerequisite: Science 5111—Physics H)*

This accelerated chemistry course is designed to be the equivalent of the first semester general chemistry course for science majors taken during the first year of college. Students successfully completing this course will have an exceptional understanding of the fundamentals of chemistry and achieve proficiency in solving chemical problems. This course will contribute to the development of each student's ability to think critically and to express her ideas, in both oral and written fashion, with clarity and logic. Students must be disciplined, self-motivated and industrious. Students will be able to quantitatively and qualitatively describe matter and its changes by applying concepts of liquids, solids, gases, solutions, chemical reactions, atomic theory, chemical bonding, and stoichiometry.

**(5232) Chemistry (CP1)** **Year** **1 Credit**

*(Prerequisite: Science 5122—Physics CP1)*

This course is a study of the structure and interaction of matter. Topics covered include formula writing, chemical bonding, chemical equations, nomenclature, atomic theory, gases and acids and bases. Emphasis is placed on reinforcement and understanding through multiple tools,

such as critical thinking, problem solving, written and oral expression and collaboration. Labs provide for the observation and study of chemical processes.

**(5233) Chemistry (CP2)** **Year** **1 Credit**

*(Prerequisite: Science 5123—Physics CP2)*

This course is identical in content to the Chemistry CP1 course (5232) with a greater emphasis on vocabulary and individualized instruction. Inquiry and experimental activities reinforce key concepts and skills.

**(5311) Cellular and Molecular Biology Honors** **Year** **1 Credit**

*(Prerequisite: Science 5231—Chemistry Honors)*

This course is equivalent to the first semester of an introductory College course in General Biology for Biology majors with emphasis on Molecular Biology, Cellular Biology and Biochemistry and a brief introduction into Genetics and Evolution. The goal is to utilize mastery learning to assist young people to become avid, self-motivated learners. Students who have not shown mastery for a particular unit will receive feedback and support in reaching mastery through guided enrichment projects. Critical thinking and problem solving skills are emphasized through the analysis of real world problems. The utilization of mathematical and laboratory skills and concepts learned in Chemistry Honors is emphasized. Participation in discussion and proficiency in analytical scientific writing are expected. Concepts presented in lecture are reinforced in one lab per unit.

**(5332) Cellular & Molecular Biology (CP1)** **Year** **1 Credit**

*(Prerequisite: Science 5232—Chemistry CP1)*

This course provides a comprehensive exploration of the structural details and molecular functions of the eukaryotic cell. Eukaryotic cells make up all animal, plant, and fungal organisms. Topics covered in this course include intermembrane transport, cellular respiration, protein synthesis, cell cycle and cancer, and Mendelian genetics. In addition, emphasis is placed on inquiry and experimental approaches to foster deeper thinking and problem-solving skills crucial to scientific endeavors.

**(5333) Cellular & Molecular Biology (CP2)** **Year** **1 Credit**

*(Prerequisite: Science 5233—Chemistry CP2)*

This course is identical in content to the Cellular & Molecular Biology CP1 course (5332) with a greater emphasis on vocabulary and individualized instruction. Inquiry and experimental activities reinforce key concepts and skills.

**(5141) The Science of Archaeology (H)** **Semester** **.5 credit**

*(Prerequisite: Seniors: minimum final average of B+ (87) in the most recent science course)*

*(Prerequisite: Juniors: Taken concurrently with Science 5311 - Biology Honors and minimum of B+ (87) in sophomore science class)*

*Open to juniors and seniors.*

This advanced science course is designed for students with a strong interest in applying scientific techniques and methodology to the study of past human societies. The course consists of a detailed study of scientific tools and methods used in identifying excavation sites, performing archaeological digs, interpreting the significance of artifacts, preserving archaeological finds, and analyzing clues about historic cultures. Students will also examine the changing role technology has played in how we investigate the past. Concepts will be reinforced through participation in an on-campus archaeological excavation.

