



ACADEMY OF THE NEW CHURCH

GIRLS SCHOOL

CURRICULUM GUIDE 2011 - 2012

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THE GIRLS SCHOOL

Welcome to the Academy of the New Church Girls School. The goal of this school is to prepare students for a good and useful life, in this world and in the next. In addition to providing an excellent academic experience, we know that athletics and social life are also important arenas for learning how to lead a good life. In all areas of learning our concern is the development of moral and rational wisdom in each of our students.

Our educational philosophy is based the following core values:

- **We regard the Lord's Word as the guide and foundation of our programs.**
- **We are preparing our students to grow not just academically, but physically, socially, artistically, morally and spiritually.**
- **We honor and nurture the unique and complementary nature of the sexes**
- **We engage our students in lives of social responsibility**
- **We are passionate about promoting what is best for each student**

Every person is born with unique potential and special affections. The purpose of the ANC experience is to provide a program that exposes the student to a full range of disciplines and experiences and encourages the student to explore and develop their interests and hone the skills necessary to fully enjoy them.

Because of our views about the unique nature of the feminine mind, and the special way the feminine and masculine can compliment each other, the Girls School and Boys School are Two Schools in One, employing single sex classes and experiences when we believe that is most appropriate and effective for our young ladies, and co-educational classes and experiences when that is most beneficial. About half of the classes are co-educational, with a gradual increase in mixed classes toward the upper grades. This creates an ideal environment in which our young ladies can develop with independence and confidence, but also learn about, and learn to enjoy, how the masculine mind works.

REGISTRATION

Students will be counseled to select a liberal arts course of study suited to their individual abilities and needs. Course registration for fall, winter and spring terms is to be completed early in the summer. After registration is confirmed, changes may be made only with the permission of the Registrar, parent, advisor, drop teacher, add teacher, and the Principal. Students must choose a full schedule. If a course is dropped, it may be with or without prejudice. A drop without prejudice is not noted on a transcript while a drop with prejudice is entered as a failure. Students who drop a course must add a course in its place. **A student may only drop most courses during the first week of its instruction, with the exception of dropping down a level in the same subject (i.e., Spanish 2 to Spanish 1). Students have the first four weeks to drop down a level, or may do so before the start of Winter or Spring terms.**

The Academy uses a Modified Scheduling system where most courses meet for 56 minutes a day four out of five days a week. The grades for each term (11 weeks) are considered grades of record. These grades are reported to parents and entered on the student's permanent record. A "W" indicates that the teacher is withholding a grade. An "I" indicates that the student's work is incomplete. An "NG" indicates that the student receives credit but no grade. Once a grade is recorded it is not subject to change, unless a mistake in calculating the grade has occurred. A grade of 70 or above is passing for Comprehensive and Academic Diplomas. A grade of 60 or above is passing for a Basic Diploma.

Timeline for Registration

Early Spring: registrar distributes pre-registration forms. Students meet with their advisors and parents to choose courses for the next year. These course selections are not official and do not reserve a student's place in the course. Pre-registration helps the registrar gauge interest in courses and ensure students are addressing credit deficiencies.

Once Pre-Registration has been entered the registrar records the projected diploma status (rising seniors), and course deficiencies that must be addressed in order to graduate (all students)

Late Spring – Early Summer: registrar sends a registration packet to parents of ANC students that includes a letter, registration form and a copy of the student's pre-registration form, with comments. Due date is usually June or early July.

Course assignments are made in order of postmark. Return forms promptly to ensure enrollment in popular electives.

New students will initiate registration following formal enrollment

GRADUATION REQUIREMENTS

Confirmation of a diploma is based upon the passing of a specific number of total points as well as the passing of certain points in specified areas. All students who graduate from the Girls School will have successfully completed the following minimum requirements:¹

<u>Subject</u>	<u>Years</u>
Religion	1,2,3 or 4 ²
English	4
Social Studies	3
Science	3
Math	3
Foreign Language	0-4 ³
P.E.	1 ⁴
Health	*
Fine Arts	**
Electives	***

¹Requirements not met by the date of graduation must be completed by the starting date of the following school year in order to earn a diploma.

² Students are required to take Religion every year they attend ANC.

³The required number depends upon the diploma.

⁴ Physical Education is required all three terms. A student may opt out of Physical Education if they are out for a sport, but in that case, they may not drop the sport. Dance qualifies as a sport for one term.

* While at ANC, health is required during freshman sophomore, and junior years.

** All students must complete a course each of Visual Art and Performance Art during four years of high school.

*** The number of electives required is dependent upon the year the student enters the Girls School and the diploma for which the student is preparing.

Residency Requirements

Four Year Students	12 terms of study at the Academy of the New Church
Three Year Students	9 terms of study at the Academy of the New Church
Two Year Students	6 terms of study at the Academy of the New Church
One Year Students	3 terms of study at the Academy of the New Church

In order to receive a diploma from the Girls School, students must complete a certain number of terms of study here at ANC. Make-up credit counting toward an ANC diploma after senior year must be completed before the start of the following school year.

DIPLOMAS

The diploma program is flexible enough to meet a variety of abilities and needs. A student who satisfactorily completes a prescribed course of full-time study through the twelfth grade, and who fulfills the residency requirement, will receive one of the diplomas listed below:

1. A **Comprehensive Diploma** is awarded to those students who are capable of mastering an intensive program that includes all eight subject-matter areas.

A grade of 70 is passing. The Academic Diploma will be granted upon the successful completion of the following four-year program:

Four years of English, three years of History, Math (to include Geometry and Algebra 2), and Science, and two years of a Foreign Language (one year above the introductory level); one term of a Visual Art and one term of Performance Art. While attending the Girls School, students must take and successfully complete Religion every year. Students must take and successfully complete Health in their Freshman, Sophomore and Junior years, and must complete Senior Seminar in their senior year.

In addition, the following must be met:

1. A fourth year of Science (Physics, Chemistry)
2. **Three** of the following five options during the four-year program:
 - a) a third year of the same Foreign Language or two years each of two different Foreign Languages
 - b) a fifth year of Science (Ecology does not satisfy this requirement)
 - c) a fourth year of Math (Pre-Calculus or Calculus)
 - d) completion of English 4 at the Honors level or the completion of four years of History, at least one of which must be at the Honors level (Comparative Religion does not satisfy this requirement).
 - e) Senior Project

No grade of record in any Senior year "Required Course" (English, Human Anatomy, Senior Seminar or Religion) may be less than 60%.

In addition to the above semester and area requirements, students must meet a minimum total point requirement in order to earn a Comprehensive Diploma. Please consult the chart below.

2. An **Academic Diploma** represents a liberal arts education with fewer requirements than the Comprehensive Diploma. Although the requirements are less stringent, this diploma enables students to enter into most academic colleges.

A grade of 70 is passing. The Academic Diploma will be granted upon the successful completion of the following four-year program:

Four years of English, three years of History, Math (to include Geometry and Algebra 2), and Science, and two years of a Foreign Language (one year above the introductory level); one term of a Visual Art and one term of Performance Art. While attending the Girls School, students must take and successfully complete Religion every year. Students must take and successfully complete Health in their Freshman, Sophomore and Junior years, and must complete Senior Seminar in their senior year.

No grade of record in any Senior year "Required Course" (English, Human Anatomy, Senior Seminar or Religion) may be less than 60%.

In addition to the above semester and area requirements, students must meet a minimum total point requirement in order to earn an Academic Diploma. Please consult the chart below.

3. A **Basic Diploma** represents secondary school graduation. The program leading to this diploma may be inadequate for entrance consideration to many colleges.

The minimum passing grade is 60. The program leading to this diploma may not meet entrance requirements for some colleges and universities.

The Basic Diploma will be granted upon the successful completion of the following four-year program:

The successful completion of four years of English and three years of History, Math, and Science, 2 points of a Visual Art, and two points of Performance Art. While attending the Boys School students must take and successfully complete Religion every year.

Point Minimums

In addition to the above semester and area requirements, students must meet the minimum total point requirement for their chosen diploma track. Below is a summary of the three tracks for all four-year students. For one, two, and three-year students, point requirements will be prorated to reflect course work completed while attending the Academy. One and two year students will receive a customized diploma status sheet once their final transcripts from their previous school have been evaluated by the Registrar. Please note that students must pass the required number of terms and points per discipline as well as earn an overall point requirement to graduate.

Table 3	Basic 60% Passing			Academic 70% Passing			Comprehensive 70% Passing		
	COURSES	Required Years	Terms Passed	Points Earned	Required Years	Terms Passed	Points Earned	Required Years	Terms Passed
Religion	4	5.5	21.6	4	5.5	21.6	4	5.5	21.6
History	3	9	32.4	3	9	32.4	4*	12	43.2
English	4	12	43.2	4	12	43.2	5*	15	54
Science	3	9	32.4	3	9	32.4	5*	15	54
Math	3	9	32.4	3	9	32.4	4*	12	43.2
Foreign Language	0	0	0	2	6	21.6	3*	9	32.4
Fine Art ¹	0.33	1	3.6	0..33	1	3.6	0.33	1	3.6
Physical Education ²	4	5.5	21.6	4	5.5	21.6	4	5.5	21.6
Health ³	0.5	1.5	5.4	0.5	1.5	5.4	0.5	1.5	5.4
Electives (minimum) ⁴			59.4			49.8			21.0
Minimum Total Points			252			276			300

¹All students must complete a course each of Visual Art and Performance Art during four years of high school.

²Physical Education is required all three terms. A student may opt out of Physical Education if they are out for a sport, but in that case, they may not drop the sport.

³ While at ANC, Health is required during freshman, sophomore, and junior years.

⁴The number of electives required is dependent upon the year the student enters the school and the diploma for which the student is preparing.

* see diploma descriptions above for specific course requirements

Courses by Grade

Grade 9 Courses

REQUIRED COURSES	Times per week	Points per year	ELECTIVES	Times per week	Points per year
GRADE 9			GRADE 9		
Religion	4	6	Instrumental	2	6
English	4	12	Choral Music	2	6
Ancient History	4	12	Costume Design	2	6
Latin*	4	12			
Introductory Physical Science	4	12			
Applied Algebra A or	4	12			
Algebra 1 or	4	12			
Accelerated Geometry	4	12			
Health	4	2			
Fundamentals of Fine Arts 1	4	4			
Physical Education	2	6			
*Exceptions made at the discretion of the faculty					

Grade 10 Courses

REQUIRED COURSES	Times per week	Points per year	ELECTIVES	Times per week	Points per year
GRADE 10			GRADE 10		
Religion	4	6	Chemistry	4	12
English	4	12	Physics	4	12
Geometry or	4	12	French 1, 2, 3-4	4	12
Accelerated Algebra	4	12	Spanish 1, 2	4	12
Biology	4	12	Latin 2	4	12
Medieval History	4	6	Ceramics	4	12
Physical Education	2	6	Drawing	4	4
Health	4	2	Photography 1	4	4
			Printmaking	4	4
			Instrumental Music	2	6
			Choral Music	2	6
			Costume Design	2	6

Grade 11 Courses

REQUIRED COURSES	Times per week	Points per year	ELECTIVES	Times per week	Points per year
GRADE 11			GRADE 11		
Religion	4	6	Latin 2, 3, 4	4	12
English	4	12	French 1, 2, 3-4	4	12
Third year of Math*	4	12	Spanish 1, 2, 3, 4	4	12
U.S. History	4	12	Chemistry or Honors Chemistry	4	12
Health	4	2	Civics or Honors Civics	4	12
Physical Education	2	6	Physics	4	12
			Ecology	4	12
*			Comparative Religions	4	12
Algebra 2	4	12	Visual Arts Portfolio	4	12
Algebra 2A Accelerated	4	12	Performing Arts Portfolio	4	12
Pre-Calculus	4	12	Stained Glass	4	12
AP Statistics	4	12	Costume Design	2	6
			Instrumental Music	2	6
			Choral Music	2	6
			Printmaking	4	4
			Pottery	4	4
			Introduction to Film	4	4
			Stage Craft	4	4
			Painting	4	4

Grade 12 Courses

REQUIRED COURSES	Times per week	Points per year	ELECTIVES	Times per week	Points per year
GRADE 12			GRADE 12		
Religion	4	6	Calculus or Pre-Calculus or	4	12
English	4	12	Algebra 3 & Trigonometry	4	12
Human Anatomy & Physiology	4	12	African American Literature	4	4
Senior Seminar	4	2	Drawing and Painting	4	4
Physical Education	2	6	Sculpture	4	4
			Stained Glass	4	4
			Photography I	4	4
			Stagecraft	4	4
			Latin 2, 3, 4	4	12
			French 1, 2, 3-4	4	12
			Spanish 1, 2, 3, 4	4	12
			Chemistry or Honors Chemistry	4	12
			Civics or Honors Civics	4	12
			Physics	4	12
			Ecology	4	12
			Senior Project	4	12
			Performing Arts Portfolio	4	12
			Visual Arts Portfolio	4	12
			Stained Glass	4	12
			Comparative Religions	4	12
			Costume Design	2	6
			Choral Music	2	6
			Costume Design	2	6
			Instrumental Music	2	6

COURSES OF INSTRUCTION

RELIGION

“All religion relates to life. Living religiously means doing good.”

--Emanuel Swedenborg, *Doctrine of Life 2*

Courses meet four times per week for half of the year for a total of 6 points credit. All courses are College Prep Weight.

GRADE 9 RELIGION. We will complete an in-depth study of the *Gospel of John*. The study includes a basic overview of the canon of Divine Revelation (*Old Testament, New Testament* and the *Writings*) as well as a study of how this Gospel introduces fundamental doctrines of the New Church. We will emphasize what the *Gospel of John* reveals about the nature of God and His action in our lives, and how He leads each person individually toward heaven. Through this study the student will learn how important it is to continually strengthen and expand a personal relationship with a visible God and understand how the Lord's life reflects the unity of perfect wisdom in human form.

GRADE 10 RELIGION. This course introduces students to the unique and inspiring teachings of the New Church on life after death in the book *Heaven and Hell* by Emanuel Swedenborg. . Topics include *who goes to heaven and how they get there; who goes to hell and how they get there; how the Lord rules heaven and hell and how he rules earth by means of them; the experience of living in heaven; things you see and do in heaven; marriage in heaven; the true nature of hell; what 'Judgment Day' really is; how we are resurrected at death and the process we go through to enter our eternal home; and our connection with spirits and the spiritual realm.* The course will also include a unit on Near Death Experiences (NDE's) and how these experiences relate to New Church teachings. The course has a special focus not only on what happens after death but how these teachings relate to our lives right now.

GRADE 11 RELIGION. This course takes a topical approach to the core teachings of the New Church, and how they relate to life, with the goal of giving students the tools they need to live a moral and spiritual life. The course will explore *who the Lord is and how we can know Him; how He communicates His universal principles of faith and love to us; who we are in relation to the Lord, to creation and to other people; and how a life of service to the Lord and the neighbor enables a person to grow spiritually within, at the same time the person exercises charity in his or her daily activities.* A key component of the course will be applying the principles of morality and spirituality in the Ten Commandments to real life situations and how concepts like *conscience, free will, rationality, repentance, reformation* and *regeneration* come alive through these situations.

GRADE 12 RELIGION. This course introduces students to the revolutionary and inspirational teachings of the New Church on marriage in the book *Conjugal Love* by Emanuel Swedenborg. Topics include *the spiritual vision of marriage (conjugal) love; why the Lord created males and females as distinctly different from each other and how they complement each other; what a 'soul mate' really is and how to be one; sex, love and intimacy, and the destructive nature of sexual perversions.* Students will be taught about *the progression of dating, courtship, engagement/betrothal and marriage; how to have a happy marriage; what key factors contribute to marital disharmony and breakdown; and why marriage matters.* There is a special emphasis on teachings that speak to the concerns of secondary school age students and how current social research connects with New Church teachings on marriage and relationships.

COMPARATIVE RELIGIONS. This course examines the major Eastern and Western religions plus minor faith groups and modern religious movements and trends in both an historical and comparative context. Students will learn through a variety of mediums including videos, textbooks, sacred scriptures, internet sources, individual and group presentations, guest speakers and field trips. Through this course students will gain a greater understanding of and deeper appreciation for the powerful role religion plays in people's lives throughout the world, a clearer vision of how the Lord leads people of all faiths through universal truths, a broader perspective on the universality and uniqueness of New Church teachings, and a greater ability to articulate and communicate their own faith more effectively through the language of world religion.

Note: Comparative Religion can count toward 4 points of Religion or History credit when a deficiency occurs in the core Religion or History requirements.