**(5142) The Science of Archaeology (CP1) Semester .5 credit**

*(Prerequisite: Seniors: minimum final average of C+ (77) in the most recent science course) (Prerequisite: Juniors: Taken concurrently with Science 5311- Biology Honors)*  
*Open to juniors and seniors.*

Archaeology can be divided into historical/cultural archaeology and scientific methods of archaeology. This course will focus on the scientific methods of archaeology. Archaeologists use scientific methods to fully decipher, analyze, and preserve remains of past cultures. In this course, students will learn how to identify excavation sites, perform archaeological digs, record and preserve artifacts, and analyze clues about historic cultures. Students will also explore different dating techniques and how modern technologies are changing the way we investigate the past. Concepts will be reinforced through an on-campus archaeological excavation

**(5511) Advanced Biology Honors**

**UConn Course # BIOL1107 Principles of Biology 1 Year 1 Credit**

*(Prerequisite: Science 5311—Biology H or a minimum final average of A- (90) in 5332 Biology - CP1)*

*Open to seniors.*

This course is the equivalent of the UConn Biology course. Students may receive 3 UConn credits for course completion (with a C average or higher). The course is designed to provide a foundation for more advanced courses in Biology and related science. Topics covered include molecular and cell biology, animal anatomy, and physiology.

**(5401) Physics Advanced Placement - AP PHYSICS 1 Year 1 Credit**

*(Prerequisites for seniors: Math 431—Alg2/Trig or Math 432—Alg2 CP1 and a minimum final average of C+ (77) in Science 5111—Physics Honors or B+ (87) in Science 5122—Physics CP1)*

*(Prerequisites for juniors: currently enrolled in or have completed Math 431—Alg2/Trig and a minimum final average of C+ (77) in Science 5111—Physics Honors or B+ (87) in Science 5122— Physics CP1)*

As part of the advanced placement program, AP Physics 1 is equivalent to a first semester college course covering Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It also introduces electric circuits. Students will deepen their mastery of concepts learned in Physics Honors and CP1. Concepts presented in lecture are reinforced in R&D projects, open-ended experiments and demonstrations to cover lab work included on the advanced placement exam. Students are required to complete an online AP Physics preparatory course over the summer. Students are required to take the Advanced Placement examination in the spring.

**(5421) Anatomy and Physiology Honors Year 1 Credit**

*(Prerequisite: Science 5311—Biology H)*

*Open to seniors.*

This advanced biology course is designed for students planning to major in science or enter a premedical program. The course consists of a detailed study of the structure and function of the human systems and stresses biochemical mechanisms. Lab work is reinforced with lab practical exams. Dissection, virtual dissection and data-collection technology by all students is required.

**(5422) Anatomy and Physiology (CP1) Year 1 Credit**

*(Prerequisite: Minimum final average of C+ (77) in Science 5332—Biology CP1, or minimum final average of A- (90) in Science 5333—Biology CP2)*

*Open to seniors.*

This course is designed for students with an interest in continuing their study of biology, or students who plan to major in an allied health field. The course concentrates on the function of the human systems with an emphasis on homeostasis and regulation. Lab work reinforces concepts presented in class and is designed to relate body structure and function. Virtual dissection and data-collection technology is explored and actual dissection is required by all students.

**(5431) Introduction to Forensic Science (Honors) Semester .5 Credit**

*(Prerequisite: Science 5311—Biology H)*

*Open to seniors.*

This blended (part online and part face-to-face) advanced forensic science course is the application of science to the examination of physical evidence obtained in the investigation of a crime scene. It is an autonomous and personal learning environment. Students build their own curriculum based on their interests and develop original content based on research. This course covers many topics such as crime scene analysis, collection of physical evidence, firearm analysis, DNA analysis, blood typing and spatter analysis, fingerprints, hair and fiber analysis, toxicology and pathology. Face-to-face meetings include laboratory exercises that emphasize the role of forensic science within the criminal justice system, as well as individual and group check-ins monitoring student progress. When possible, guest lectures by forensic professionals supplement the class.