HISTORY and SOCIAL STUDIES

The government of the Lord ... on earth is His Providence [which] looks in everything that it does to what is infinite and eternal.
–Divine Providence 47

All courses meet four periods a week for 4 points credit per term. Unless otherwise noted, all courses are College Prep Weight. While not officially designated as such, the courses offered by the department will, with help from the instructor, prepare students to take the Advanced Placement (AP) United States History test. Students should contact the department head and course teacher at the beginning of the course if interested in taking the AP test. The senior elective courses listed below are offered on a rotating basis, determined by staffing and student interest. Assignments may be required to be word processed.

GRADE 9 HISTORY. A study of the origins of man and the beginnings of civilization. Emphasis is placed on the Near Eastern, Greek, and Roman cultures which have formed the basis of Western Civilization. Students learn about these cultures through readings from a variety of sources, including *Ancient and Medieval Worlds*, and through class discussions. A large portion of the second and third trimester is invested in writing research papers. The development of religion in the various cultures is examined from both a New Church and secular point of view.

GRADE 10 HISTORY. A study of medieval European history from the Roman Empire to the Renaissance. The history of Christian Europe is important because it chronicles the span of the Christian Church, and explains the origin and growth of European culture that has become dominant worldwide. The first half of the course deals with the rise and growth of Christendom; the second with the crises and divisions which necessitated the establishment of a New Church. Topics include the religion, art, politics, geography, economics, and daily life of Europe as it moved through a period of incubation (1st through 8th centuries), a period of idealism (9th through 12th centuries), an age of upheaval and change (13th through 15th centuries), and an age of reformation and renaissance (15th through 18th centuries). Emphasis is placed on the study of female leaders of note and feminine contributions within each of these subject areas. Course work includes readings both in and out of our textbook, video, lecture, discussion and group work including a variety of projects designed to encourage students to use both their imagination and creativity in analyzing historical data.

GRADE 11 HISTORY. Students of American History will improve their skills in analytical reading and critical thinking. Using primary and secondary sources, students will develop informed opinions and learn how to share their discoveries with others orally and in writing. Throughout the course we will focus on two questions: “How have the actions of groups and individuals shaped American history and culture?” and “What does it mean to be a citizen of the United States?” In answering these questions particular emphasis will be placed on the role of women. This year an Honors option will be offered within the American History course. Honors students will be responsible for more advanced readings and a deeper level of source analysis along with increased project requirements. **Prerequisite for Honors American History:** Prior year history grades of at least 85% and recommendation of previous instructor. When the Advanced Placement option is taken, Honors Weight.

SOCIAL STUDIES ELECTIVES

CIVICS. An exploration of how the principles of Government, Economics and History explain political and world events. Students will be encouraged to examine current events objectively by applying the skills of research and analysis involved in the study of Political Science. Subject matter will be alternated so that the course can be repeated senior year.

WORLD CULTURES. A study of the non-Western world, World Cultures focuses on those areas in which Christianity does not prevail. The course centers around a study of the Middle East, China and Africa. Each region is examined in terms of history, geography as well as contemporary issues.

ENGLISH

Ideally, every individual is a center of communication for all useful ideas and affections (see AC 2057). Through our English curriculum we endeavor to provide the student with the experiences and skills necessary for the reception and expression of ideas and affections appropriate to her state.

Each student is encouraged to have an approved college dictionary for her own personal use. Unless otherwise noted, English meets four periods per week for 4 points credit per term. All courses are College Prep Weight unless otherwise noted..

GRADE 9 ENGLISH. This course serves as an introduction to all genres from classic to modern literature. Various artistic forms will be studied including epic poetry, the novel and short stories. Emphasis will be placed upon fundamental written analysis and literary interpretation.

GRADE 10 ENGLISH. This course builds on the fundamentals of literary techniques and analysis learned in Freshman English. A particular emphasis is placed on developing an increased compassion for the human condition via storytelling and writing. Course material includes myths, legends and Bible stories, modern short stories, classical fairy tales, *To Kill a Mockingbird*, *Much Ado About Nothing* and *A Raisin in the Sun*. A grammar review, as well as multiple essay-writing workshops, are designed to enhance the students' technical and creative writing proficiency. Students give frequent oral presentations, write reading responses, essays, critical analyses, original stories and frequent entries in their journals. They also complete one research project.

GRADE 11 ENGLISH. A chronological survey of American literature from the Puritan Age to the 20th century. Consideration will be given to the transition of cultural thought from one literary period to the next. Texts studied include the classic works *The Scarlet Letter* and *Adventures of Huckleberry Finn* as well as more modern or contemporary pieces such as *The Glass Menagerie* and *The House on Mango Street*. In conjunction with analysis, this course emphasizes a varied approach to the appreciation and understanding of literature.

GRADE 12 ENGLISH. In this course, students are exposed to a chronological survey of British Literature from the Medieval Era to the end of the 20th century. Emphasis is placed on climbing the levels of Bloom's taxonomy, improving personal lexicons through focused vocabulary and grammar work, and challenging the student's insight, creativity, writing and dramatic presentation skills. Course material includes personal essays, poetry, short stories, *The Canterbury Tales*, *The Taming of The Shrew*, *Hamlet*, and *Corelli's Mandolin*. The Advanced Placement option is Honors Weight.

COEDUCATIONAL ENGLISH ELECTIVES

AMERICAN FILM HISTORY. This course is an introduction to the study of film with an emphasis on developing the language and general understanding necessary to read a film as a text, and discuss it critically as an art form. Through close examination of masterpieces in American film, students learn *methods of film interpretation and analysis*, as well as *genre and auteur theory*. The program of study is designed to develop a strong general understanding of *the inception and evolution of modern filmmaking, basic film techniques and terminology; where filmmakers source their ideas; creating and decoding symbolism on screen; and filmmakers' use of emotional manipulation*.

CREATIVE WRITING. This course is designed to help students access and get to know the writer within them. It is rooted in the belief that we are all created to be creators, and that the creative process is a spiritual one that can open up our lives to divine guidance and inspiration. We begin with exercises to expand powers of observation, imagination, and language. Students will be exposed to various forms of creative writing in the fields of poetry, fiction, nonfiction and journalism, and encouraged to try their hand at each. 'Work-shopping' is the final, essential phase of the course, providing hands-on instruction and experience in critique.

AFRICAN AMERICAN LITERATURE: ART & INTELLECTUAL THOUGHT IN THE HARLEM RENAISSANCE (1919 – 1934). The Harlem Renaissance, originally known as the New Negro Movement or the Negro Renaissance, was a period of artistic rebirth and cultural awakening amongst African American artists. This course introduces students to the lives and works of the major contributors of the period. Students will examine the literary, cultural, historical, political and personal contexts within which the works were produced. Included are works by: Frederick Douglass, Paul Lawrence Dunbar, Langston Hughes, Marcus Garvey, Countee Cullen, Claude McKay, Zora Neale Hurston, and Paul Robeson.

WORLD LANGUAGES

Each race, people, and language group of the world constitutes some part of the Grand Man, and each has a distinctive use to fill which complements the others. Language reflects this distinctive use and genius. The essential use of language is the communication of truth from the Lord to man through His Word.

–World Languages Department Philosophy

The Foreign Language Department requires that a student earn a grade of 70 or better in order to be eligible to move on to the next level of any given language. Exceptions are at the discretion of the department. All courses meet four periods per week for 4 points credit per term. Unless otherwise noted courses are College Prep Weight.

LATIN

LATIN 1. This is an introductory Latin course which aims to give students a grasp of the fundamentals of Classical Latin and ancient Roman culture. With the use of a reading-based textbook, *Ecce Romani I*, students use readings in Latin to generate an understanding of the basics of grammar. These same readings generate study of related cultural topics, supplemented by the gender-focused readings on the place of women in Roman society and biographical studies of famous Roman historical figures. Students are exposed to extensive use of oral Latin in the classroom and learn to both understand spoken Latin and to respond in Latin to basic work in grammar and comprehension, as well as some limited Latin composition. **A \$10.00 supply fee is due the first day of class.**

LATIN 2. This is an intermediate level Latin course open to students who have a solid grounding in introductory Latin. Students continue their study of Latin forms, syntax, and vocabulary through extensive exposure to Latin readings in *Ecce Romani II*, in addition to cultural studies in Roman entertainment, food, and social life. They also continue to develop their skills in Latin composition and their ability to comprehend and respond in Latin. The focus of this intermediate year is an introduction to more advanced Latin syntax in preparation for the reading of classical authors and Swedenborg in Advanced Latin. **A \$10.00 supply fee is due the first day of class.**

ADVANCED LATIN. This course concentrates on reading authentic Latin written by native speakers of the classical world and Swedenborg's neo-Latin. Students will read a variety of authors. Students begin by reviewing grammar and reading skills, then move on to reading and translation. Part of the course is dedicated to reading classical Latin prose, including selections by authors such as Pliny, Caesar, Cicero, and Eutropius. Another part of the course focuses on classical Latin poetry by Horace, Catullus, Vergil, and Ovid. Selections are chosen primarily from *Ecce Romani III*, and are aimed at furthering students' understanding of the ancient world through topics that will interest them. Advanced Latin students will also be reading selections from the Vulgate (Latin) Bible and experience the delight of reading the Heavenly Doctrines. Presupposes a solid grounding in basic Latin forms and grammar. Course content is alternated yearly so that it can be repeated as Latin 4. (Latin 3 is Honors Weight ; Latin 4 is Accelerated Weight .)