**(5432) Introduction to Forensic Science (CP1) Semester .5 Credit**

*(Prerequisite: Open to seniors with a minimum of C+(77) in the most recent science course)*

*Open to seniors.*

This blended (part online and part face-to-face) advanced forensic science course is the application of science to the examination of physical evidence obtained in the investigation of a crime scene. It is an autonomous and personal learning environment. Students build their own curriculum based on their interests and develop original content based on research. This course covers many topics such as crime scene analysis, collection of physical evidence, firearm analysis, DNA analysis, blood typing and spatter analysis, fingerprints, hair and fiber analysis, toxicology and pathology. Face-to-face meetings include laboratory exercises that emphasize the role of forensic science within the criminal justice system, as well as individual and group check-ins monitoring student progress. When possible, guest lectures by forensic professionals supplement the class.

**(5441) Environmental Science Advanced Placement Year 1 Credit**

**UConn Course Number NRE 1000 Environmental Science**

*(Prerequisite for seniors: completion of Science 5311—Biology H or B+ (87) in Science 5332—Biology CP1 or A- (90) in Science 5232—Chemistry CP1)*

*(Prerequisite for juniors: taken concurrently with Science 5311—Biology H or concurrently with Science 5332—Biology CP1 with a minimum average of A- (90) in Science 5232—Chemistry CP1)*

This course will prepare students for the AP environmental science exam. It is the equivalent of the UConn Introduction to Environmental Science course and carries the expected college course load. The course introduces various Earth systems and how humans influence and depend upon them. Sustainability is a central theme as students explore ecology, natural resource management, energy, pollution, human population dynamics, and climate change. An emphasis is placed on identifying and analyzing current environmental issues, evaluating the relative risks associated with these issues, and examining alternative solutions for resolving or preventing the issues. Students are required to complete an APES preparatory assignment over

the summer (8-10 hrs). Students are required to take the Advanced Placement examination in the spring.

**(5481) Chemistry Advanced Placement**

**Year 1 Credit**

*(Prerequisites for seniors: minimum final average of B- (80) in Science 5231—Chemistry H, or a minimum final average of 95 in Science 5232—Chemistry CP1)*

*(Prerequisites for juniors: Concurrently enrolled in Science 5311—Biology H or Science 5332—Biology CP1, and a minimum final average of B- (80) in Science 5231—Chemistry H, or a minimum final average of 95 in Science 5232—Chemistry CP1)*

The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The course curriculum is compatible with many Chemistry courses in colleges and universities. This course requires that 25 percent of the instructional time provides students with opportunities to engage in laboratory investigations. The AP chemistry course differs qualitatively from sophomore chemistry with respect to chemical calculations and mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated and the time spent on the course by students. Students are required to take the Advanced Placement examination in the spring.

**(5521) Marine Biology (H)**

**Semester .5 credit**

*(Prerequisite: Seniors: minimum final average of C+ (77) in the most recent Honors science course.)*

*(Prerequisite for juniors: Taken concurrently with Science 5311- Biology Honors)*

*Open to juniors and seniors.*

Using Long Island Sound as a primary resource, this project-based learning experience focuses on using computer technologies, videos, photographs, and real-time data to explore marine, ecology, human impacts on the ocean, and ocean conservation. Students learn about the interconnectedness of the ocean's physical systems and ecosystems as well as energy transfers, food webs, and symbiotic relationships. As part of the curriculum, students analyze marine protection area designations and design hypothetical ecosystems. In addition, students will complete an independent, semester-long research project. Projects will be shared with the class at the culmination of the course.

**(5522) Marine Biology (CP1)**

**Semester .5 credit**

*(Prerequisite: Seniors: minimum final average of C- (70) in the most recent science course.)*

*(Prerequisite: Juniors: Taken concurrently with Science 5311- Biology Honors)*

*Open to juniors and seniors.*

Using Long Island Sound as a primary resource, this project-based learning experience focuses on using computer technologies, videos, photographs, and real-time data to explore marine, ecology, human impacts on the ocean, and ocean conservation. Students learn about the interconnectedness of the ocean's physical systems and ecosystems as well as energy transfers, food webs, and symbiotic relationships. As part of the curriculum, students analyze marine protection area designations and design hypothetical ecosystems.

**WORLD LANGUAGES DEPARTMENT**  
**Course Descriptions 2018-2019**

Two credits of high school language are required for graduation; three or four credits are highly recommended.

After the second year of a language, students must have a minimum final average of A (93) to move from CP1 to Honors. To remain in an Honors level course, students must maintain at least a C+ (77) average.

**LATIN**

**(712) Latin 1 (CP1)** **Year** **1 Credit**

This course is an introduction to the Latin language, in which students learn the fundamental skills necessary to begin reading and appreciating Latin literature. Essential grammar, vocabulary, and pronunciation are taught through both explicit instruction and intuitive reading. Students are also introduced to the religions, politics, and history of ancient Rome, and its vast linguistic and cultural influence on the modern world.

**(721) Latin 2 Honors** **Year** **1 Credit**

*(Prerequisite: A minimum final average of A- (90) in Latin 712—Latin 1 CP1)*

This course builds upon the knowledge and skills acquired in Latin 1, introducing students to more complex grammar and syntax. Students are challenged to learn all forms of verbs, nouns, and adjectives, and begin to explore the complex sentence structures that they will encounter in Latin literature. The nuances of the Roman sociopolitical identity, and the city's role in the ancient world, are expanded upon in order to contextualize the readings that students will begin the following year.

**(722) Latin 2 (CP1)** **Year** **1 Credit**

*(Prerequisite: Latin 712—Latin 1 CP1)*

This course follows the Latin 2 Honors curriculum with suitable modifications in assignments and assessments.

**(731) Latin 3 Honors** **Year** **1 Credit**

*(Prerequisite: Latin 721—Latin 2 H)*

In this course, students develop their command of the Latin language through careful translations of Latin poetry. Poems from Ovid's *Metamorphoses* and Catullus's *Carmina* provide students with the opportunity to apply their translating skills while encountering the mythological foundations and daily lives of Romans. Students learn the literary devices and metrical patterns unique to Latin poetry, which will prove integral to their performance in their fourth year of study.

**(732) Latin 3 (CP1)** **Year** **1 Credit**

*(Prerequisite: Latin 721—Latin 2 H or 722—Latin 2 CP1)*

This course follows the Latin 3 Honors curriculum with suitable modifications in assignments and assessments.

**(741) Latin 4 Honors**

**Year**

**1 Credit**

*(Prerequisite: Latin 731—Latin 3 H)*

**This course is offered online through One Schoolhouse/ Online School for Girls. In some instances, Lauralton Hall tuition may not cover the online school tuition. Students must submit an Off-Campus Course Request Form.**

**The One Schoolhouse/Online School for Girls Course description is listed below:**

**Latin III/IV**

Latin III/IV is a combined class for students of varied backgrounds, and prepares students for One Schoolhouse's AP Latin course. Students focus on developing three competencies: understanding the process of reading Latin linearly, forming logical expectations for deduction/extrapolation in any discipline, and understanding the complexity of historical/political decision-making and its imperfect outcomes. Students learn grammatical and syntactical structures not treated in Latin II, such as indirect statements and various independent uses of the subjunctive mood. They also learn to interpret Latin sentence fragments to develop syntactic expectations for the rest of a sentence. Students study literary devices and meter and the strategies for reading poetry. Students acquire deeper contextual knowledge of the social and political challenges of the Republic and the early Empire, and through varied projects and presentations, they demonstrate their knowledge of Roman perspectives and discuss the connections between Roman culture and modern societies.

**(7501) Latin Advanced Placement**

**Year**

**1 Credit**

*(Prerequisite: Latin 731—Latin 3 H with a minimum final average of B (85))*

This rigorous course follows the syllabus outlined by the College Board Advanced Placement Program. Students are required to translate selections from Vergil's *Aeneid* and Caesar's *De Bello Gallico*, analyze the authors' literary styles, and interpret these passages in their literary and historical contexts. Students will translate, carefully and literally, large amounts of authentic Roman prose and poetry. Students will also study high-frequency vocabulary words, Latin forms and syntax, metrical rhythms, rhetorical devices, and background information on the history, mythology, politics, and literature of the Late Roman Republic and Early Empire. Assessments will include tests and essays similar to those that students will encounter on the AP exam. Students are expected to read an English translation of the complete *De Bello Gallico* during the summer prior to the start of the course, and an English translation of the complete *Aeneid* before the beginning of the second semester. The themes of both the historical commentary and the mythic epic poem are war, heroism, corruption, freedom, duty, and love. Students are required to take the Advanced Placement examination in the spring.