FRENCH

FRENCH 1. This is an introductory French course. The text is *Discovering French Bleu*, which invites students to develop new language skills as they learn basic French vocabulary and grammar centered around the study of everyday life in France and other French-speaking countries.. Topics include family life, school life, social life and leisure activities, food, and travel. Using the text, a workbook, and audio-cassettes, students learn to listen, speak, read, and write in the target language. Students will also be involved in activities that will expose them to the richness of French culture and history, including art, music, fashion, cuisine, theater, and film.

FRENCH 2. This course will build on the skills gained in French 1 and students will continue developing conversational French skills with a focus on learning through reading, writing, listening and speaking. In addition there will be films, music, current events, geography, history and religion to enhance the language learning process. Because we live in a modern world, technology will also be integrated, including: current events, online webquests, French podcasts, videos with native French speakers, and other online resources.

FRENCH 3. An elective course in which students will continue expanding the knowledge of French through reading, writing, listening and speaking through conversation and discussion in French. The primary language of instruction is French and students are expected to participate in activities and discussion in French to the best of their ability. We will finish the textbook *Discovering French Blanc* and *Le Petit Prince*, and use other resources: short stories, poems, plays, songs, newspaper articles, and online resources. Building on grammar, vocabulary, and pronunciation learned in French 1 and 2, students will develop competency in discussing topics in French and expressing their opinions

SPANISH

SPANISH 1. The central goal of Spanish 1 is communication. Listening, speaking, reading and writing are used to facilitate the student's acquisition of Spanish. The class is conducted in Spanish so that the students are consistently hearing and using the target language. Developing an awareness of and appreciation for Hispanic culture is another important element in Spanish 1. Classroom activities are organized to put the students at their ease so that they may relax and enjoy learning and communicating in Spanish.

SPANISH 2. The goal of this class is to make the students independent users of Spanish, to gain a new, objective view of their own language and culture, and to give students an understanding of the people who speak Spanish. Topics include classroom life, daily activities, holidays, movies, cooking and travel. Free expression and creative use of the language are encouraged through role plays of specific situations such as going to a hotel, taking a train trip and planning a *quinceañera* party. Grammar will be studied as a means for effective communication and points of emphasis include: review of Spanish 1 grammar, reflexive verbs, and preterit and imperfect tenses and the subjunctive. Reading, writing, listening, speaking and culture are emphasized in a proficiency-oriented approach. Spanish is the language of instruction.

SPANISH 3. Continuation of Spanish 2. The focus is on improving and fine-tuning communication skills and using more advanced grammatical structures. Topics include weather; nutrition and exercise; histories of Spain and Latin America; and music, art and dancing. Points of emphasis include: the future, subjunctive and conditional tenses and their uses. Classroom activities directly involve students in the language acquisition process. Reading, writing, listening, speaking and culture are emphasized in a proficiency-oriented approach. Spanish is the language of instruction.

SPANISH 4. Spanish 4 focuses on aural/oral skills, reading comprehension, grammar, and composition. Emphasizing the use of Spanish for active communication, the course has the following objectives: the ability to comprehend formal and informal spoken Spanish; the acquisition of vocabulary and a grasp of structure to allow the accurate reading of newspaper and magazine articles, as well as short stories; the ability to compose expository passages; and the ability to express ideas orally with accuracy and fluency. A wide variety of authentic materials is used, including movies, music, radio broadcasts, poetry and short stories. A comprehensive review of Spanish grammar is included. Prerequisite: 85 or above in Spanish 3 or teacher's permission. Accelerated Weight.

MATHEMATICS

God Himself is order, and because all things were created from God, they were created from order, in order, and with a view to Order. –TCR 502

Mathematics is the alphabet with which God has written the Universe. – Galileo Galilei

All courses meet four periods per week for 4 points credit per term. A student must maintain an 80 average in the most accelerated track. If an underclassman earns an average grade below 80, the student may only continue to the next accelerated course by petitioning the department. All courses are College Prep Weight unless otherwise stated.

APPLIED ALGEBRA A. This freshman math course will review skills taught in Pre-Algebra and will take students through concepts taught in the first half of Algebra 1, and may complete Algebra 1 based on student needs. It will cover basic algebraic concepts, a review of arithmetic computations, solving equations with one variable, solving equations using exponents and polynomials, factoring polynomials, trinomials and expressions. Students will engage in frequent review of learned skills and apply these skills to practical experiences that extend beyond the classroom. If Algebra 1 is incomplete, a second year of Applied Math will be needed.

ALGEBRA 1. A course which lays a foundation for using variables and expressions as a language for modeling. Topics include operations with rational and non-rational numbers, evaluating and manipulating algebraic expressions, writing, solving and graphing linear equations and inequalities, working with polynomial, radical and rational expressions, and problem solving. An introduction to solving quadratic equations is also covered. For freshmen.

ACCELERATED GEOMETRY. This course covers all the topics of plane and 3-dimensional geometry (see below) at a faster pace and in greater depth. It includes transformations and coordinate geometry and emphasizes logic and proof. For freshmen who have taken Algebra 1. Accelerated Weight .

GEOMETRY. This course provides a basis for further work in mathematics and related sciences. Facts about plane and 3-dimensional figures are developed in logical sequence, through concrete examples and exploration, to show the nature of mathematical reasoning. Topics include logic, constructions, congruence, similarity, circles, area, volume, the Pythagorean Theorem and trigonometric ratios. The ability to present a deductive argument is developed, but this course relies more on inductive reasoning.

ACCELERATED ALGEBRA. An Algebra 2 course for sophomores who have completed Algebra 1 and Geometry and wish to work toward taking Advanced Placement Calculus during senior year. This course covers all the topics of Algebra 2 (see below) at a faster pace and in greater depth. Accelerated Weight.

ALGEBRA 2. This course emphasizes mastery of Algebra 1 skills and the development of new tools for problem solving. It includes operations with complex numbers and algebraic expressions, writing, solving and graphing polynomial equations and inequalities, and solving rational, radical and exponential equations. For juniors who have taken Algebra 1 and Geometry. This course is not a preparation for Pre-calculus..

ALGEBRA 2 with TRIGONOMETRY. This course covers all the topics of Algebra 2 at a faster pace and in greater depth. It concludes with a review of right triangle trigonometry and an introduction to trigonometric functions. For juniors who have taken Algebra 1 and Geometry and plan to take Pre-calculus. Accelerated Weight.

ACCELERATED PRE-CALCULUS. This course explores functions in depth as a preparation for Advanced Placement Calculus. Both analytic and graphical perspectives are used, including concepts of translations, transformations, composition and inverse functions. Topics include the polynomial, rational, exponential, logarithmic and trigonometric functions. For juniors who have taken Geometry and Algebra 2. Accelerated Weight .

ADVANCED PLACEMENT STATISTICS. A course in exploratory analysis, planning probability, and statistical inference, per the College Board syllabus, for accelerated juniors who are ready to undertake work at the college level. This course requires extensive homework and culminates in the Advanced Placement Statistics examination. Each student should own a graphing calculator. Students will have the opportunity to tie all the course's themes together in a final project and presentation. For juniors who have taken Pre-calculus. Honors Weight.

ALGEBRA 3 with TRIGONOMETRY. This course continues the study of functions begun in Algebra 2, including analytic geometry and solutions of higher order equations. A significant portion of the course is devoted to trigonometry and its applications. Topics include a review of right triangle trigonometry, then the unit circle, radian measure of an angle, graphs of trigonometric functions, their translations and transformation. This course does not satisfy the fourth year mathematics requirement for a Comprehensive Diploma. Only for seniors who have taken a regular Algebra 2 course.