**FRENCH**

**(812) French 1 (CP1)**

**Year**

**1 Credit**

This course is designed to afford students practice in the vocabulary and grammatical structures needed to communicate in the situations they are most likely to encounter in everyday life. Interaction in the target language occurs among students as well as between student and teacher. All four language skills are introduced: reading, writing, listening and speaking. A multifaceted textbook series emphasizes vocabulary, sentence structure and culture in the Francophone world. By the end of the first year students will be able to describe themselves, their likes and dislikes, their families, their classmates and their homes. Students will be able to use regular and irregular verbs and idioms in present and past tenses.

**(821) French 2 Honors**

**Year**

**1 Credit**

*(Prerequisite: A minimum final average of A- (90) in French 812—French1 CP1)*

This course empowers the student to develop her previously acquired skills and to expand her aural and reading comprehension, as well as her proficiency in spoken and written French. The rich culture of many francophone countries is explored. More irregular verbs and complex grammar constructions are presented and simple past tense is practiced; the imperfect tense is introduced.

**(822) French 2 (CP1)** **Year** **1 Credit**

*(Prerequisite: French 812—French 1 CP1)*

This course begins with a brief review of French 1 vocabulary, grammar and conversational idioms. Emphasis is placed on developing the four basic skills of listening, speaking, reading and writing in the target language. Good pronunciation is stressed. Lessons pertaining to the cultures of various francophone countries are regularly integrated into the curriculum. More irregular verbs and complex grammar constructions are presented and simple past tense is practiced; the imperfect tense is introduced.

**(831) French 3 Honors** **Year** **1 Credit**

*(Prerequisite: French 821—French 2 H)*

This course is designed to advance the student's understanding of the French language and civilization. Conversational skills stress originality and fluency and writing skills are developed to include compositions. Exposure to a variety of oral and print contemporary French media, an intensive study of verb tenses and their usage, the further development of reading comprehension skills and an understanding of complex grammatical structures prepare the student to broaden and to perfect all four skills in the target language. Students create an original fairytale after a study of French tales.

**(832) French 3 (CP1)** **Year** **1 Credit**

*(Prerequisite: French 822—French 2 CP1)*

The curriculum of this course covers much of the same material as does French 831 but at a pace which reflects the learning styles and competencies of its students. Students are guided through the writing of a fairytale in French after studying French tales.

**(841) French 4 Honors** **Year** **1 Credit**

*(Prerequisite: French 831—French 3 H)*

This curriculum is designed as a transition between basic-level language courses and advanced courses which explore literary, cultural or specific linguistic topics in French. The content includes an overall review of grammar and the four basic skills: listening, speaking, reading and writing. These skills are presented within the context of a variety of cultural topics: the history, present day society, literature, film, music and visual arts of France and other francophone countries.

**(842) French 4 (CP1)** **Year** **1 Credit**

*(Prerequisite: French 832—French 3 CP1)*

**Depending on enrollment, this course may be offered online through Virtual Virginia Online School. In some instances, Lauralton Hall tuition may not cover the online school tuition. Students must submit an Off-Campus Course Request Form.**

French 4 students continue to build on the skills from the first three levels of their study of French by developing and refining the five major skills of listening, speaking, reading, writing, and cultural competency.

**(88851) French Language and Culture Advanced Placement** **Year** **1 Credit**

*(Prerequisite: French 841—French 4 H with a minimum final average of a B (83))*

**Depending on enrollment, this course may be offered online through One Schoolhouse/Online School for Girls. In some instances, Lauralton Hall tuition may not cover the online school tuition. Students must submit an Off-Campus Course Request Form.**

This course, which requires the use of the French language for active communication, is designed to refine the students' ability to understand spoken French in various contexts, to expand their vocabulary toward the reading of various non-technical texts without a dictionary, and to enable them to express themselves with coherence and accuracy in both written and spoken French. Students will discuss, compare and contrast the six themes; Families and Communities; Science and Technology; Beauty and Aesthetics; Contemporary Life; Global Challenges; Personal and Public Identities in a cultural

context. Summer work may be required prior to the start of the course. Students are required to take the Advanced Placement examination in the spring.