SENIOR PRE-CALCULUS. This course explores functions as a preparation for Calculus in college. Both analytic and graphical perspectives are used, including concepts of translations, transformations, composition and inverse functions. Topics includes the polynomial, rational, exponential, logarithmic functions, with a particular emphasis on trigonometry and its applications. For seniors who have taken Algebra 2 with Trigonometry. Accelerated Weight.

ADVANCED PLACEMENT CALCULUS AB. An introduction to differential and integral calculus, per the College Board syllabus, for accelerated seniors who are ready to undertake work at the college level. Topics are considered from analytical, numerical and graphical perspectives. Graphing calculators are used extensively, and students will learn when and how to apply this technology when solving problems. Each student is also expected to take the Advanced Placement Calculus AB examination. For juniors or seniors who have taken or are currently taking Pre-calculus. Honors Weight.

SCIENCE

Factual knowledge serves as a means...[it] is like a mirror in which an image of interior things reveals itself; ... and therefore things which belong to heaven and are called spiritual, reveal and re-present themselves. –AC 5201

All courses meet four periods per week for 4 points credit per term, and are College Prep Weight unless otherwise noted. **All students must purchase their own OSHA approved goggles for laboratory courses from the ANC Bookroom. Fully enclosed shoes with socks must be worn in all science laboratory rooms.**

INTRODUCTORY PHYSICAL SCIENCE. Everything in the natural world derives its origin from the spiritual world, thus from the Lord through the heat and light of the spiritual sun. An appreciation for the matter that comprises the natural world and how it functions in an orderly framework is a primary goal of this introductory course. The ability to deal with problems in an orderly and systematic manner is imperative to the development of the rational and therefore to the ability to discern the intricacies of matter. This introductory course in Physical Science involves the constant search for information and understanding of the universe. It involves an introduction to chemistry and physics. Laboratory safety and techniques will be emphasized. Lecture, film, demonstrations and guest speakers will be utilized. An organized notebook is required and graded. Other areas of graded returns include homework, lab reports, quizzes and chapter tests. Some selected topics include: scientific method, the metric system, scientific notation, acceleration, density, mechanical advantage, the periodic table, chemical formulas and chemical bonding. Cooperative group work is emphasized.

BIOLOGY. An introduction to the study of living things, with emphasis on the fundamental unity in the diversity of life forms. Topics of study will include the characteristics and diversity of life, heredity, the plant and animal kingdoms, and environmental biology. Biology will be studied from both scientific and philosophical viewpoints. Studying science in this way encourages the student to combine both natural and spiritual truth, indeed, all of experience, into a consistent, rational pattern which relates to life and work. One primary objective is to make the student a good observer. The difference between observation and interpretation will also be stressed.

CHEMISTRY. All of the Lord's creation is in Equilibrium. Chemistry studies the mechanisms of equilibrium. There is a cause and effect relationship in all things of creation. Chemistry explains this cause and effect relationship at the atomic level. There is beauty and harmony in the Lord's created universe. Chemistry helps to order and understand this universe. The study of science is an excellent means of developing freedom and rationality as the student acquires the skills of inquiry using the scientific method and the ability to synthesize information. This is an introductory course dealing with the basic concepts of chemistry. The primary emphasis will be on developing an understanding of concepts rather than on memorization of terms and technical details. This is accomplished through personal experience in scientific inquiry, recognition of unifying themes that integrate the major topics of Chemistry, and application of chemical knowledge and critical thinking to environmental and social concerns. Laboratory work, lectures, films, cooperative group work and demonstrations are utilized. Evaluation is based on a notebook, homework, lab reports, quizzes, chapter tests, and a comprehensive final exam. Some selected topics emphasized include: scientific method, measurement, energy, the periodic table, the gas laws, the mole concept, solutions, writing chemical formulas, balancing equations, stoichiometry, and acid/base theory concepts. A \$10 'Web Assign' fee will be collected at the beginning of the course.

HONORS CHEMISTRY. This course is an introduction to the principles of chemistry through an extensive combination of laboratory work, lectures, and demonstrations supported by special films designed for high school chemistry. Emphasis is placed on the scientific method including the uncertainty of measurement and the handling of scientific uncertainties. Topics include extensive formula writing, equation balancing, oxidation/reduction, enthalpy/entropy, reactions, kinetics, determination of reaction heats, and the electrical nature of matter. Most topics are developed quantitatively with an accent on stoichiometry and problem solving. This includes K_a , K_{sp} and E^0 concepts. It is highly recommended that students enrolled in this course have a combined average no lower than 85 for all previous science courses. Students with combined science averages less than an 85 must submit a request in writing to the Department to be considered for the course. The request will then be considered by the Science Department. This is an honors course for students of ability and motivation in science. Students are required to take a standardized comprehensive exam at the end of the semester. Honors Weight. (\$10.00 fee for the text book rental).

PHYSICS. A course that develops scientific measurement and analysis of distance, motion, and force phenomena in nature. Topics covered include analysis of straight line and two dimensional mechanics, work and energy, wave mechanics, sound, light and optics, as well as static electricity, circuitry and electrodynamics. Some consideration may also be given to thermodynamics. The course presents physics as a methodical and systematic explanation of natural phenomena and seeks to develop a critical awareness and analytical judgment, as well as a New Church perspective. Trigonometric methods are used in studying vectors involving two dimensional motion and forces. Students are required to take a standardized comprehensive exam at the end of the semester. Accelerated Weight. (\$25.00 fee for textbook and lab manual rental).

ECOLOGY. A course designed to enable students to develop an understanding of the principles of ecology and to study the relationship of man to his environment and the effects of the human race on the evolution of our living planet. Topics of study will include structure, function and balance within the ecosystems; population growth and control; preservation of natural resources and biological diversity; pollution of the natural environment including air and water, pesticides, and hazardous waste; and the societal impact on the environment covering aspects of economics, government intervention and ethics. Utilizing field excursions, including a newly developed co articulation project with the Pennypack Ecological Trust, students will have opportunities for real world experience in the field of ecology. In addition, lectures, videos, laboratory work and individual and group research projects, emphasizing collaborative and cooperative work, will be used to further students understanding of the complexity of the natural world. Note: this course can only be used to help satisfy the Science requirements for a Basic and Academic diploma only.

HUMAN ANATOMY AND PHYSIOLOGY (required of all Seniors). The objective of this course is to help students gain a firm foundation in the scientific knowledge of human anatomy and physiology while at the same time stressing the intuitive thinking required to relate natural effects to their spiritual causes using the correspondences of Divine revelation.

FINE ARTS

Unless otherwise stated, all courses meet four times per week for 4 points credit per term, and are College Prep Weight.

FUNDAMENTALS OF ART (required of all freshmen). Fundamentals of Art 1 is the foundation upon which all other departmental courses are based. Students will demonstrate through performance, creation, and analysis that they have learned the basic terms and concepts which are essential to a real understanding of the fine arts. The course will cover music, drama, and visual arts.

VISUAL ARTS PORTFOLIO. A year long course providing an opportunity for dedicated students to study fine arts more rigorously. Students studying the fine arts will spend the first term building a body of work in their chosen medium (Drawing, Painting, Sculpture, Ceramics, Photography). Then learning how to photograph, edit and assemble their work into a portfolio during the second term. And in third term students will spend time learning practical art skills such as: stretching and preparing canvases, matting and framing, making paint, etc. ultimately leading up to a grand student-run exhibition. Meets four periods per week for 10 points credit over four quarters. Course is open to juniors and seniors, and may be taken twice. If the Advanced Placement option is chosen, Honors Weight. (**\$25 lab fee for Fine Arts students**)

DRAWING (sophomore). An introductory studio course designed to teach the technical skills associated with drawing. Students learn through direct observation how to render shapes and forms using: line, value, and texture. Students will be taught how to use perspective, establish compositions and work with charcoal, pencil and other drawing mediums. Drawings will focus on: still-life, landscape, architecture, portrait and self-portrait. Discussions and examples will introduce students to historical artists, theories, and New Church ideas relating to art. Limited to 18 students per section, **\$10.00 Lab Fee.**

PAINTING (junior). A studio course designed to teach the technical skills associated with painting. Students learn through direct observation how to render shapes and forms using: color, value and texture. Students will learn different color schemes and how to apply these color schemes in paintings. Students will be taught how to mix colors and apply paint to logically establish compositions. Paintings will focus on: still-life, and portraiture with the possibility of landscape. While discussions and examples will introduce students to historical artists, theories, and New Church ideas relating to art. Limited to 18 students per section, **\$10.00 Lab Fee.**

DRAWING & PAINTING (senior). A culminating studio course that builds upon the skills taught in previous art electives. This course focuses on expression and communication using two-dimensional media. Through creation and discussion students will gain a better understanding of art, both historical and contemporary. Assignments will challenge students to find ways to visually express themselves and employ New Church teachings in their drawings and paintings. Limited to 18 students per section, **\$10.00 Lab Fee.**

PRINTMAKING. Limited to 16 students per section. Two-dimensional exploration of printmaking techniques (intaglio, relief, stencil and silk-screen printing) with an emphasis on woodblock and linoleum prints. The course will include a series of small projects which will range from a stress on the quality of an edition of prints (registration, consistency of image and tone) to one-of-a-kind prints or monotypes. Final projects will involve the printing of an edition, the production of a small book, or similar projects. Students will be encouraged to use ideas from other classes (Creative Writing, Drawing and Painting) and will have an opportunity to examine various actual prints and learn about printmaking history.

SCULPTURE (Senior). A culminating studio course that builds upon the skills taught in previous art electives. This course focuses on expression and communication using three-dimensional media. Through creation and discussion students will gain a better understanding of art, both historical and contemporary. Assignments will challenge students to find ways to express themselves and employ New Church teachings in their sculptures. Limited to 16 students per section, **\$10.00 Lab Fee.**

HAND BUILT CERAMICS (sophomore). An introductory studio course designed to teach the technical skills and art associated with clay. Students will learn how to shape, carve, build with and glaze clay. Each project will have a New Church component and working with coils and slabs will help students come to better understand the concept of form. While discussions and examples will introduce students to historical artists, theories, and New Church ideas relating to art. Limited to 16 students per section, **\$10.00 Lab Fee.**

POTTERY (junior). A studio course designed to teach the technical skills and art associated with clay. Students will learn how to make functional ceramic pieces such as: mugs, bowls and pitchers using the potters wheel and other hand-building techniques. Students will also be taught how to decorate and glaze their work.. Discussions and examples will focus on historical artists, theories of form and craftsmanship in connection with New Church ideas and teachings. Limited to 16 students, **\$10.00 Lab Fee.**

STAINED GLASS. Limited to 16 students. An exploration of a centuries old art form. Students will explore two-dimensional design with an emphasis on the foil method of construction. The course will examine some of the history of stained glass design as well as the history of glass making in Bryn Athyn. The course will use Glencairn and the Bryn Athyn Cathedral as a visual laboratory and students will design and produce their own pieces in the school's own facilities. Techniques in glass painting will also be introduced.

PHOTOGRAPHY 1. Limited to 12 students. This course is designed as an introduction to the art of black and white photography. The student will learn how to creatively use the darkroom and the camera as well as develop their own film. Prior photographic experience is not necessary for this course. (Access to a camera is highly recommended).

COSTUME DESIGN. This course focuses on the main elements of costume/clothing design theory and history, and will teach the students basic cutting and sewing techniques. Students will undertake the study of color, line, function and character in the design and construction of costumes for the Secondary Schools' yearly theatrical productions. Students will be taught to cut, interpret and read patterns, create patterns, choose fabric, and construct garments as well as do alterations on existing garments. 6th period; 2 credits per term; may be taken any or all terms

STAGE CRAFT. Stage craft is a twelve week junior and senior elective that begins with thorough analysis of the current musical that is being performed at the school. We then move through a design process much like what the students would encounter in a professional scene shop. They begin with basic sketches that are refined into scale elevations and plot plans, and finally scale models. The students then shift to the construction phase of the class, learning how to use a wide variety of power tools and how to read actual construction blueprints. The final product is the theatrical set that is used for the spring musical production.

VOLUNTEER WORK AT GLENCAIRN. There are many opportunities for students to do volunteer work in a variety of areas. Participation in this program may lead to acceptance in the summer assistantship program. No credit offered.

PERFORMING ARTS

All courses are four periods per week for 4 points credit per term, Basic Weight.

PERFORMING ARTS PORTFOLIO. (11th and 12th grades) Students study vocal technique, dance technique, character development and are exposed to multiple shows throughout the year. The majority of class time is spent developing and rehearsing performance pieces from both past and current Broadway shows. Students are also required to be involved in some capacity in one of the theatrical productions at ANC, as well as write critiques, research theater history, stage their own performance pieces in student groups, and attend professional performances. Students participate in four concerts a year at the Mitchell Performing Arts Center, as well as other performances throughout the year.

INSTRUMENTAL ENSEMBLE. Twice weekly for 66 minutes during 6th period.

Members receive un-graded credit on their activity sheet for participation and perform for regular school functions, local facilities, such as hospitals and nursing homes, and for community worship services.

DANCE ENSEMBLE. Dance ensemble is open to all students regardless of previous training. The dance ensemble is set up in order to accommodate both advanced dancers as well as students who have never had the opportunity to try it. Dance training and choreography include a variety of styles, such as contemporary, jazz, tap, theater dance, hip hop, and ballet. Dancers perform multiple numbers each term at dance concerts and Performing Arts Nights, as well as participate in other performance opportunities at the school and in the community. The Dance Ensemble meets daily for two hours in the afternoon. Fulfills the P.E./Athletics requirement once per year for girls. 10 non-GPA credits; may be taken any or all terms.

CHORAL MUSIC. Choral Music is a twelve week elective that is available all three terms, and is open to any grade level in the school. Students will work with a wide variety of music ranging from classical choral pieces to New Church contemporary to Broadway classics. There are four concerts during the year, including a Christmas show, and many other performance opportunities. Twice weekly for 66 minutes during 6th period.

BRYN ATHYN ORCHESTRA. Students are welcome to join the Bryn Athyn Community Orchestra. Participation will be noted on the student's Activity Sheet. No credit offered.

PHYSICAL EDUCATION AND HEALTH

Physical Education must be taken in any season a sport is not taken. Physical Education and Athletics may be taken concurrently. Physical Education courses meet twice weekly for 66 minutes in the 6th period for two credits per term. In addition, Health is required Freshman, Sophomore and Junior Years. Health courses meet 4 times per week for half a term for 2 credits. All courses are College Prep weight.

GRADE 9 AND 10 PHYSICAL EDUCATION. Freshman and sophomore year offers a variety of team sports, dance, cardiovascular activities, and individual activities emphasizing the development of individual skills, team concepts, and physical fitness. Students will have the opportunity to participate in volleyball, European handball, indoor field hockey, indoor soccer, flag football, Ultimate, hip-hop, aerobics, power walking, badminton, one wall handball, cycling and archery. Daily classes are structured to introduce students to physical fitness concepts and applications. Bicycle with gears and a properly fitting helmet are required for cycling.

GRADE 11 AND 12 PHYSICAL EDUCATION. In junior and senior years, individual activities, individual sports, and aerobic activities are emphasized. Students are encouraged to develop their interests and skills that they can use and enjoy throughout their life. Tennis, yoga, dance and various types of aerobic classes are offered. Ice-skating and golf are also introduced as lifetime activities. Leadership, fellowship, trusts, risk-taking, and problem-solving activities make up the "challenge" unit. A self defense course focuses on prevention and physical techniques. \$30 Fee for Self-Defense.

ELECTIVE PHYSICAL EDUCATION. (11th and 12th grades) Students will be exposed to a variety of lifetime sports and activities such as tennis, badminton, ice skating, dance, volleyball, biking, running, rock climbing, golf, archery, yoga, ultimate, and weight training. With the necessary sport skills and understanding, students will have the background to become active participants throughout their lives. (Not offered 2011-2012)

GRADE 9 HEALTH. In this course we will focus on physical health and wellness. We will look at the various factors that contribute to physical health. The specific topics covered will include nutrition, exercise, sleep, and stress. There will be a variety of different exercise options introduced, as well as stress management techniques. There will also be a lot of discussion and students will be expected to journal about the various topics discussed, as well as demonstrate their knowledge on tests and in the form of a final project. All the material will be approached from a New Church perspective.

GRADE 10 HEALTH. In this course we focus on mental and emotional health and look at the various factors that contribute to emotional and mental health. The specific topics covered will include drugs, alcohol, disease, and body image. There will be a variety of guest speakers who will share their stories and experiences with these issues. There will also be a lot of discussion and students will be expected to journal about the various topics discussed, as well as demonstrate their knowledge on test and in the form of a final project. All the material will be approached from a New Church perspective.