## SPANISH

### **(912) Spanish 1 (CP1)**

**Year**

**1 Credit**

This course will introduce the basic elements of the Spanish language, as well as the important aspects of the culture and history of Latin America countries and Spain. This course will prepare students to be ready to develop the four language skills: speaking, listening, reading and writing for the upcoming levels of the Spanish language. At the end of the first year in Spanish, students will be able to communicate and express feelings, desires, and descriptions, etc. Students will also be able to form sentences and conjugate regular and irregular verbs in the present tense and the present progressive, as well they will recognize the different parts of a sentence.

### **(921) Spanish 2 Honors**

**Year**

**1 Credit**

*(Prerequisite: A minimum final average of A- (90) in Spanish 912—Spanish 1 CP1)*

This course briefly reviews the grammar and vocabulary presented in Spanish 1 and introduces the student to some of the more complex structures of the language. Skills are developed through oral and written exercises with a follow up of reading strategies and listening exercises. Students study Hispanic cultures and countries.

### **(922) Spanish 2 (CP1)**

**Year**

**1 Credit**

*(Prerequisite: Spanish 912—Spanish 1 CP1)*

This course reviews vocabulary and grammar studied in Spanish 1 and augments student proficiency through the study of more complex grammar as well as regular practice in speaking, reading, writing, and listening. Topics used, such as shopping, daily routine and leisure activities are of particular interest to adolescents. Students study Hispanic culture and countries.

### **(931) Spanish 3 Honors**

**Year**

**1 Credit**

*(Prerequisite: Spanish 921—Spanish 2 H)*

The purpose of this course is to develop skills acquired by the students during the first two years with emphasis on increasing vocabulary and understanding of more complex grammar. Students will learn vocabulary relating to such topics as health, technology, the home, nature, and city life. Conversational skills stress originality and fluency, and writing skills are developed to include essays. Included in this course are comprehension and appreciation of some authentic works of 20th century Hispanic authors and the culture of various Spanish-speaking countries, with some literary analysis.

### **(932) Spanish 3 (CP1)**

**Year**

**1 Credit**

*(Prerequisite: Spanish 922—Spanish 2 CP1)*

In this course grammar of Spanish 1 and 2 is reviewed and new grammar is introduced. Short readings serve to develop skills and vocabulary, as well as familiarize students with people, places, events and cultures of the Spanish-speaking world.

### **(941) Spanish 4 Honors**

**Year**

**1 Credit**

*(Prerequisite: Spanish 931—Spanish 3 H)*

This is an advanced course taught in the target language, with the exception of administrative communication as well as particularly difficult grammar structures. This course is comparable to an intermediate level college course in the Spanish language. The goal of this course is to increase the level of proficiency of the four language skills (reading, writing, listening and speaking) while reviewing advanced grammar. The course will focus on the six integrating themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics which are covered in the AP Spanish Language and Culture course, but on a

more simplified level. Students in Spanish 4 Honors will understand the importance of becoming members of a diverse and increasingly global society.

**(942) Spanish 4 (CP1)** **Year** **1 Credit**

*(Prerequisite: Spanish 931—Spanish 3 H or 932—Spanish 3 CP1)*

This course, taught primarily in the target language, is designed for further development of reading, writing, and conversational skills, as well as understanding and an appreciation of Hispanic culture. The course will include readings about Spanish and Spanish-American history, art and culture, and 20th century short stories by famous Hispanic authors. Grammar is reviewed as necessary.