GRADE 11 HEALTH. In this course, we focus on sexual health and relationships and look at the various factors that contribute to healthy and unhealthy relationships, both sexual and platonic. The specific topics covered will include reproduction, contraception, premarital sex, and abuse. There will be a variety of guest speakers who will share their stories or experiences with these issues. There will also be a lot of discussion and students will be expected to journal about the various topics discussed, as well as demonstrate their knowledge on tests and in the form of a final project. All the material will be approached from a New Church perspective.

SENIOR SEMINAR AND SENIOR PROJECT

Unless otherwise noted, all courses meet four periods per week for 4 points credit per term, and are College Prep weight.

SENIOR SEMINAR. A 5 ½ week (2 credits) required course for seniors, in personal finance and basic economic principles. Topics include Budgeting, Personal Finance, and Overview of the Financial Markets, and Networking. A variety of activities will be used to introduce students into the skills they will need to manage their finances and understand the economics of the world around them.

SENIOR PROJECT. This course develops fundamentals of leadership and communication by examining regeneration and faith. It allows students to explore a topic of their own choosing, combining class instruction, independent study and mentoring to support their endeavor. Each project begins with a research paper which emphasizes critical thinking. Students then complete a project related to their research and organize a portfolio record of all work. In addition, each student offers a service to their community that is related to their project. The course concludes with a public presentation. “Purpose,” “Stretch” and “Challenge” are central themes of this course. Many students invest a great deal of time in this course, but also find it exceptionally rewarding. Accelerated Weight.

THE WHITE HORSE SOCIETY

The White Horse Society is a chapter of the National Honor Society. Membership in this organization is an honor granted by the faculty to selected 10th-12th grade students and is dependent upon meeting set criteria in scholarship, leadership, service and character. Students who clearly demonstrate an active interest in academic achievement and excellence, and who meet a cumulative grade average of 2160 quality points (90 weighted average) or above, are eligible for consideration. Once accepted and inducted into the society, students must maintain this academic standard, qualities of character and leadership, and participation in service activities both within and outside the school community. Enrollment in honors, advanced, or accelerated courses is strongly encouraged. The chapter accepts transfer honor society members with the usual stipulation that, as members of this chapter, they must meet and maintain the standards as established by the constitution of the White Horse Society. Induction of new members occurs in the spring of each year.

EDUCATIONAL SUPPORT SERVICES

The objective of Educational Support Services (ESS) is to assist students who are struggling academically. While ANC is not a remedial school, ESS will support struggling students and help them reach their potential.* Some students may need diagnostic testing in order to provide recommendations to the classroom teachers, and while we are committed to mainstreaming students in as many subjects as possible, we may institute specific support/study skills classes and study periods to supplement the recommendations.

We refer students in need of psycho-educational testing to the Growth Opportunity Center or the Montgomery County Intermediate Unit (MCIU). The Growth Opportunity Center charges a fee, but they can usually administer the tests in a timely manner. A copy of the results is sent to parents and then to the school with written permission by the parents. The ESS staff communicates the results and recommendations to the student's teachers. The MCIU provides free educational services to both public and non-public schools in Montgomery County. Because of the demand for this testing across the county, it often takes a month or more to arrange for the testing. This service is not available to dormitory residents whose home residence is outside of Montgomery County. A psychological referral form is obtained through the ESS staff and filled out and approved by ESS, parents, and the principal. Testing takes place during the school day, typically from 8:20 am until 11:00 am. The psychologist then analyzes the test and meets with the parents in the afternoon to review the results. The results are then sent to the Academy with written permission by the parents and communicated to the student's teachers by ESS staff.

ESS's current staff includes the department head, who coordinates administrative duties and also instructs, a part-time math teacher, and two other quarter time instructors. We currently offer support courses in English as a second language, biology, ancient history, and a remedial algebra class. We also offer specific academic study periods that provide students with additional support and study time during the school day.

ESS maintains updated support material in our Support Center, and we have specific material to teach study skills and learning strategies, basic skills in mathematics, and basic life skills. We are also members of the Recording for the Blind and Dyslexic Organization that offers taped recordings of novels and academic textbooks.

We utilize inclusion strategies and curriculum modifications for mainstreamed students. At the beginning of the first and third quarters, curriculum modifications are put in place and distributed to classroom teachers and sent home to parents.

ESS provides five other services for students. We try to secure tutors for students when necessary, and we monitor struggling students on a weekly basis through the Academy computer network. A study lab for math and science is offered every Tuesday and Thursday evening from 7-9 pm in the Student Center, and an ESS teacher is available after school in the Student Center for help as needed. Finally, oral testing and extended time on tests is also available for qualified students through the Student Center.

In general, ANC is a place where a variety of students can be successful. We encourage parents/guardians to speak with the principals about a child's unique situation. We may be able to assimilate some students with learning challenges into our school. Although we are a small school with limited faculty and resources, we want to provide for a New Church Education for as many students as possible.

Modified courses can earn partial or full credit, according to a curriculum worked specified by the regular teacher and ESS, and approved by the appropriate department. Exceptions: Gifted/advanced work, ESL support, other special cases as determined by ESS in conjunction with relevant department and faculty.

*We cannot adequately support students with serious emotional, motivational, and behavioral challenges, students with ODD or with severe cases of ADD and ADHD, or other severe learning disorders.

CREDIT, AVERAGES AND GRADES

Credit, known as points, is awarded for each term passed in a course. The credit (i.e., the number of points a student receives for a course) is determined by the number of hours per term the course meets. A term is approximately 11 weeks long and each point represents no less than 11 clock hours of class time. If a student misses ten per cent or more of a course's classes in a term (five classes), she may receive reduced credit (see Handbook for additional information).

In order to remain enrolled in the school, or to advance with his class, a student whose diploma is in jeopardy may be required to take a summer program of studies at an approved school. If this program is successfully completed, the faculty may approve credit. Summer school points may apply to the appropriate area quota and total points quota, but shall not be used for computing total GPA or quality points.

For each course that assigns graded credit, quality points are determined by adding the appropriate difficulty points to the final grade and multiplying this sum by the number of credits earned for the class. The products for all courses are added to give the QPT for the term. Un-graded credit is assigned no quality points. Example: a student with a grade of 85 in a 4-point regular Chemistry course earns $85 \times 4 = 340$ quality points for that term. An 85 in the Honors Chemistry course earns $(85 + 6.66) \times 4 = 366.64$ quality points.

COURSE DIFFICULTY	POINTS ADDED TO GRADE FOR WEIGHTED AVG & QUALITY POINTS
Basic	0
Accelerated	3.33
Honors	6.67

A student's weighted average is calculated by adding the appropriate number of difficulty points to each grade and then multiplying each grade by the course's earned credit value, and then dividing that total by the student's total credits. For example, if a student takes six courses each rated as regular difficulty and worth 4 points and earns the following grades (83, 97, 91, 76, 85, 88), her weighted average would be:

$$\frac{(83 \times 4) + (97 \times 4) + (91 \times 4) + (76 \times 4) + (85 \times 4) + (88 \times 4)}{24} \text{ or } 86.67$$

A student's weighted average is included on the transcript.

Rank-in-class is used solely for internal purposes unless specifically requested by the student.

Grade reporting for collegiate purposes is depicted in the chart right:

To make the Academic Honors List a student must compile 2160 or more quality points per term, representing an average of 90% in all academic classes.

A student who compiles at least 2088 but less than 2160 quality points earns honorable mention on the Academic Honors List representing an average of 87 in all academic classes.

	NUMERICAL GRADE	SCORE ON 4 POINT SCALE
A	93-100	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D+	67-69	1.33
D	63-66	1.00
D-	60-62	0.67
F	<60	0.00

Class rank and graduating with honors are based on a Quality Point Total (QPT) accumulated in junior and senior years. Quality points are assigned at the end of each term according to the grade earned and the difficulty category of the course taken.

To graduate with honors a student must average 2160 or more quality points per term in his junior and senior years.

GIRLS SCHOOL ADMINISTRATION AND SUPPORT SERVICES

Rev. Eric H. Carswell	Vice Chancellor
Mr. Jim Adams	Managing Director
Mrs. Susan O. Odhner	Principal
Miss Elizabeth K. Fuller	Assistant Principal
Mr. Erik Odhner	Director of Studies
Mr. Jody Maddock	Director of Campus Services
Mr. Shawn Synnestvedt	Director of Athletic
Mrs. Carolyn Pitcairn	Administrative Assistant
Mrs. Beth N. Lutz	Registrar/College Counselor
Ms. Julie Rankin	Director of Library Media Services

BOYS SCHOOL AND GIRLS SCHOOL JOINT FACULTY, BY DEPARTMENT

RELIGION

Rev. Eric Carswell
Rev. Barry C. Halterman (H)
Rev. Mauro S. de Pádua

FINE ARTS

Mr. Eyvind C. Boyesen (H)
Mr. Keith A. Gruber
Mrs. Lisa M. Knight

PERFORMING ARTS

Miss Sarah Gladish
Mrs. Nancy Metroka
Mr. Christopher Y. Waelchli (H)

ENGLISH

Miss. Erica W. Cantley
Miss Sarah Gladish
Miss Bonnie C. Hodgell
Mr. Baird Kistner (H)
Mr. Ivan Maddock
Mr. Douglas A. Reuter

WORLD LANGUAGES

Mrs. Gail A. Cooper (H)
Mrs. Holly Connelly
Mrs. Sarah Cooper Waelchli
Miss Emily Latta
Ms. Margaret M. Walker

MATHEMATICS

Mrs. Megan S. Allen
Mr. Cory B. Boyce
Ms. Elizabeth K. Fuller (H)
Mr. Ryan Glunz
Mr. Ivan J. Maddock
Mrs. Erica O. Stine

EDUCATIONAL SUPPORT

Miss Sarah Gladish
Mr. Tony A. Griffin
Mr. Brian H. Horigan
Mrs. Natasha Keys
Miss Kendra Knight
Mrs. Brenda Rydstrom (H)
Mrs. Erica Stine

SCIENCE

Mrs. Megan Allen
Mr. Ian Cole
Mr. David Keith
Mr. Francis C. Reinprecht
Mr. E. Alex Rohtla
Mrs. Kira R. Schadegg (H)

HISTORY

Mr. Kyle Genzlinger
Mr. Tony Griffin
Mrs. Emily L. Klippenstein
Mr. Ty Klippenstein (H)
Ms. Kendra Knight
Ms. Margaret M. Walker

PHYSICAL EDUCATION

Mr. Eyvind C. Boyesen
Mrs. Marah Boyesen
Mr. Brian Horigan
Mrs. Emily L. Klippenstein
Mr. Shawn O. Synnestvedt (H)

The Academy of the New Church Secondary Schools Register of Faculties

Allen, Megan S.	B.S., Union Institute and University
Boyesen, Eyvind C.	B.A., Lehigh University
Boyce, Cory B.	B.S., Virginia Polytechnic Institute and State University; M.A., Lehigh University
Cantley, Erica W.	B.A., Columbia University
Cole, Ian	B.S., Temple University, J.D., Temple Beasley School of Law
Connelly, Holly G.	B. A., Franklin & Marshall College
Cooper, Gail A.	B.A., Oakland University, M.A., Villanova University
dePadua, Mauro S.	B.A., Bryn Athyn College; M.Div., Academy of the New Church Theological School
Fuller, Elizabeth K	B.A., James Madison University
Genzlinger, Kyle G.	B.S., Virginia Polytechnic Institute and State University
Gladish, Sarah	B.A., Brandeis; M.A. Holy Family University
Glunz, S. Ryan	B.A., Roanoke College
Griffin, Tony	B.A., Bryn Athyn College
Gruber, Keith A.	B.A., Washington and Jefferson College
Halterman, Barry C.	B.A., Bryn Athyn College; M.Div., Acad. of the New Church Theological School; M.A., Temple University
Hodgell, Bonnie C.	B.A., University of Scranton
Horigan, Brian S.	B.S., University of Waterloo; M.S., Philadelphia College of Textiles and Science
Irwin, Jeremy	B.S., Wayne State University
Keith, David	B.S., University of North Carolina at Chapel Hill
Keys, Natasha R.	B.A. and ESL Certificate, Arcadia University
Kistner, Baird J.	B.A., University of Richmond; M.A., Villanova University
Klippenstein, Emily	B.A., Gettysburg College
Klippenstein, Ty	B.A., Gettysburg College; M.A., Arcadia University
Knight, Kendra	B.A., Bryn Athyn College
Lutz, Beth N.	B.A., Gettysburg College, M.Litt., Univ. of Aberdeen
Maddock, Ivan	B.S., Carnegie Mellon University
Metroka, Nancy E.	B.A., Montclair State College; M.Mus.Ed., Temple University
Odhner, B. Erikson	B.A., Bryn Athyn College; M.A., Villanova University
Odhner, Susan O.	B.A., Bryn Athyn College
Rankin, Julie	B.A., Bryn Athyn College; M.L.I.S., University of Pittsburgh
Reinprecht, Francis C.	B.A., Arizona State University; M.N.S., Arizona State University
Reuter, Douglas A.	B.A., College of New Jersey
E. Alex Rohtla	B.A., University of North Carolina at Chapel Hill
Rydstrom, Brenda	B.A., Univ. Arizona; M.A., Holy Family University
Schadegg, Kira R.	B.S., University of North Carolina at Chapel Hill; M.Ed., Beaver College
Simons, Allyn E.	B.S.N., Loyola University; M.S.N., Duke University
Erica Stine	B.S., University of Delaware
Synnestvedt, Shawn O.	B.S., The College of New Jersey; M.Ed., Beaver College
Waelchli, Christopher Y.	B.A., Catholic University
Waelchli, Sarah Cooper	B.S., Georgetown University
Walker, Margaret M.	B.A., University of Pennsylvania; J.D., Villanova University School of Law

CALENDAR OF SCHOOL DAYS, EXAMS AND HOLIDAYS FOR 2011-2012

Aug 28	29	30	31				Sunday, August 28 Monday, August 29 Tuesday, August 30	Dorm Students arrive Registration and Orientation Classes begin
Sept.	---	6	7	1 8	2 9		Monday, September 5 Tuesday, September 6 Saturday, September 10	Labor Day – Holiday Use Monday Schedule ACT Tests
	12	13	14	15	16			
	19	20	21	22	23			
	26	27	28	29	30			
Oct.	3	4	5	6	7		Thursday, October 6 Friday, October 7 Saturday, October 8 Monday, October 10 Wednesday, October 12 Wednesday, October 12 Saturday, October 22	Mid Term Ends Charter Day SAT I and SAT II Holiday Mid Term Grades Due PSAT Test ACT Tests
	---	11	12	13	14			
	17	18	19	20	21			
	24	25	26	27	28			
	31							
Nov.	7	8	9	10	11		Saturday, November 5 Wed-Fri Nov 16-18 Mon-Tues, Nov 21 & 22 Wed. Nov. 23-Sun. Nov. 27 Monday, November 28	SAT I and SAT II 1 st Term Exams Senior Trip/Experiential Learning (Fr-Jr) Thanksgiving Break 2 nd Term Begins
	14	15	16	17	18			
	21	22	---	---	---			
	28	29	30					
Dec.	5	6	7	8	9		Saturday, December 3 Saturday, December 10 Noon , Friday Dec. 16- Monday, Jan. 2	SAT I and SAT II ACT Tests Christmas Vacation
	12	13	14	15	16			
Jan.	---	3	4	5	6		Monday, January 2 Monday, January 16 Tuesday, January 17 Friday, January 20 Saturday, January 21 Tuesday, January 24	Dorms Re-Open MLK Jr Day – No School Monday Schedule Mid Term Ends SAT I and SAT II Mid Term Grades Due
	9	10	11	12	13			
	---	17	18	19	20			
	23	24	25	26	27			
	30	31						
Feb.	6	7	8	9	10		Saturday, February 11	ACT Tests
	13	14	15	16	17		Monday, February 20 Wed-Fri, Feb 29-Mar 2	Presidents Day – No School 2 nd Term Exams
	---	21	22	23	24			
	27	28	29					
Mar.	---	---	---	1 ---	2 ---		March 3 – March 11 Monday, March 12 Saturday, March 17	Spring Break 3 rd Term Begins SAT I only
	12	13	14	15	16			
	19	20	21	22	23			
	26	27	28	29	30			
Apr.	2	3	4	5	---		Fri. April 6-Mon. April 9 Saturday, April 14 Friday, April 20 Tuesday, April 24 Friday, April 27	Easter Break ACT Tests Mid Term Ends Mid Term Grades Due Iowa Testing
	---	10	11	12	13			
	16	17	18	19	20			
	23	24	25	26	27			
	30							
May	7	8	9	10	11		Saturday, May 5	Sat I and SAT II
	14	15	16	17	18		Monday, May 28 Tue - Thurs. May 29-31 Saturday, June 2	Memorial day 3 rd Term Exams Graduation
	21	22	23	24	25			
	---	29	30	31	1	2		