**(88952) Spanish 5 (CP1)** **Year** **1 Credit**

*Prerequisite: Successful completion of least three years of High School Spanish*

**Depending on enrollment, this course may be offered online through Virtual Virginia Online School. In some instances, Lauralton Hall tuition may not cover the online school tuition.**

**Students must submit an Off-Campus Course Request Form.**

Spanish IV is designed to refine students' communication skills in Spanish and deepen their understanding of Spanish-speaking cultures throughout the world. Emphasis is given to the continued development of basic interpretive, interpersonal and presentational language skills. This course begins by reviewing the major present, past, conditional and future tenses, as well as the subjunctive mood. Students will explore the civilizations, cultures, and customs of Spanish-speaking people through cultural articles and literary selections from a variety of historical periods. Students will be expected to log into the course daily and complete a variety of practice activities in Spanish.

**(9501) Spanish Language Advanced Placement** **Year** **1 Credit**

*(Prerequisite: Spanish 931—Spanish 3 H with a minimum final average of A- (90) or Spanish 941—Spanish 4 H with a minimum final average of B (83) or Spanish 4 CP1 with a minimum final average of 95. Summer work is required for Spanish 4 CP1 students enrolling in this course)*

This course is intended as the final course for qualified students who study Spanish on the high school level. This course is comparable to an intermediate level college course in the Spanish language. The goals of this course are to raise the level of proficiency of the four language skills (listening, speaking, reading, and writing) in an integrated manner and to synthesize written and aural materials. The course will focus on six integrating themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Students will also concentrate on the interpretive, interpersonal and presentational skills needed to take the AP Spanish Language & Culture Exam. Summer work is required prior to the start of the course. Students are required to take the Advanced Placement examination in the spring.

**CHINESE**

**These courses are only offered online through One Schoolhouse/Online School for Girls. Students must submit an Off-Campus Course Request Form.**

**(887631) Chinese 3 Honors** **Year** **1 Credit**

*(Prerequisite: Chinese 7621—Chinese 2 H)*

Chinese III students develop their essential Chinese language skills while gaining a deeper understanding of Chinese culture through engaging with various audio, visual, textual materials and increasing authentic language application experience. The course is designed for students who have had at least two years of Chinese study, and takes them into structured communication through comprehensive skill-enhancement with abundant task-based practical grammatical structures and sentence patterns. Students engage in group work, online seminars, real-time speaking practice and personalized learning packets to improve constructive conversation skills in Chinese. Students are highly encouraged to enjoy applying Mandarin and to make productive mistakes within the course. This course aligns with Cheng and Tsui's Integrated Chinese Level I lessons 11 through 20. By the end of

this course, students will acquire substantive vocabulary and structures to creating essays, compose songs and rhymes, discuss written and audio primary sources, and present speeches that are related to a wide variety of popular topics. The goal is to be able to function successfully in daily life in a Chinese-speaking world.

**(887641) Chinese 3/4 Honors**

**Year**

**1 Credit**

*Prerequisite: Successful completion of Chinese 2 or 3*

Chinese III/IV is a rigorous class that prepares students for AP® Chinese Language and Culture or Chinese V course the following year. Students develop language competencies, while building proficiency in applying Mandarin in a variety of real-life situations. The course builds through unrehearsed listening and reading texts, engaging essays, authentic projects and virtual field trips. Classroom discussions and debates are added sequentially so that students develop both communication and language learning strategies. A variety of audio, visual, and textual materials are carefully selected based on the interests and preferences of the students, to reflect the diversity of students' lives, school experience, and personal/social issues. Students should be prepared for a range of collaborative and individual activities each week, including speaking in real time with each other and the instructor. This course aligns with Cheng and Tsui's Integrated Chinese Level II lessons 21 through 30. By the end of this course, students will be able to relate past, present, and future experiences to conduct complicated daily activities in Mandarin.

**(887651) AP Chinese Language and Culture - Chinese V**

*Prerequisite: Successful completion of One Schoolhouse's Chinese III/IV or permission from the administration*

AP Chinese Language and Culture provides deeper understanding and broader application into Chinese language and culture for intermediate Chinese learners. This course focuses on applying Chinese language and cultural skills in real-world problem situations, and experiencing a variety of topics in Chinese history, geography, music and arts, literature, daily life, and national and global issues. Students use team work, group online seminars, one-to-one extra help, and a variety of engaging activities and experiential projects to meet individual needs. Students gain the high language proficiency and cultural competency to compare, examine, evaluate and solve conflicts successfully. Students may select the AP or Chinese V track. AP students are expected to delve deeper into the topics, take AP-style assessments, and prepare for the AP exam. Chinese V is recommended for students who have completed four or more years of Chinese but do not want to prepare for the AP exam.

**Enrichment Programs  
Descriptions 2018-2019**

**The following opportunities are available for students to earn additional nonacademic credit. Students are awarded credit in June if all responsibilities are met.**

**Jazz Orchestra**

**Year .5 credit**

*Open to freshmen, sophomores junior and seniors.*

Jazz Ensemble is an advanced performance group comprised of students selected from within the Symphonic Orchestra, but is also open to Lauralton students who are not enrolled in Symphonic Orchestra. The ensemble will be exposed to many different styles including jazz, blues, swing and rock. Students will perform pieces that allow them to further interpret rhythms, harmony, theory, and be introduced to improvisation. The group performs at the Christmas and spring concerts as well as having the opportunity to perform at other events during the year. There will also be opportunities to attend festivals/contests in the spring. Attendance at performances is mandatory. Rehearsals will take place during regular class time, with a few brief practices scheduled outside of the regular class schedule during the day.

**Milford United Percussion**

**November thru May .25 credit**

*Open to freshmen, sophomores, juniors and seniors.*

The Milford United Percussion Ensemble (M.U.), is a competitive marching performance ensemble based out of Lauralton Hall. This unique group is open to any student from Lauralton Hall, Jonathan Law, and Foran. The ensemble competes against area school and independent groups in the **Musical Arts Conference** (MAC). The ensemble is primarily made up of students who do not normally play percussion instruments, although many of them are in their local band, orchestra and choral programs. In addition, M.U. P. incorporates and encourages piano, guitar, and electric bass players. The group learns a 4-6 minute thematic show utilizing music from traditional, contemporary, Latin, African, and Asian music. It also completes an original marching show on a standard gym floor. Students have the opportunity to play on various traditional and non-traditional percussion instruments and learn skills in a variety of percussive techniques, movement and dance, musicianship, leadership, team work and sportsmanship. Our designers and instructors have performed and taught with some of the top high school and drum corps organizations across the country. Milford United starts in November and runs through the beginning of April. Competitions begin in March and end in early April. The group also performs at the Lauralton Hall spring concert and at other functions at the school.

**Youth & Government (YAG)**

**Year .25 credit**

*Open to freshmen, sophomores, juniors and seniors.*

Youth & Government is a club at Lauralton Hall that immerses students in the Connecticut legislative process. Organized and run in conjunction with the YMCA of Hartford, students take on the role of state legislators and learn how to write a bill, practice parliamentary procedure and simulate the committee process. In addition, students may also participate in the Press Corps or the Youth and Law competition at the state conference. Students travel in January to Hartford for Pre-states, and for a weekend in March for the State conference. Here delegations from across CT assume the roles of Representatives, Senators, and state officers where they debate their final bills in the actual Capitol and Legislative Office Building. There is also an opportunity for the students to attend a national conference in North Carolina and a national law conference which are both in the summer. The club meets on Thursday after school. There is a separate fee to participate in the club.

**Engineering Team****Year****.25 credit**

*Open to freshmen, sophomores, juniors and seniors.*

Lauralton Hall's Engineering Team works in conjunction with the Sikorsky Aircraft Corporation in Stratford, CT to participate in a Science, Technology, Engineering and Math (STEM) Challenge for High School Students to be mentored by Engineers throughout the academic year-long competition. This competition provides students an opportunity to consult with Engineers in the field as they work to solve an engineering design problem. The experience embraces the 21<sup>st</sup> Century skills of creative thinking and problem solving and applies them to technical problems faced in an actual engineering workplace. Students travel in October to Chester Airport for Preliminary Presentations and in April travel to Sikorsky Aircraft Corporation in Stratford to present the final challenge design. The team meets on Tuesday and Thursday after school, as well as Wednesday mornings due to school late start.